

FRIENDS
UNIVERSITY

TEACHER EDUCATION
HANDBOOK

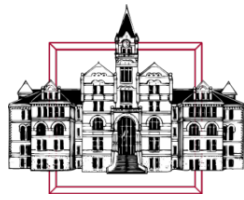
Graduate Program

2021-2022

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FRIENDS
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Mission Statement: Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual and professional lives.

Med Mission Statement: The mission of the Master of Education program is to support reflective practices applied to teaching and learning as evidence of personal expression of faith.

CAEP Accreditation

The School of Education at Friends University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through spring 2024. Being CAEP accredited means that the teacher education programs meet rigorous standards set by the profession and members of the public. Institutions must demonstrate that their teacher candidates have in-depth knowledge of the subject matter that they plan to teach and the skills necessary to convey this content so that all students learn. As part of the accreditation process, the following Teacher Candidate Proficiencies were identified and are assessed.

Friends University Teacher Candidate Competencies:

Friends University Teacher Education strives to prepare teachers who ...

1. Have a positive impact on students respecting individual differences in order to promote learner growth and development.
2. Strive for continuous professional growth utilizing reflection and research-based best practices.
3. Demonstrate leadership qualities and ethical practices to serve all stakeholders.
4. Advocate for and collaborate with students and all members of the learning community.
5. Plan standards-based instruction based on data/information to meet the needs of all students.
6. Provide differentiated instructional practices that support optimal student learning.
7. Maintain a safe and respectful classroom environment that promotes productive learning opportunities for all students.
8. Exemplify the mission and RISE values of Friends University.

Program Goals and Objectives

- Articulate the philosophical, historical, and legal foundations of special education as well as characteristics of special needs learners.
- Collaborate with various school personnel, community, colleagues, diverse families and students.
- Conduct formal and informal assessments of learning, behavior and environment.
- Design appropriate instruction in all academic content areas.
- Organize and manage the classroom environment to support academic and social/emotional growth, equality and learning of diverse students.
- Use a variety of research-based techniques as well as assistive technology to enhance communication.

MEd Dispositions

The Council for Accreditation of Educator Preparation defines Dispositions as The habits of professional action and moral commitments that underlie an educator’s performance.

“Critical dispositions” indicates that habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice. (InTASC Model Core Teaching Standards, p. 6.)

The mission of Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual and professional lives.

R.I.S.E. Core values are ideals shared by the Friends community, influencing our behaviors and attitudes:

- Respect – Integrity, civility in our words and actions, regard for others.
- Inclusion – A spirit of cooperation and equality.
- Service – A commitment to servant leadership, caring for each other and our community.
- Excellence – Giving our best to our students at all times (student focused), that we may walk truly in the light of our faith (honor God).

1. Respect
Preparedness
Collaboration with families and community
Collaboration with school personnel
2. Inclusion
Cultural sensitivity
Honesty
Differentiation
3. Service
Leadership
Action
Effort

4. Excellence
Reflection
Intervention
Seeing possibilities

Master of Education degree

The Master of Education degree at Friends University has two majors: Teaching and Learning and Licensure in Special Education. Majors focus on practical application of classroom learning-teaching skills, student advocacy meeting the learning and assessment needs of all students, and educational leadership in an increasingly complex global society. To complete a Master of Education degree, the candidate will complete 30 credit hours of course work to include a professional core of six (6) courses or eighteen (18) required credit hours. The remaining twelve (12) credit hours needed for program completion will be fulfilled with approved Friends University Graduate workshop credits.

The Special Education program results in high incidence licensure. The portfolio workshop requirement for that major will be completed as part of the course SPED 650 Practicum to fulfill KSDE licensure requirements.

Students must complete all graduate degree requirements within five (5) years of their first course registration.

Admission Requirements

All forms must be on file in the Admissions Office prior to the start of the master's degree program. In addition to the requirements stated under the Graduate Admissions Policy, the requirements for admission to Master of Education degree are as follows:

1. Baccalaureate or graduate degree in education from a regionally accredited institution with courses completed to satisfy state requirements for licensure with a grade point average of 3.0 or higher. Well-prepared, advanced Friends University Undergraduate students (with 90 credit hours and a CGPA of 3.0) may apply.
2. Two letters of recommendation: one from another educator and one from a school administrator.
3. Completion of program interview process and written approval of admission by the program director after review of admission requirements.
4. A teaching license.

Undergraduates Earning Graduate Credit in the High Incidence Special Education Program

Graduate level courses may be taken by upper division undergraduate students with Division Chair approval prior to enrollment in a graduate course. A maximum of 15 graduate credit hours (excluding workshops) may be taken for credit in pursuit of an undergraduate degree.

Graduate workshops are eligible for a maximum of two (2) elective credit hours toward undergraduate degree requirements, subject to program policies, unless otherwise required by the degree program.

* NOTE: In order to graduate with a master's degree in Teaching and Learning or Special Education all undergraduate graduation requirements must be satisfied

Choose a Major Core

Teaching and Learning Core Requirements: 18 credit hours

Core Requirements

TEAC 520- 21st Century Learner

Examines current research related to student learning. Focuses on research-based teaching practices addressing the needs of all students and demonstration of professional dispositions.

TEAC 522- Assessment for Learning

Focuses on the development of skills in using assessment information to make appropriate educational decisions for learning. Included are the examination of assessment as a multifaceted process and utilization of formative and summative assessment strategies to guide classroom instruction and promote effective student learning.

TEAC 525- Action Research for Teachers

Focuses on design and implementation of an action research project incorporating appropriate adaptations to meet student's diverse cognitive and social needs

TEAC 535- Advanced Curriculum Design

Focuses on designing and evaluating aligned curricula that will use multiple learning and assessment methods. Emphasis on adaptation to meet the needs of ESOL and inclusion students.

TEAC 545 Technology for Educators

Focuses on design, development, and implementation of technology-based instruction to enhance student learning. Course portfolio will illustrate.

TEAC 556- Teacher Leadership

Focuses on encouragement of the teacher as researcher and leader in collaboration with community and school personnel to effect positive systematic change.

Teaching and Learning Concentrations: 12 credit hours

General Education Concentration Choose 12 credit hours of Friends University Workshop or approved electives.

Or

Dyslexia and Literacy Interventionist Concentration

EDUC 5226 Literacy Intervention Specialist 3 credit hours

OR

LART 2775 Take Flight Level I 3 credit hours

EDUC 5223 Advanced Alphabetic Phonics 3 credit hours

OR

LART 2780 Take flight Level II 3 credit hours

EDUC 5459 Literacy Intervention Specialist:
Advanced Extension 3 credit hours

EDUC 5651 Structured Literacy Practicum 3 credit hours

Licensure in Special Education Core Requirements: 18 credit hours

Course Descriptions

SPED 501 Exceptional Learners

The course is designed to provide an overview of historical, philosophical and legal issues related to special education. Topics includes: legal requirements and laws relation to individuals with disabilities, categories of exceptionality, identification and intervention.

SPED 505 Instructional Strategies/Methods Pre-K-12

Explores methods of teaching students with special needs, highlighting evidence-based strategies such as direct/indirect instruction, interactive instruction, experiential learning, independent study and customized learning Response to Intervention, Positive Behavioral Interventions, Multi-Tier System of Support, Assistive Technology, and Universal Designed Instruction will also be addressed.

SPED 601 Assessment in Special Education

The focus of this course is education assessment methods and procedures used in decision making and program planning for students with mild disabilities and from culturally or linguistically diverse backgrounds. Assessment of students with disabilities including technical aspects of standardized assessments, informal assessments, criterion referenced assessments, and classroom behavior are emphasized as well as basic terminology, legal and ethical principles and technical procedures in the application of assessment instruments with goal of IEP development.

SPED 540 Positive Social and Behavioral Environment

Principles, procedures, and strategies for classroom behavior management, social skills development, assessment of social behavior, and learning environment enhancement, including Positive Behavioral Interventions and Supports within the Multi-Tier System of Support framework. Additional emphases facilitating appropriate behavioral responses; demonstrating cultural sensitivity in the development and use of social skills curricula; and promoting the self-determination skills of learners

SPED 610 Communication/Collaboration

The course provides the knowledge and skills required in working as part of multidisciplinary team to provide comprehensive services for individuals with special needs. Topics include: working collaboratively within the school setting with other professionals managing IEP development and implementation. The course will highlight techniques to work with and support family members. In addition, strategies for collaborating with community agencies that provide case management, range of therapies, health, counseling, social and recreational, vocational, work-place-training, independent living and adaptive/assistive technology will be explored. Skill development in effective team-building, understanding leadership styles, improving communication, problem-solving, advocacy and decision-making also emphasized.

SPED 650 Practicum

Focus on evidence-based practices in special education, first-hand experiences with exceptional children or adults, experiencing types and levels of service delivery across the continuum, and reflecting on how, when, and why specific evidence-based practices are implemented in various school settings.

Special Education High Incidence Concentrations: 12 credit hours

General Education Concentration Choose 12 credit hours of Friends University Workshop or approved electives.

Or

Dyslexia and Literacy Interventionist Concentration

EDUC 5226 Literacy Intervention Specialist 3 credit hours

OR

LART 2775 Take Flight Level I 3 credit hours

EDUC 5223 Advanced Alphabetic Phonics 3 credit hours

OR

LART 2780 Take flight Level II 3 credit hours

EDUC 5459 Literacy Intervention Specialist: 3 credit hours
Advanced Extension

EDUC 5651 Structured Literacy Practicum 3 credit hours

An electronic portfolio will be assessed by the faculty and outside evaluators as a graduation requirement. A minimum score must be achieved to pass the portfolio requirements.

Total Degree Requirements: 30 credit hours

Alternative routes to licensure

Limited Apprentice License

Friends also offers an alternative pathway to traditional special education licensure. The limited apprentice license is a graduate program for individuals who desire to become special education – high incidence teachers, but do not have a degree in education.

Admission Requirements

- Candidates must be selected by a school district to be hired as the teacher of record in a high incidence special education classroom in Kansas.
- Candidates must have a bachelor's degree (from an accredited university) with a minimum GPA of 3.0
- Candidates must have at least one year of work experience as a sped paraprofessional.

Applications

- Information about applying is found on the KSDE [Special Education Programs Apprentice License-High Incidence website](#)
- KSDE Application form found at www.ksde.org

Waiver Requirements

1. Be admitted into the Master of Education in Special Education degree program.
2. Have completed and approved degree plan.
3. Be enrolled in at least one course during the same semester the waiver application is made by the district cooperative
4. Once Steps 1, 2 and 3 are complete your school district administration will submit the paperwork for the waiver to the Kansas State Department of Education

Satisfactory Progress:

Decision Point 1: Applicants are admitted into the program.

Applicants to the Med in Special Education (licensure for P-12) must have a 3.0 cumulative GPA for all

previous college coursework for admission into the program.

Candidates applying to pursue the masters in special education must meet these additional requirements:

- Hold an undergraduate degree in early childhood, elementary, a field of secondary education, or a P-12 field (for exception, see undergraduate/ LAL rule above).
- Have a valid teaching license, preferably in Kansas
- Submit the program interview essay explaining why the applicant is seeking a career in special education

Decision Point 2: Candidates begin to take classes and purchase or reactivate a LiveText account. Enrolled in a cohort, the candidate must successfully complete the courses with a 3.0/4.0 or better. The following courses are taken in succession:

- Exceptional Learners
- Assessment in Special Education
- Practicum (continuous enrollment throughout the program)

Decision Point 3: Candidates continue through coursework obtaining a 3.0/4.0 or better. Upon successful completion of the coursework, the candidate must register for the appropriate Praxis exam.

Decision Point 4: Candidates successfully complete the practicum, pass Praxis exam, present program portfolio and are recommended for licensure

Field Work Requirements:

Field work occurs at all four levels of licensure, Pre-K, elementary, middle and secondary. The field work is a continuous enrollment and is organized to be as embedded within coursework. Candidates complete a minimum of 150 clock hours in high incidence special education settings that aggregate the hours of field work in four developmental settings, early childhood, elementary, middle and secondary. These hours are logged and reported for course completion and as a total. An onsite observation is made and feedback is provided to each candidate. The practicum concludes with a LiveText portfolio review to substantiate the candidate has fulfilled program requirements by meeting at the satisfactory or higher level across each of the eight high incidence educational standards.

If a candidate is teaching in a high incidence setting, naturally all those hours will be recognized. But the expectation is that representative hours at the three other developmental levels will be achieved, with varying numbers of hours in each.

Ideas for candidate about achieving Practicum hours:

- Observing, talking with , assisting someone in our own building who teaches sped
- Finding an hour here or here to visit either before or after you work day at a nearby school
- Seeking your administrators permission to visits another teacher (ideally from the spreadsheet in the Practicum Moodle Shell) on an in service day or other release time.
- Also count email time as you correspond with your mentors.

Praxis Test Information

Candidates must successfully pass the Praxis II test prior to recommendation for P-12 endorsement. Praxis test information for the state of Kansas is available through the Educational Testing Service (ETS) website via the link: <http://www.ets.org/praxis/ks>

Friends University must be score recipient. FU's code is RA6224. Currently, the Praxis test needed in order to be eligible for the High Incidence Special Education endorsement in Kansas is test #5543 with a cut score of 155. Additional information about the test can be obtained by accessing.

<http://www.ets.org/praxis/ks/requirements>

Program completers fill out Form 1 <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application>

Limited Apprentice License completers have additional requirement

Additional Degree Requirements

An electronic portfolio will be assessed by the faculty and outside evaluators as a graduation requirement. A minimum score must be achieved to pass the portfolio requirements.

Portfolio Guidelines:

Special Education Master's Portfolio. In lieu of a written Master's exam, each Master's student in special education will complete a portfolio containing products that a student has developed by fulfilling the requirements of the program. The products that make up the portfolio represent a sample of planning, classroom environment, instruction, and professional responsibilities that are required of personnel in special education. The portfolio is begun during the first course (see artifacts list below) and is housed in LiveText. Each student should purchase a LiveText standard account when entering the program www.livetext.com

Special Education Masters Portfolio Artifacts

During the final term of the Master's program, each student will complete the portfolio that is housed in LiveText. Below is an outline of the required artifacts.

P-12 High Incidence Licensure

Standard	Course-based artifact	Final Assessment
The teacher of high incidence special education		
1. The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and legal parameters appropriate for each learner's educational needs.	SPED 501 Exceptional Learners Written professional teaching philosophy as Part 1 of the Teacher Work Sample describing belief's including accurate descriptions of exceptionalities, identifying educational goals relating to impact of disabilities and accompanying service models, illustrating positive attitude toward interventions.	Practicum Portfolio rated by rubric
2. The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions,	SPED 601 Assessment in Special Education Case study component related to IEP participation within field experience graded by rubric, Case Study Part 3.	Practicum Portfolio rated by rubric

instructional planning, progress monitoring, and technology considerations		
3. The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation	<p>SPED 601 Assessment in Special Education</p> <p>Case study component related to IEP participation within field experience graded by rubric, Case Study Part 1.</p>	Practicum Portfolio rated by rubric
4. The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.	<p>SPED 505 Instructional Methods and Strategies: Pre-K-12</p> <p>A unit plan incorporating goals and objectives based on assessment information, meaningful and effective lessons that meet the individual needs of PK-12 students, making appropriate modifications that include UDL principles, based on evidence-based strategies. Assistive technology needs included. Target level represented, Case Study Part 2.</p>	Practicum Portfolio rated by rubric
5. The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.	<p>SPED 610 Communication and Collaboration</p> <p>Course embedded work sample addressing Standard 5 illustrating effective communication skills, both written and oral, working with other school professionals to improve learning outcomes, plan for and implement effective instruction and services relative to the IEP, and engage in effective transition services, Teacher Work Sample Part 2.</p>	Practicum Portfolio rated by rubric
6. The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.	<p>SPED 505 Instructional Methods and Strategies: Pre-K-12</p> <p>A unit plan incorporating goals and objectives based on assessment information, meaningful and effective lessons that meet the individual needs of PK-12 students, making appropriate modifications that include UDL principles, based on evidence-based strategies. Assistive technology needs included. Target level represented, Case Study Part 2.</p>	Practicum Portfolio rated by rubric
7. The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral	<p>SPED 540 Positive Social and Behavioral Environment</p> <p>Case study FBA illustrating strategies for management, social skill development, based on PBIS, BIP and MTSS, graded by rubric, including detailed plan for development of positive environment. Teacher Work Sample, Part 3.</p>	Practicum Portfolio rated by rubric

<p>Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.</p>		
<p>8. Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner</p>	<p>SPED 610 Communication/Collaboration</p> <p>Development of appropriate family resources which are culturally and educationally appropriate for a range of families, household settings, community demographics, and economic status, Teacher Work Sample Part 4.</p>	<p>Practicum Portfolio rated by rubric</p>

General Education Concentration

- Choose 12 credit hours of Friends University Workshop or approved electives

Dyslexia and Literacy Interventionist Concentration

- EDUC 5226 Literacy Intervention Specialist or
- LART 2775 Take Flight Level I
- EDUC 5223 Advanced Alphabetic Phonics or
- LART 2780 Take Flight Level II
- EDUC 5459 Literacy Intervention Specialist: Advanced Extension
- EDUC 5651 Structured Literacy Practicum

LiveText by Watermark: To ensure that our programs align with critical state and national standards, the Teacher Education Program at Friends University uses LiveText by Watermark to monitor and assess the progress of our candidates. In some courses, key assessments are submitted and graded through LiveText. All field experience evaluations, student teaching evaluations, dispositions assessments, and many other forms are completed through LiveText. There is a one-time charge per student for this assessment system.

Support Services

Financial Aid

Students in the graduate program are eligible for financial aid. For more information visit the website at

<https://www.friends.edu/graduate/financial-aid/>

Friends University Help Desk (password reset, email, Falcon Map, Self Service Banner, etc.)

Email: helpdesk@friends.edu

Telephone: 316-295-5767 or 800-794-6945, ext. 5767

Hours: Monday-Thursday 8am-6pm /Friday 8am-5pm

Website: <https://www.friends.edu/technology/help-desk/>

Academic Resource Center (ARC)

Mission: The Academic Resource Center Strives to promote the success of every Friends University Student by providing individualized assistance and supplemental resources. Our staff of professionals and peer tutors encourage students to develop the academic skills necessary to be effective, efficient, and confident in all academic and professional environments.

Email: arc@friends.edu

Phone: 316-295-5204

Hours: Monday-Thursday 12pm-4pm

Student Therapy

Free counselling services are provided to students at Friends. Intake is required either in person or over the phone, takes about 10 minutes

Phone: 316-295-5638

Clinic Hours: Thursdays 8am-5pm/ All other days 8am-10pm

Office Hours: Monday –Thursday 9am-5pm/ Fridays 9am-3pm

Website: <https://www.friends.edu/student-life/wellness-therapy/>

Procedures

Academic Grievance Procedure

If a student determines that a complaint warrants action, the student should be advised of the following University procedure:

1. Student is asked to confer with the instructor involved. If such a conference does not resolve the issue,
2. Student is asked to confer with instructor's division head. If such a conference does not resolve the issue;
3. Student is asked to confer with the dean of the instructor's college. The Dean will take action that resolves the matter.
4. Should a student wish to appeal the Dean's decision, an appeal must be made in writing to the Vice President of Academic Affairs, who, in consultation with the President, will respond for the University

Policies

Academic Honor Code Policy

Friends University, and educational community that has existed more than 100 years, is committed to the principles of honesty, fairness and respect for others. The University recognizes the need to foster a trusting environment to enable the pursuit of knowledge. To the end, students, faculty, staff and administrators must uphold high academic and ethical standards in the classroom.

Student Code of Conduct Policy

Students are expected to conduct themselves, whether on or off campus, in a way that will reflect favorably on them and the University. The University reserves the right to deny admission to any applicant, to discontinue the registration of any student or to withhold the degree of any student if, in the opinion of the faculty or University authorities, their persona conduct, disrespect for regulations or attitude toward policies is detrimental to the general welfare of the University community, or their further association is not conducive to the best interests of the student of the University.

The student conduct code has been established by the University to protect its educational purpose, to provide for the orderly conduct of activities, to protect the victims of crime and to safeguard the interests of the University community.

Members of the University community share the same responsibilities of citizenship as other members of the broader community. Students, faculty and staff members are all subject to the same laws and ordinances. The University does not stand between national, state or local law enforcement agencies and persons who violate the law. Persons who violate the law are subject to disciplinary action regardless of the action or inaction of civil authorities.

Scholarship Opportunity

Friends University is offering teachers like you a scholarship of \$1, 050 when you enroll in the Master of Education degree program starting the summer 2021 semester. Summer classes begin June 7.

Scholarship applies to major courses and cannot be applied to workshop credits. \$350 scholarship will be applied to each of our first three semesters with half-time enrollment.

For SPED students only. A \$525 scholarship will be applied to Fall and Spring, if you enroll in the program and start with workshops in the summer2021