

WSE Diversity Plan Approved April 2005

PURPOSES AND DEFINITIONS

The Watson School of Education strives to ensure that all teacher candidates are prepared to teach a diverse student population from a multicultural and global perspective. We also strive to foster a culture of awareness and acceptance among our faculty and students that enables our students to understand the role of diversity and equity in the teaching and learning process. To this end, we acknowledge the importance of a diverse faculty and student population to ensure these goals.

How UNCW defines diversity?

STATEMENT ON DIVERSITY IN THE UNIVERSITY COMMUNITY

As an institution of higher learning, the University of North Carolina at Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. The university aims to achieve, within all areas of the university community, a diverse student body, faculty, and staff capable of providing for excellence in the education of its students and for the enrichment of the university community.

The university defines diversity in the following ways:

- *The representation of populations shaped by historical circumstances and by cultural identities, or a combination of the two;*
- *The representation of populations shaped by varying socio-economic circumstances.*

NCATE and DPI Diversity Definitions

NCATE Definition

NCATE defines a multicultural perspective as:

The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters;

The representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socioeconomic status, and exceptionalities in the education process;

The inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

DPI and NCATE STANDARD 4: Diversity

The unit designs, implements, and evaluates curriculum and educational experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. Experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Elements of NCATE Standard 4 Diversity

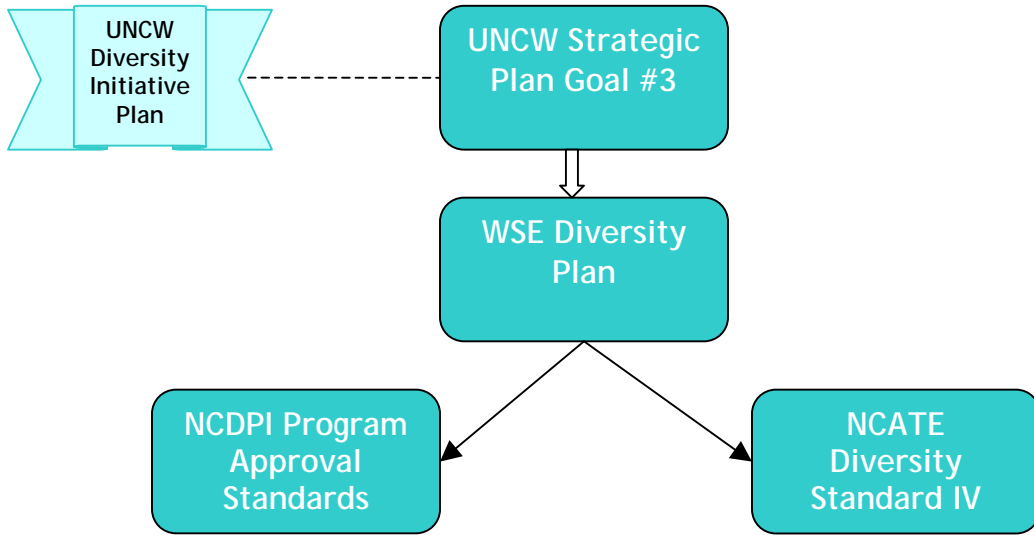
Element One: Designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.

Element Two: Experiences working with diverse faculty

Element Three: Experiences working with diverse candidates

Element Four: Experiences working with diverse students in P-12

RELATIONSHIP TO UNCW'S STRATEGIC PLAN AND WSE GOALS



CONGRUENCE WITH ACCREDITATION AND PROGRAM APPROVAL STANDARDS

The goals and objectives of the WSE Diversity Plan are congruent with both the NCATE and DPI Diversity Standard #4.

DIVERSITY GOALS, OBJECTIVES, TIMELINE AND ACCOMPLISHMENTS

WSE Goals

Goal 1: To assist faculty in expanding their knowledge and use of curricular approaches to successfully meet the needs of all P-12 learners

Goal 2: To insure that candidates have experiences with faculty, staff, partnership teachers and internship supervisors from diverse backgrounds

Goal 3: To recruit more diverse faculty, staff, supervisors, and partnership teachers

Goal 4: To improve retention of diverse faculty, staff, internship supervisors, and partnership teachers by enhancing mentoring strategies

Goal 5: To increase recruitment and retention of diverse candidates and continue to develop support services

Goal 6: To insure that candidates have experiences with students from diverse backgrounds through coursework, field experiences and internships

Goal 7: To foster community connections, bridge building, and alliances to demonstrate and expand WSE commitment to diversity

Goal 8: To increase options for faculty and candidates to participate in cross-cultural international study

