

Title II Higher Education Act

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Friends University
Traditional Program
2009-10

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Name of Institution: Friends University
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 2100 West University Avenue

Wichita, KS, 67213

Contact Name: Dr. John Rhodes
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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/credits/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 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 2009-10:	66
Unduplicated number of males enrolled in 2009-10:	17
Unduplicated number of females enrolled in 2009-10:	49

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	59
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	96
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)	75
Number of students in supervised clinical experience during this academic year	19

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

If clinical experiences are considered to be Student Teaching: Average number of clock hours required prior to student teachers varies by program: 166 hours for Elementary Education; 46 hours for Secondary; and 76 hours for P-12 programs. Average weighted by 6 elementary, 9 P-12, and 5 classroom secondary candidates is 92 hours field experience prior to student teaching. Average of 3 types of programs is 96 hours.

IHE supervising clinical experiences include 3 full time professional education faculty, and 1 full time in the institution/part time in professional education and 2 adjunct supervisors for student teachers. Additionally, 28 cooperating teachers are considered extended supervisors of student teachers in the field and included in adjunct faculty numbers per instructions from KS state consultant.

Early supervised clinical experiences include four methods classes for elementary education majors in which they receive clinical supervision by classroom teachers in separate placements for each and one university supervisor (full time for reading and social studies, adjunct for the others), special methods classes for secondary education majors in which they receive clinical supervision from a classroom teacher, and elementary and secondary special methods classes for P-12 education majors in which they receive clinical supervision from classroom teachers. This results in an additional 5 adjunct university supervisors from the methods courses who supervise students in methods class field placements and an additional 50 P-12 classroom teachers who supervise these methods students in their field experiences.teachers

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Elementary Education	6
English	3
Mathematics	1
Music Education	3
Physical Education	6
TOTAL	19

Subject area	Number prepared
Elementary Education	6
English	3
Health Education	6
Mathematics	1
Music	3
Physical Education	6
TOTAL	19

Section I.e Program Completers

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

2009-10: 19

2008-09: 34

2007-08: 22

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	Goal for increasing prospective teachers trained
---------	--

shortage area	
Mathematics	<p>Academic year: 2009-12</p> <p>Goal: 25%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>The number of math teachers prepared in 2007-08 was 0; 2008-09, 1; and 2009-10, 1. Our goal is to prepare two graduates per year beginning spring 2012 instead of 1 per year. We will work with current candidates to try to produce 4 graduates over these three years. We have enough enrolled in the program to make this number, if they are retained and complete 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 MATH201:Calculus 1 for a B or continue with the next two courses pending accomplishing the required GPA. Both did so and are now continuing toward licensing.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>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 completion percentages.</p>
Science	<p>Academic year: 2009-12</p> <p>Goal: 1 new teacher</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>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 and graduating at least one each year beginning May 2012.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>At the time of writing this report, we are approaching our goal with 5 new majors in this program. None have yet completed our Transition 1 preparation for formal entry into the program, but all are progressing and one should be admitted by end of fall 2011. It is too early to expect that anyone will complete prior to spring 2012.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: N/A</p>

	<p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: N/A</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

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 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. Annual data reviews by the Professional Education Board 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.

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 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 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. These topics are also addressed in special methods courses for each program.

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) Other enrolled students	4				92	170
ETS0133 -ART CONTENT KNOWLEDGE	1				100	174

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	2					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	664
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	10	176	9	90	83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	7				95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	13	176	13	100	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	12	178	11	92	98	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				82	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				96	181
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				94	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				99	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	1				92	154
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				95	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	6				94	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				96	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				95	158
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1					
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	3				100	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1				83	169
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	7				96	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12	12	170	10	83	98	175

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	6				99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	9				98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	20	176	20	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	15	170	14	93	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				57	162
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) Other enrolled students	2				50	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				95	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				81	174
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690

Section III. Summary Rates

				State
	Number	Number	Pass	Average

Group	taking tests	passing tests	rate (%)	pass rate (%)
All program completers, 2009-10	20	20	100	93
All program completers, 2008-09	34	32	94	95
All program completers, 2007-08	21	19	90	97

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.

Prior to Spring 2010, all candidates had been required to complete the courses, EDUC 335: Technology in the Classroom or MUSC 260: Music Technology early in their program. Projects within these early classes included instruction and assessment on candidates' ability to collect, manage, and analyze data for improving teaching and learning. Beginning in spring 2010, these courses have been moved in the curriculum sequence to 300-level and now additionally include 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.

Education classes use a Learning Management System requiring candidates to interact online. Beginning next year, an additional LiveText system will collect 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 will begin in fall 2010 to further assist candidates in developing these abilities.

All 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 will examine data from these sources beginning in May 2010. 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, GoogleDocs, 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 were introduced to teaching concepts related to effective instruction of diverse learners through EDUC 226: Teaching in a Pluralistic Society in the past and, now, through guided observations and structured field experiences in EDUC 299: Cornerstone in Education beginning in fall 2010. Strategies to promote equity for students with disabilities and English Language Learners were major topics for instruction of all candidates in 2009-10 who completed the EDUC 226

course. Candidates were instructed on basic components of IEPs as well.

All candidates complete EDUC 345: 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 345:

* 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.

Elementary Education candidates take 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 adaptation 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 1901 with the first graduating class. 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

Friends University
Traditional Program
2009-10

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