In its curriculum and experiences, the Unit addresses these elements of diversity: ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographic area. The design, implementation, and evaluation of the curriculum and experiences reflect not only the Unit’s commitment to diversity but also the Unit’s commitment to the Conceptual Framework: “Preparing professional educators to be effective communicators who integrate and care.” As candidates acquire and apply knowledge, skills, and dispositions, necessary to help all students learn, they become “professional educators who effectively communicate, integrate and care.”

Williams Baptist College reflects its commitment to diversity in the Mission Statement as the institution strives “to educate, equip, and enrich students to be articulate and contributing members on a global society.”

The Minority Affairs Committee (MAC) which was established in 2002 is an eight member committee. The eight members of this committee include the Education Unit Head, the Academic Dean, the Vice-President for Enrollment Management and Student Affairs, and the Dean of Students. The committee develops ideas/plans related to minority matters on campus. In addition, the Admissions Department plans and supervises the activities of Black History Month, aided by a volunteer student committee and theses academic departments: the Art Department, the Education Department, the English Department, and the History Department.

Williams Baptist College English and History Departments, under an Arkansas Humanities Grant, held a symposium for teachers and administrators of Partnership Student Teaching schools and for the general public. Williams Baptist College English and History faculty presented scholarly papers about popular turn-of-the-twentieth-century writer, Alice French (pen name Octave Thanet), who lived and wrote at Clover Bend, Arkansas, while English and social studies education majors prepared teaching packets for those who attended. Diversity issues addressed in the faculty papers and teaching packets included the plantation system at Clover Bend, the role of emancipated African-Americans on the plantation, and Thanet’s interest in the life of African-Americans at Clover Bend.

The Gould Writing Project is a partnership between candidates in Secondary English/Social Studies programs and Gould High School, a public school in Gould, Arkansas, with almost 100% minority population. In this effort, secondary candidates and their professor traveled to Gould, where candidates taught students grades 7-12 how to write memoirs. Following the format of the earlier Partnership, Gould students submitted their work, and candidates evaluated the work and returned it for revision. Gould teachers facilitated the revision process, and Gould students re-submitted the revised work. Candidates then selected work to be acknowledged at an awards program on the College campus.

In the past, the History Department sponsored a showing of the documentary film Hoxie: The First Stand. In addition to showing the film to students, faculty, and the public, the department organized a panel of men and women who were in some way or another involved in the Hoxie School desegregation crisis of 1955, which was the subject of the film.
The Williams Educators Organization (WEO) regularly invites speakers, including minority educators, to attend meetings and address issues about education.

During WTEP teacher candidates’ education coursework, they are exposed to a variety of experiences designed to help them understand the importance of diversity in teaching and learning. Many of the pre-professional and professional teacher education program courses address elements of diversity that are assessed by exams, class presentations, projects, assignments, activities, and field experiences. Course syllabi provide additional information. Students in the Methods & Classroom Management courses design a one-week integrated thematic unit as part of their coursework. This includes lesson plans, accommodations, assessments, technology-related activities, and other aspects of instruction. As part of the planning process, teacher candidates are randomly assigned a class composite that tells them the makeup of their class. Diversity is purposefully built into these class composites to afford candidates the opportunity to plan classroom activities for a group of students that are diverse in ethnicity, language, race, learning styles, and ability levels.

For example, one class composite is 10 boys and 10 girls with 12 Caucasian students, 4 African American students, and 4 Hispanic students that speak and read English well, but whose parents speak only Spanish. In addition to this, the class is made up of 60% kinesthetic learners, 30% visual learners, and 10% auditory learners. The class also has diverse ability levels in that there are 6 gifted learners, 2 learning disabled students, and 3 non-readers included in the group.

These diverse class composites allow our candidates to plan for accommodations, remediation, modified assessments, and learning activities that address each learning style. Candidates are provided with web resources and handouts to prepare them to modify for the specific needs of their mock student population. Candidates are also provided with web resources to enable them to translate documents that will be sent home for non-English speaking parents. The Unit feels that having this experience built into our curriculum helps our candidates become familiar with the methods and resources required to fully meet the needs of their future students no matter what type of differentiation is required. (Refer to Class Composite Example)

In addition to the assessment embedded on program courses, candidate performance is also evaluated at various stages of the Unit’s assessment system. A thorough description and explanation of the Unit’s assessment system are provided under Standard 2. Proficiencies related to diversity can be found in all the stages of the timeline of the assessment system: admission, admission to block courses, admission to DST, exit from program, and program completion.

In their general education curriculum and across all program areas, candidates encounter courses which include elements of diversity that are assessed by exams, class presentations, case studies, and projects. General education courses which address diversity include EN1113 & EN1123 English Composition 1 and 11, AR2143 Art Appreciation, SP2183 Speech Communication, HT 1113 & HT1143 Western Civilization 1 and 11, and PY1113 General Psychology. The following tables list the program areas and their upper-level courses which address diversity. Course syllabi provide additional information.
## Upper-Level Courses

### Which Address Diversity

<table>
<thead>
<tr>
<th>Program</th>
<th>Upper-Level Courses</th>
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| P-12 Art Education            | AR 3113  Art History before 1900 
AR 3253  Art Education I 
AR 3513  Art Education II 
AR 4223  Modern Art History |
| P-4 Early Childhood Education | ED 3043  Studies in Early Childhood 
ED 3153  Social Studies P-4 
ED 3223  Reading Instruction: P-4 
ED 3243  Language Arts & Lit P-4 
ED 4143  Classroom Management/ Methods & Resources P-4 
ED 4153  Reading in the Content Area 
ED 4333  Educational Technology 
GS 3223  Science for Teachers P-4 
GE 3253  World Geography and Culture 
HT 3933  Arkansas History |
| 4-8 Middle Level Education    | ED 3153  Social Studies 4-8 
ED 3343  Language Arts & Lit 4-8 
ED 4143  Classroom Management/ Methods & Resources 4-8 
ED 4153  Reading in the Content 
ED 4333  Educational Technology 
EN 3243  Adolescent Literature 
EN 3633  Systems of Grammar 
GE 3253  World Geography and Culture 
HT 3933  Arkansas History |
| 7-12 English Education        | ED 4233  Methods and Resources in the Secondary School 
EN 3243  Adolescent Literature 
EN 3363  American Literature II 
EN 3633  Systems of Grammar 
EN 4113  Modern Drama 
EN 4333  Modern American Poetry 
EN 4433  Studies in the Twentieth Century Novel 
EN 4633  Studies in Major Writers: African-American Literature |
| 7-12 Social Studies Education | ED 4233  Methods and Resources in the Secondary School 
GE 3253  World Geography and Culture 
HT 3313  The Emergence of Modern American, 1877-1920 
HT 3853  European History and Culture in the Nineteenth Century 
HT 3883  Twentieth Century Europe 
HT 3913  The Civil War 
HT 3933  Arkansas History 
HT 4103  History of Islam 
HT 4443  Recent US History 1940 - Present |
| P-12 Health and Physical      | PE 2233  Principles of Physical Education 
PE 3123  Rhythmic Activities for Elementary Grades 
PE 3213  Motor Skills Development for Children 
PE 3223  Adaptive PE 
PE 4112, 4122, 4132, 4142, 4152  Theory & Practice of Coaching 
PE 4243  Health and Physical Education Methods/Resources I |
<table>
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<tr>
<th>Course</th>
<th>Diversity Elements</th>
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<tbody>
<tr>
<td><strong>PE 4354 Health and Physical Education Methods/Resources I</strong></td>
<td></td>
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<tr>
<td><strong>MU 3213 Music History I</strong></td>
<td></td>
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<tr>
<td><strong>MU 3223 Music History II</strong></td>
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<tr>
<td><strong>MU 4112 Methods and Resources I</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MU 4122 Methods and Resources II</strong></td>
<td></td>
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<tr>
<td><strong>P-12 Music Education</strong></td>
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<tr>
<td><strong>PRE-PROFESSIONAL AND PROFESSIONAL PROGRAM COURSES</strong></td>
<td><strong>WHICH ADDRESS DIVERSITY</strong></td>
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</table>
The P-12 schools in which candidates do observations, Pre Directed Student Teaching (PDST), and Directed Student Teaching (DST) provide them with many opportunities to work with diverse students. The first opportunity for candidates to work with diverse students in P-12 schools occurs during ED2203 Introduction to Teaching. Typically, candidates are enrolled in Introduction to Teaching during the first semester of their sophomore year. As candidates select the schools where they will observe during Introduction to Teaching, they are encouraged to consider schools where students of diverse cultures and exceptionalities are represented and they are instructed in strategies for successfully including children with differing abilities. During this course, 10 hours of field experiences are required. The second opportunity for field experiences occurs while candidates are enrolled in the ED Methods course. During a teacher candidates ED Methods course that a given opportunities to conduct mini-lessons in a P-12 classroom. Next are the 2 block courses, ED4113 Study of the School and ED4133 Measurement and Evaluation, during the semester prior to DST. While enrolled in these courses, candidates participate in PDST. During PDST, candidates familiarize themselves with the schools in which they will be student teaching. Candidates spend a minimum of 4 days (32 hours) at the prospective schools.

Candidates enroll in DST during the final semester of their senior year. After a few weeks of observing, candidates begin to assume full teaching responsibilities in the public school classroom. During the student teaching semester, candidates are evaluated at least six times by the cooperating teaching and the clinical supervisor. These evaluations assess the knowledge, skills, and dispositions expected of the candidates, including those related to diversity. For example, the evaluation forms reflect the candidates’ ability to exhibit respect for students and to make appropriate attempts to meet students’ needs. Furthermore, the evaluation forms assess candidates’ abilities to organize content knowledge for student learning, to create an environment for student learning, and to teach for student learning so that all students can learn. The goals of the conceptual framework – communicate, integrate, and care – are thus addressed. During the student teaching semester, candidates also complete a self-evaluation in which they reflect upon their abilities to communicate, integrate, and care.

Data from these assessments are provided under Standard 1. Student teachers are given feedback on these evaluations during visits by the clinical supervisors and during consultations with their cooperating teachers.

As requested by NCATE/CAEP, there is a data table on demographics of P-12 students in schools used for clinical practice (Appendix C). It is important to note that most of these partnering P-12 school district does not have large populations of ethnic diversity, however, they do have large populations of economically disadvantaged students which provides the WTEP teacher candidates valuable experiences.
As the evidence presented indicates, the WTEP has a strong commitment to ensuring that candidates acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The conceptual framework reflects critical proficiencies on issues of diversity, and the proficiencies are embedded in courses and field experiences throughout all programs. Candidate knowledge, skills, and dispositions are strengthened by the candidates’ interaction with diverse faculty in the college and field settings. As Williams Baptist College has made concerted efforts to recruit and maintain a diverse student population, candidates have opportunities to work with diverse peers and candidates. Finally, the WTEP seeks to ensure that all candidates have experiences working with diverse students in P-12 schools as they complete their required observations, field experiences, and clinical practice.

The following link is a digital teaching portfolio that highlights a WTEP teacher candidate during their internship.

http://teacherportfoliocabbott.pbworks.com/w/page/49722911/FrontPage