Title II
Higher Education Act

SUBMIT REPORTS

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Friends University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Friends University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Kansas

Address: 2100 West University Avenue

Wichita, KS, 67213

Contact Name: Dr. John Rhodes
Phone: 316-295-5873
Email: johnr@friends.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	Yes	NA
Minimum GPA in professional education coursework	Yes	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: Upon application and completion of all Transition 1 requirements listed below.)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:
http://www.friends.edu/academics/traditional-undergraduate

Indicate when students are formally admitted into your initial teacher certification program:
Other Upon application and completion of Transition 1 requirements

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Transition 1 Requirements for Admission to Teacher Education include the following:

Complete COMP 111 or COMP 201; and COMP 202 (or course equivalent) with a minimum GPA of 2.5 (one B and one C).

Complete a college-level math course (must be 100-level or higher) with a minimum grade of C.

Complete a speech course (or its equivalent as identified in general education requirements) with a minimum grade of C.

Complete EDUC 210 Cornerstone Course for Teacher Education with a grade of "P".

Complete EDUC 220 Introduction to Teacher Education with a grade of C or better.

Complete EDUC 226 Pluralistic Society with a grade of C or better.

Submit a Kansas Department of Health Form (with current TB test) to be filed in the Division of Education Office located in Davis Hall 116. This form must be updated ANUALLY.

Proof of liability insurance coverage must be provided to the Division of Education Office in Davis 116 for your applications to be complete. Your membership to KNEA-SP ($15.00) supplies this coverage; applications are available at the following web address:

https://sites.nea.org/JoinNea/type.do

Achieve and maintain an overall cumulative GPA of 2.75. Cumulative GPA includes all post-secondary coursework, as well as dual-credit high school courses.

Achieve and maintain a Professional Education GPA of 2.75 with no grade lower than a C in a professional education course.

Achieve and maintain a 2.75 GPA in content area courses for secondary and K-12 majors. A 2.75 GPA in major filed courses and supporting requirements is needed for elementary majors.

Submit completed application for Admission to the Teacher Education Program by accessing the following web address:

http://college.livetext.com/misk5/formz/public/40082/KBvK4hHDYz

Have 3 Professional Disposition Forms completed and returned to Davis 116. You can download the form at the following web address:

http://college.livetext.com/misk5/formz/public/39836/K53EZL5jTw

Professional Dispositions and Characteristics Scales

Distribute to the references listed on your application:

One form needs to be completed and signed by an Education Professor.

One form needs to be completed and signed by a Major Field Professor.

One form needs to be completed and signed by another professor other than education.

All three forms need to be on file before your application will be reviewed for Admission to Teacher Education.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	68
Unduplicated number of males enrolled in 2008-09:	18
Unduplicated number of females enrolled in 2008-09:	50

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	62
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	173
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	87
Number of students in supervised clinical experience during this academic year	62

Please provide any additional information about or descriptions of the supervised clinical experiences:

Line 1 is an average of all three types of programs: Elementary Education; P-12 Programs in Art, Music, Physical Education, Spanish; and Secondary Programs in Business, English, History/Government, Mathematics, Speech/Theatre.

Line 2: 16 weeks x 40 hours per week

Line 3 includes all institutional faculty involved in early clinical experiences and student teaching: 4 full time student teaching supervisors, 3 full-time in the institution/part time in the unit student teaching supervisors for a total of 27 student teachers, 5 methods teachers full time, and 7 part time.

Line 4 includes 2 part time faculty and all extended faculty at schools involved with supervising pre-student teaching clinical experiences and student teaching: including 42 cooperating teachers who worked with 27 student teachers; and adjunct faculty: 36 involved in direct supervision of methods practica and 2 with student teaching.

Line 5 includes 35 candidates in Pre-Student Teaching (ex. methods courses with intensive supervised practica) and 27 Student Teachers.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	30	26	26
Art prek-12	0	0	0
Business 6-12	0	1	4
Early-Late Childhood k-6	13	14	7
English Language Arts 6-12	3	3	1
Health prek-12	2	1	2
History and Government 6-12	2	0	2
Mathematics 6-12	1	1	3
Music prek-12	4	0	1
Physical Education prek-12	2	1	3
Spanish prek-12	0	1	1
Speech/Theatre 6-12	1	0	0
Vocal Music prek-12	2	4	2
Instrumental Music prek-12	0	0	0

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2008-09: 30

2007-08: 30

2006-07: 26

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2009-10 **Goal:** Improve retention **Goal met?** Yes **Description of strategies used to achieve goal:** A 2.75 GPA is required in content, professional studies, and overall at all stages of the program, even early Transition 1. The first course in the content portion of the program is a 5-semester hour Calculus course that is sometimes difficult for new students (especially freshmen) to complete with a B or higher. As a result several potential candidates have been removed from the program and later brought up their GPA, but too late to re-enter the program. Two candidates with slightly below 2.75 content GPA (but more than adequate overall and professional studies GPAs) were allowed to re-take this course for a B or continue with the next two courses pending accomplishing the required GPA. Both did so and are now continuing toward licensing. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Science	**Academic year:** 2009-10 **Goal:** Develop new program **Goal met?** Yes **Description of strategies used to achieve goal:** Collaborative planning between the Division of Natural Sciences and Mathematics and the Division of Education resulted in a synthesis of assessments and existing coursework with one new course to reach state requirements. The program has been under review since October 2009 and is in final stages at this time with final approval expected in May, 2010; program implementation in fall 2010; first graduates in spring 2012. Goals for the program include adding 3 candidates per year. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction	**Academic year:**

of limited English proficient students	**Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Identified needs of local districts are extensively addressed in our methods classes at all levels by securing qualified adjunct instructors in leadership positions within those districts. Additionally, field experiences are embedded throughout the program to have candidates encounter local needs with support from local practitioners throughout their programs.

Our practice is strongly practitioner oriented and proficiencies outlined in our field practica are based on research by Charlotte Danielson to ensure that the needs of beginning practitioners are fully addressed. Candidates receive mentorship from experienced teachers as they complete field experiences in a developmental sequence beginning with their very first course in the program.

General education teacher candidates receive training in providing instruction to children with disabilities first in a course, EDUC 345: The Exceptional Child - including a structured field based component, then in all field experiences leading to and including student teaching. Standard lesson plan formats require inclusion of adaptations for special learners (including limited English proficient learners and children from low income families) and receive feedback from methods teachers, cooperating teachers, and university supervisors. USD259 and other local districts are very diverse (Ethnicities: White, 38%; African American, 20%; Hispanic, 24%; Other, 18%; Free/reduced lunch, 69%)and provide a ready laboratory for candidates to experience working with these children with guidance from practitioner cooperating teachers throughout the program. Placements also include urban experiences in Wichita Public Schools and suburban surrounding districts.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1					
100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	3					
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	13		13	100		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	10		9	90		
011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	9					

All program completers, 2006-07						
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2					
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	4					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	6					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
091 -PHYSICAL ED: CONTENT						

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	4					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1					
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	1					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	9					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	7					
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	19		18	95		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	20		20	100		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	12		10	83		
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	9					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS)	1					

All program completers, 2008-09						
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					
191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	32	31	97	
All program completers, 2007-08	19	15	79	
All program completers, 2006-07	29	26	90	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All candidates have been required to complete the course, EDUC 245: Technology in the Classroom or MUSC 260: Music Technology early in their program. Projects within these early classes include instruction and assessment on candidates' ability to collect, manage, and analyze data for improving teaching and learning. Beginning in fall 2010, these courses have been moved in the curriculum sequence to 300-level and will additionally include a field component requiring tutoring diverse students in core subjects using technology.

All formal lesson plans and units in methods classes and during student teaching also include an integrated technology component and candidates receive feedback from university instructors, cooperating teachers, and university supervisors on their integration of technology in clinical experiences.

A component within the Kansas Portfolio of Teaching Performance (KPTP) also collects samples of technology integration by graduating seniors in their student teaching. The unit will examine data from these sources beginning in May 2010.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates are introduced to teaching concepts related to effective instruction of diverse learners through EDUC 226: Teaching in a Pluralistic Society in the past and through guided observations and structured field experiences in EDUC 299: Cornerstone in Education beginning in fall 2010. All candidates also complete EDUC 235: The Exceptional Child early in their program before being admitted into Teacher Education.

After acceptance into Teacher Education, secondary and PreK-12 candidates complete EDUC 325: Reading

in the Secondary School. Elementary Education candidates take ENGL 390: Teaching English for Speakers of Other Languages.

Skills in working with diverse students in diverse settings are further informed during methods courses, combined with extensive practica and during student teaching. Candidates receive feedback from cooperating teachers, instructors, and university supervisors regarding how they work with all students in their classes during these field experiences.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Friends University is a comprehensive, four-year, private, liberal arts university located within a well-established neighborhood of Wichita, Kansas, the largest city in the state with a diverse population of just over 350,000. Founded in 1898 on the site of the former Garfield University (1887-90), Friends University provides a welcoming Christian environment for students of all denominations. Although the Friends University name and heritage is Quaker, governance of the University was vested in an independent Board of Trustees in the 1960's and the institution's mission is now to serve all individuals from all denominations. Friends University received initial accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1915. The professional education unit has been continuously NCATE accredited since inception of that organization in 1954. All programs offered for teacher preparation are also state approved. The education programs at Friends University are intended to provide all candidates in education with the knowledge, theory and practice that enable them to become reflective educators about content and pedagogy, to create positive classroom environments for all students, and to exhibit professional teaching behaviors.

Supporting Files

Friends University
Traditional Program
2008-09

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)