Title II
Higher Education Act

SUBMIT REPORTS

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Southwestern College
Alternative, IHE-based Program
2008-09

Print Report Card

Program Information

Name of Institution: Southwestern College
Institution/Program Type: Alternative, IHE-based
Academic Year: 2008-09
State: Kansas

Address: 100 College

Winfield, KS, 67156

Contact Name: Dr. David Hofmeister
Phone: 620-229-6115
Email: david.hofmeister@sckans.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	Yes
Fee/Payment	No	No

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

Provide a link to your website where additional information about admissions requirements can be found:
www.southwesterncollege.org

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students? No

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

Students are admitted to the post-graduate initial teacher education program with the completion of all the admission criteria including a bachelor's or master's degree with a minimum GPA of 2.5/4.0 at the undergraduate level or 3.0/4.0 at the graduate level in one of the following areas: business, biology, chemistry, English, history, math, music, physical education, or speech/theatre. Or, there must be equivalent academic hours in a bachelor's program to be qualified to teach in a content area, e.g. an engineer who wants to teach mathematics.

Section I.b Program Enrollment

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

Total number of students enrolled in 2008-09:	11
Unduplicated number of males enrolled in 2008-09:	4
Unduplicated number of females enrolled in 2008-09:	7

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	9
Two or more races:	0

Section I.c Supervised Experience

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

Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	11

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

The alternative certification program is designed for a graduate student who is seeking an initial teaching license through a restricted licensure program while s/he is the instructor of record in a secondary level classroom.

In this context, the instructor of record is working full time as a teacher. Support for the teacher is obtained through a school designated mentor as well as a college supervisor. There are no clinical experiences when a teacher is teaching with a restricted license.

Southwestern College also offers a traditional program for licensure at the graduate level. The traditional program includes supervised clinical experiences within identified courses.

Pre-service teachers have progressive field and supervised field experiences throughout their plan of study. Time in the public schools begins with the first course in the teacher education program and culminates with student teaching. In order to ensure that students are interested in teaching as a career, they visit urban and rural secondary schools and learn about the functions of a school, the students, and the work involved in helping students learn.

At midpoint in the program, very specific teaching, learning, and assessment tasks are developed during clinical field experiences. Through the work of the public school teacher, the teacher education faculty member, and the pre-service teacher, learning how to teach young adolescents or adolescents occurs in college classrooms as well as the public school classroom. A significant number of clock hours is dedicated to being in the public schools working with teachers, practicing the craft of teaching and assessing, and being supervised with feedback from the classroom teacher, the college faculty member, and college supervisor to ensure a well-prepared graduate completes the program ready to be highly effective in her/his classroom. This growth in performance is realized as the pre-service teacher completes a 14-week student teaching practicum in the content area(s) where s/he studied and at the developmental level of the students that the pre-service teacher planned for and prepared to teach.

The teacher education program compensates the student teacher's cooperating teacher. The cooperating teacher receives instruction and guidance from the college and through the training of the cooperating teacher and the work that s/he does on behalf of the student teacher and the teacher education program is included in the count of adjunct faculty members

Section I.d Certified Licensed

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

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	2	0	1
Business	0	0	1
Math	0	0	0
Physical Education	1	0	0
Biology	1	0	0
English	0	0	0
History/Government	0	0	0

Section I.e Program Completers

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

2008-09: 3

2007-08: 0

2006-07: 1

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:** 2008-09 **Goal:** Middle level math **Goal met?** Yes **Description of strategies used to achieve goal:** The unit requested and received program approval to offer a middle level math program as an initial license. Typically, this program is an endorsement-only within KS requiring an initial license first. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Offering a middle level math program through the alternative licensure route enables engineers and other professional who have essentially completed a math minor during their undergraduate program to be eligible for licensure once they successfully pass the content exam and complete their professional education coursework.
Science	**Academic year:** 2008-09 **Goal:** Partnership **Goal met?** No **Description of strategies used to achieve goal:** Preliminary discussions of a secondary chemistry program with a two-year college is under consideration. The two-year college and Southwestern College use the American Chemical Society exams as part of the assessments in specific courses. This will allow both institution to determine course equivalences and comparable learning from one student to another. The program is designed to allow students to take more than a typical number of chemistry courses at a reduced rate of tuition making higher education more affordable. This could enable an alternative licensure student the option of adding an additional endorsement at minimal costs.

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal: The idea is under review with the two year institution.
Special education	**Academic year:** 2008-09 **Goal:** Provisional Licensure **Goal met?** No **Description of strategies used to achieve goal:** Students in the graduate-level teacher education program can add 7.5 hours of additional graduate credit in special education courses. The effect of this program rule is to provide graduates with additional study in the special education field. It also enables the student who has completed the graduate credit to be eligible to apply for a provisional special education license when s/he applies for an initial license providing the person is employed as a special education teacher. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** This goal was advanced within the teacher education program by advertising this additional program opportunity to students currently in the graduate program. Ongoing advertising is increasing the number of graduate students taking courses in the special education graduate program.
Instruction of limited English proficient students	**Academic year:** 2008-09 **Goal:** NA **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

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

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

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:

In the alternative licensure program, students take graduate level courses in multicultural education, English language learning, special education, classroom management and have field work in locations that address the unique characteristics of the students within rural and urban schools. The graduate level coursework includes populations of restricted licensure teachers or pre-service teachers who are working on advanced degrees. In some classes there are also graduate students taking classes in special education or curriculum and instruction. An outcome of the commingling of graduate student populations is that an alternative licensure program teacher uses discussion boards and group assignments to learn and practice teaching with the guidance of classroom teachers who have been in-service from one year to one or more decades. This is a rich learning environment for beginning teachers to learn about and discuss and then teach young adolescents and adolescents. Data collected from teachers in the restricted licensure program as well as data collected during supervised clinical field work and classroom teaching indicate alternative licensure students are successful in the meeting the assurances listed.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
235 -BIOLOGY CONTENT KNOWLEDGE	1					

Educational Testing Service (ETS) All program completers, 2008-09						
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	1					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	1			

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
Other (specify: Higher Learning Commission)

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.

Restricted licensure teachers and pre-service teachers are required to use Microsoft Office suite in their course work to submit assignments, projects, and teaching activities. They make presentations in their classes and classrooms using technology. Courses in the licensure program are web-based Blackboard course shells that provide for learning the use of the Internet for learning, presentations, and assessments. During student teaching or restricted licensure teaching, teachers are assessed through a professional teaching standard on their abilities to integrate technology into classroom instruction.

During student teaching as well as restricted licensure teaching, a teacher work sample is completed, which requires students to collect, manage, analyze, and present data indicating the performance of student learning while the student teacher or teacher was teaching. In addition, school-based technologies include the use of web-based software products enabling student teachers to present and manage data for parents and students to view. Data analysis occurs with mentor teachers.

Students are assessed through the teacher work sample as well as student teaching/in-service teaching in using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Section VI. Teacher Training

Does your program prepare general education teachers to:

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

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

During the restricted licensure teaching/mentoring, the teacher has special education students in the classroom. As part of the alternative licensure program of study, the teacher completes a course preparing her/him to teach special education students.

Included in the course work are special education teachers/faculty. The restricted licensure teacher and the pre-service teacher have the background to be an effective teacher of special education students. The college supervisor assesses the effectiveness of the teacher as well as the pre-service teacher in the classroom so that the restricted licensure teacher or perspective classroom teacher can gain a solid foundation of knowledge about the students and provide differentiated instruction and assessment to ensure student learning. The college supervisor in the restricted licensure program as well as the college supervisor and cooperating teacher in the alternative licensure traditional program assess the effectiveness of the pre-service teacher in

the classroom through the professional education standard that states, the teacher provides learning experiences and assessments to effectively teach students with disabilities.

Training to participate as a member of an individualized education program team occurs through the special education course and is included as part of the responsibilities for the restricted licensure teacher or during student teaching. In the restricted licensure program, the teacher has the full responsibilities as the instructor of record and the mentor and college supervisor assist to integrate the teacher as a team member supporting special education students. In the traditional program, an expectation of the student teaching program is for the cooperating teacher to include the student teacher in special education team meetings. In turn, the cooperating teacher mentors the student teacher to be an effective participant in the team.

English language learning is included as part of a required course in the reading program for secondary licensure programs. The effectiveness of the teacher or pre-service teacher in the classroom is assessed by the college supervisor or cooperating teacher as well as the college supervisor in her/his abilities to teach all students.

English language learning (ELL) areas assessed to ensure the teacher or pre-service teachers are able to teach English language learners are:

• Encouraging the speaking skills of ELLs through show and tell, partner, and small group work

• Creating class books and dictionaries to show connections

• Using books on tape/CD/E-books to aid in comprehension for ELLs.

• Using ReQuest, Cultural Academic Trivia and Question-only, among other techniques, to enhance comprehension.

Pre-service teachers will plan vocabulary activities that facilitate word acquisition, including use of word walls, sentence starters and appropriate modeling and scaffolding.

Pre-service teachers will encourage the home school connection by inviting parents and other relatives to share their culture and literature with the class.

Pre-service teachers will create language experience charts and stories to facilitate language growth and usage.

Pre-service teachers will encourage interaction between students who can aid ELLs, including older ELLs, former ELLs, siblings, and adults.

Students will increase the background knowledge of ELLs, so comprehension skills can be increased.

Students will provide repetition and multiple presentations for ELLs.

Pre-service teachers will recognize when assessments are unfair or biased towards certain groups, and which are most effective with ELLs.

Students will encourage reading through paired and echo reading to increase fluency.

Pre-service teachers will provide journal and free writing for ELLs, providing these children opportunities for writing without grading repercussions.

Pre-service teachers will use a variety of literature to motivate and encourage ELLs, including, but not limited to: poetry, basal stories, bi-lingual dictionaries, bi-lingual books and culturally relevant books.

All in-service as well as pre-service teachers are in classrooms where ELL students learn and are assessed.

Does your program prepare special education teachers to:

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

Provide a description of how your program prepares 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.

Special education is not an area of initial licensure in Kansas.

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.

The alternative licensure program is newly developed as a Master's of Arts in Teaching program. Offering the program at the advanced level provides rich, intellectually diverse learning experiences for restricted licensure teachers as well as graduate level pre-service teachers. The graduate courses are populated with in-service teachers who have successfully taught for one or more years. Their teaching experiences are part of the curriculum through discussion boards, group projects, and ongoing professional communications. Faculty in the program have advanced degrees and ongoing teaching responsibilities in geographically diverse settings. More information about the program can be obtained through the following link: http://www.southwesterncollege.org/graduate/education/master-of-arts-in-teaching

Supporting Files

Southwestern College
Alternative, IHE-based Program
2008-09

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