Title II
Higher Education Act

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Friends University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Friends University

Institution/Program Type: Traditional

Academic Year: 2010-11

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
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	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 299 Cornerstone Course for Teacher Education with a grade of "P".

Complete EDUC 110 Introduction to Teacher Education 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 ANNUALLY.

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 field 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 2010-11:	73
Unduplicated number of males enrolled in 2010-11:	17
Unduplicated number of females enrolled in 2010-11:	56

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	3

Race	
American Indian or Alaska Native:	3
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	65
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	154
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	124
Number of students in supervised clinical experience during this academic year	73

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

Elementary Education early field experience 231 hours

Secondary and P-12 early field experience 126 hours

Prorated early clinical experience by completer percentages; [(126x27)+(231x10)]/37=154

Adjunct P-12 faculty with student teachers = 21 double placements + 16 single placements = 58; Early field experiences, 33 f10 and S11 admits x 2 methods placements =66 for a total of all clinical experiences of 124 placements with P-12 clinical faculty

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	3
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	10
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	3
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1

Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	

Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 37

2009-10: 19

2008-09: 34

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:** 2009-12 **Goal:** 25% **Goal met?** Yes **Description of strategies used to achieve goal:** The number of math teachers prepared in 2008-09, 1; 2009-10, 1 and 2010-11, 2. Our goal was to prepare two graduates per year some years to get a total of 4 every three years instead of 1 per year. This goal should be sustainable over the next three years since the number of potential candidates declaring a mathematics education major has been steady. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Only 1 mathematics education major completed licensure in 2009-10. A number of majors are enrolled in this program and it remains problematic to predict how quickly they will finish - with such small enrollments, it is difficult to expect consistent annual completion percentages.
Science	

Academic year: 2009-12

Goal: 1 new teacher

Goal met? No

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 approved in May, 2010; program implementation in fall 2010; first graduates were expected in spring 2012. Goals for the program include adding 3 candidates per year and graduating at least one each year beginning May 2012.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

At the time of writing this report, we are approaching our goal of enrolling new majors with 5 new majors in this program. Two have completed our Transition 1 preparation for formal entry into the program and will be ready to enroll in methods classes next fall. The first candidate had some unexpected delays, but remains on course for completion. We anticipate that two will complete the program by spring 2013.

Special education	**Academic year:** 2009-10 **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 of limited English proficient students	**Academic year:** 2009-10 **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:**
N/A	**Academic year:** 2009-10 **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:**

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 addressed within all of our programs 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 beginning with the first professional education course. Annual data reviews by the Professional Education Board Advisory Council enables representatives from local districts to view assessment data each year and provides a forum for input into design and assessment of field experiences and curriculum for diversity and many other district initiatives.

Professional proficiencies expected of all candidates are outlined in our conceptual framework. They are strongly practitioner oriented and based on research by Charlotte Danielson to ensure that the needs of beginning practitioners are fully addressed. Candidates receive mentorship from experienced teachers and university supervisors 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 235: The Exceptional Child. Field experiences leading to and including student teaching include students with special needs and this is monitored using a diversity report for all field experiences. Standard lesson plan templates used in methods and clinical field experiences require inclusion

of adaptations for learners with special needs(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. These topics are also addressed in special methods courses for each program.

Beginning fall 2010, two of the early field experiences have been placed in a newly formed Professional Development School partnership to ensure that all candidates work with limited English proficient students and teachers from other cultures. These placements require observation of diverse teachers in dual language settings and tutoring English language learners.

Field experience placements and student teaching include urban experiences in Wichita Public Schools and suburban surrounding districts.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	174
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	1					
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	172
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	7				76	173
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	11	179	11	100	94	178
ETS0011 -ELEM ED CURR INSTRUC	7				97	178

ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10						
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	13	176	13	100	97	178
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				85	176
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				93	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				97	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	179
ETS0550 - HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				94	682
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				87	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				97	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				91	169
ETS0113 - MUSIC CONTENT KNOWLEDGE	6				99	169

Educational Testing Service (ETS) All program completers, 2010-11						
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				98	171
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				97	169
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9				96	156
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				98	157
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				97	157
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1				94	171
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	3				98	172
ETS0523 - PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1				88	170
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4				92	174
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	20	174	20	100	97	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	7				98	175
ETS0524 - PRINCIPLES LEARNING AND TEACHING 7-12	12	172	11	92	99	175

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	10	170	8	80	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	16	176	16	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	10	173	10	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	20	176	20	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				95	177
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	37	36	97	93
All program completers, 2009-10	20	20	100	95

All program completers, 2008-09	34	33	97	96

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 are required to complete the courses, EDUC 335: Technology in the Classroom or MUSC 260: Music Technology. Projects within EDUC 335 include instruction and assessment on candidates' ability to collect, manage, and analyze data for improving teaching and learning. EDUC 335 also includes a field component requiring tutoring diverse students in core subjects using technology and requiring them to collect, manage, and analyze data from their tutoring experiences and to reflect on ISTE NETS-based classroom profiles and use standards for teachers and students in tutoring lesson planning.

Education classes use a Learning Management System requiring candidates to interact online. An additional LiveText system collects candidate data that includes a rubric and assessments for their ability to collect, manage and analyze data from these technology class tutoring experiences for unit portfolio construction culminating in a Transition 2 assessment prior to entry into student teaching. A new assessment class began in fall 2010 to further assist candidates in developing these abilities.

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

A component within the Kansas Performance Teaching Portfolio (KPTP) collects samples of technology integration by graduating seniors in their student teaching semester. The unit examines data from these sources each May to make program improvements and assess program effectiveness. Task 3 in the KPTP requires reflection on the impact of teaching using data from pretests, formative, and summative instruments. State-wide validated rubrics are applied in assessment of each candidate's ability to collect, manage, and analyze data for improving teaching and learning.

Additionally, all syllabi in the professional education courses are required to address integration of technology into teaching. One example of such listing in EDUC 325: Reading in the Secondary School is provided below:

How course addresses technology: Instruction includes PowerPoint presentations, use of web sites, wireless slates, Google docs, and e-mail for course presentations. Students submit assignments via e-mail. Students evaluate web sites, prepare graphic organizers, and indicate on each lesson plan how technology was used in the development and/or implementation of the lesson. Students also complete on-line quizzes and other activities through a website developed as a companion to the text.

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**
  No

- **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 guided observations and structured field experiences in EDUC 299: Cornerstone in Education. Strategies to promote equity for students with disabilities and English Language Learners are major topics for instruction of all candidates. Candidates are instructed on basic components of IEPs within EDUC 110: Introduction to Teaching.

All candidates complete EDUC 235: The Exceptional Child early in their program before being admitted into Teacher Education. The following excerpts from the course syllabus provide a basis for addressing diversity and special needs:

How course addresses diversity: Students will discuss and examine possible accommodations in the classroom for special need students and for cultural differences. Students will do observations and complete summaries of the observations, noting the diversity and response in the classroom.

Exceptional Learners: Students will learn accommodations and adaptations to the curriculum that will assist students with exceptional needs throughout the course.

The following assignment was also required of all candidates enrolled in EDUC 235:

* Four field observations with a short summary of each experience

-Two Regular education room observations done in two different schools at the level you will be teaching.

-Two Special education room observations at two different schools. (Secondary students must include one observation in a Resource Room and one observation in a Class-Within-a-Class setting).

After acceptance into Teacher Education, secondary and PreK-12 candidates complete EDUC 325: Reading in the Secondary School. Candidates in this course demonstrate effective uses of technology, the ability to design coherent instruction, knowledge of a variety of assessment tools and the ability to utilize varying instructional strategies to meet the needs of all students. Identifying and planning for the diversity within a classroom is incorporated into all chapter concepts. All lesson/unit plans must indicate how diversity could be addressed.

All candidates except Music Education complete EDUC 335: Technology in the Classroom with an attached field experience that requires them to tutor limited English proficient students in a dual language school. Within the course and field experience they explore ways to integrate technology in tutoring lesson plans that require adaptations for English language learners.

Elementary Education candidates complete ENGL 390: Teaching English for Speakers of Other Languages. Lesson plans developed in this course require hands on ESOL instruction or accommodations for ESOL learners. Additionally, candidates are required to participate in 10 hours of field experiences in classrooms implementing ESOL instruction and complete assignments containing structured reflections about their experiences in observing, instruction and assessment of ESOL learners.

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/mentor teachers, instructors, and university supervisors regarding how they work with all students in their classes during these field experiences. All model lesson plans and units delivered in field experiences require a description of how candidates adapt their lessons to meet diverse needs of students in their P-12 classes.

Every course in the professional education sequence is required to address diversity and post a description on the syllabus.

Following are a few examples from selected courses:

Introduction to Teaching - How course addresses diversity:

This course provides field experiences in mostly urban public schools with widely-diverse student populations. Teacher candidates are required to think about, discuss and observe the diversity in schools today. Reflection on the moral and ethical responsibility to celebrate diversity in our community's schools begins in this course.

Secondary Math Methods - How course addresses diversity: Students in this course will learn about the learning implications of a student's past experience with math, his/her home situation, cultural influences, previous school experiences, and current school situation. The student will address strategies to deal with many of these scenarios. Areas to be discussed include: ethnicity, gender, socio-economic status, and exceptionalities.

Applied Art Education Concepts - How course addresses diversity: Issues of effective educational practice in diverse settings are addressed in this course through the discussion and observation of "art from many

hands." Students identify how values, beliefs, and culture are reflected in art. Topics of discussion: creating an environment of respect and rapport, integrating a variety of instructional techniques to reach different learning styles, adapting instruction planning for learners of different ages and varying backgrounds, providing equal opportunities for stimulating academic achievement, becoming aware of relevant information about cultural traditions, religious practices and patterns of interaction of different groups, identifying stereotyped views and ways to correct and address them in teaching materials, and effectively communicating with family groups that are culturally, ethnically, and/or linguistically diverse.

Secondary Methods for Physical Education - Exceptional Learners: Instruction will include a variety of teaching tools that address the differing learning styles. Accommodations and adaption for students with special needs will be incorporated.

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.

N/A

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 was present from the very beginning of the university with eight teachers being graduated from the Normal School in the first graduating class of 1901. The professional education unit has been continuously NCATE accredited since inception of that organization in 1954. All programs offered for teacher preparation are approved by the Kansas State Department of Education. 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

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