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Southwestern College
 Traditional Program
 2009-10

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Name of Institution: Southwestern College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Kansas

Address: 100 College

Winfield, KS, 67156

Contact Name: Dr. David Hofmeister
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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	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/credits/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	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor'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.sckans.edu

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

Sophomore year

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 2009-10:	180
Unduplicated number of males enrolled in 2009-10:	40
Unduplicated number of females enrolled in 2009-10:	140

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	12
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	1
Black or African American:	14
Native Hawaiian or Other Pacific Islander:	0
White:	160
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	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	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	78
Number of students in supervised clinical experience during this academic year	76

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

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 various levels of public schools from a preschool through urban and rural secondary schools and learn about the functions of a school, the students, and the work involved in helping students learn at each developmental level.

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, pre-service teachers learn how to teach children or young adolescents, or adolescents in college classrooms as well

as in public/private school classrooms. A significant number of clock hours are 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 she/he studied and at the developmental level of the students that the pre-service teacher planned for and prepared to teach.

The teacher education 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 she/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 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
Biology	1
Early Childhood	4
Elementary	45
Physical Education	4
TOTAL	54

Subject area	Number prepared
Biology	1
Early Childhood	4
Elementary	45
Physical Education	4
TOTAL	54

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: 76

2008-09: 54

2007-08: 51

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	<p>Academic year: 2009-10</p> <p>Goal: Partnership</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Ongoing development of a secondary program with a two-year college will enable the transfer of advanced mathematics course work to a four year institution.</p> <p>The program is designed to allow students to take more than a typical number of mathematics courses at a reduced rate of tuition making higher education more affordable.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The program is being developed with Butler Community College. Curriculum alignment between the two institutions occurred during this academic year. The collaboration included the development of protocols tying the two institutions into a contiguous teacher education program. The seamless qualities of the program include mathematics' faculty communicating on the their respective courses in the math curriculum and both institutions coordinating faculty understanding the conceptual framework for the teacher education program and also where field experiences take place at the community college. These elements for cooperation provide a coherent program as reviewed by the Kansas State Department of Education.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Partnership</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Preliminary discussions of an undergraduate chemistry program with a two-year college is under consideration. The two-year college and Southwestern College both use the American Chemical Society exams as part of the assessments in specific courses. These exams can allow both institutions to standardized processes to determine course equivalences and ensure comparable learning from one student to another.</p>

	<p>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.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The mathematics partnership is completed and discussions on the chemistry partnership are projected to begin in 2010-2011.</p>
Special education	<p>Academic year: 2009-10</p> <p>Goal: Undergraduate Access</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>In Kansas, special education is not an initial program. To assist with students' interests in special education, undergraduate pre-service teachers can take up to 7.5 hours of graduate credit in special education courses. The effect of this program rule is to provide undergraduates with additional study in the special education field. It also enables the student who has completed the graduate credit to apply for a provisional special education license as s/he applies for and is awarded an initial license.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>This goal was advanced within the teacher education program by advertising this additional program opportunity to students currently in the undergraduate program. Ongoing advertising is increasing the number of undergraduate students taking courses in the special education graduate program. Consequently, special education teachers obtain their provisional license earlier and are better prepared for meeting the needs of each student.</p>
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: Program Development</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>ESOL is not an initial licensure program in Kansas, but is available through an endorsement to the teaching license. The institutional interest in developing an ESOL endorsement program changed. Given that teachers can gain the endorsement through taking and passing the content test in ESOL, the teacher education program is developing three courses specifically designed to help teachers take the test to gain the ESOL endorsement.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>The faculty are organizing the curriculum for the courses that prepare teachers to successfully complete the ESOL content exam. The courses will be available on-line to both undergraduate and</p>

	graduate students.
	<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.

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:

Through close cooperation with school-based leaders and teachers in the public schools, college faculty members in the

traditional teacher education program have students take undergraduate level courses in general education as well as an academic major. As pre-service teachers progress in their studies, they complete professional education courses including: multicultural education, reading with English language learning instruction, special education, classroom management, and educational psychology. Pre-service teachers also have clinical fieldwork in rural and urban locations that integrate the aforementioned content as they learn to teach and assess students' learning.

The pre-service teachers address the unique characteristics of the P-12 students through differentiated instruction and assessment. The undergraduate level coursework includes populations of pre-service teachers who are working on early childhood, elementary, or content-area degrees. An outcome of the commingling of undergraduate, degree-seeking, pre-service teacher populations is that the licensure program enables them to become effective beginning teachers through the use of classroom discussions and electronic collaborations, individual and group assignments, clinical as well as practice teaching experiences that include the guidance of school-based teachers and higher education faculty who are licensed teachers. This is a rich learning environment for pre-service teachers to learn about and discuss and then practice teaching in a preschool, elementary or secondary school depending upon each pre-service teacher's area of study. Data collected during supervised clinical observations indicate pre-service teachers are successful in the classroom in meeting the stated assurances.

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
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				97	168
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	165
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	165
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	3					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	4				100	659
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	664
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	2					
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS)	1					

Other enrolled students						
ETS0542 -ED OF EXCEPTIONAL STUDENTS: MTMD Educational Testing Service (ETS) Other enrolled students	1					
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	3				97	185
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2008-09	1				97	186
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2007-08	1				100	188
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	12	174	8	67	83	175
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	45	174	40	89	95	177
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	39	175	38	97	97	178
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2007-08	32	175	28	88	98	179
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
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	155
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	156
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0069 -MIDDLE SCHOOL MATHEMATICS	3				94	177

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	5				96	174
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	1					
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				99	170
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				97	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				96	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				95	158
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				100	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	1				83	169
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	2				100	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	4				91	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS)	4				96	175

All program completers, 2009-10						
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	10	178	10	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	8				99	175
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) Other enrolled students	1					
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	3				98	183
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	1				97	184
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2007-08	2				100	187
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	11	170	9	82	91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	45	174	41	91	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	42	176	42	100	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	38	173	34	89	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				57	162
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	1				93	171

Educational Testing Service (ETS)							
All program completers, 2007-08							

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	53	45	85	93
All program completers, 2008-09	54	51	94	95
All program completers, 2007-08	51	43	84	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

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.

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 using technology. A preponderance of courses in the program have web-based Blackboard course shells that provide use of the Internet for learning, presentations, and assessments. During student teaching, students are assessed through a professional teaching standard on their abilities to integrate technology into classroom instruction.

During student teaching, a teacher work sample is completed, which requires student teachers to collect, manage, analyze, and present data indicating the performance of student learning while the student 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 children to view. Data analysis occurs with cooperating teachers, college supervisors, and through the capstone course completed during student teaching.

Students are assessed through the teacher work sample as well as student teaching relative to the following standard-based requirement: The educator understands the role of technology in society and demonstrates skills 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 traditional teacher education program, the pre-service teacher has special education students in the classroom during clinical field work and student teaching. As part of the undergraduate program of study, the pre-service teacher completes a course preparing her/him to teach special education students. The course work is taught by a special education faculty member. Based on course-based learning expectations and clinical-field experiences prior to student teaching, the pre-service teacher has the background to be an effective teacher of special education students. The pre-service teacher demonstrates and is assessed upon her/his abilities to use multiple and flexible methods of teaching. This includes giving students with diverse learning styles multiple ways to acquiring information and knowledge. The required special education course is carefully designed according to children's age and learning needs, so that the perspective teacher candidates can gain a solid foundation of knowledge about the students to provide differentiated instruction and assessment to ensure student learning. The college supervisor and cooperating teacher 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 occurs through the special education course and is included as part of the responsibilities for student teaching. 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 early childhood, elementary, and secondary licensure programs. The effectiveness of the pre-service teacher in the classroom is assessed by the cooperating teacher as well as the college supervisor in her/his abilities to teach each student.

English language learning (ELL) areas assessed to ensure 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 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 initial program 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 traditional program meets the learning needs of two distinct populations. In one geographic location there are traditional undergraduate students. At another location, the program mostly prepares adult learners for early childhood and elementary locations. Students receive commensurate educational and programmatic experiences regardless of geographic location. The following links will provide more information about the undergraduate teacher education program. The traditional program on a residential campus: <http://www.sckans.edu/undergraduate/education/> The adult learning program in early childhood: <http://www.southwesterncollege.org/undergraduate/early-childhood-education>. The adult learning program in elementary education: <http://www.southwesterncollege.org/undergraduate/elementary-education>.

Supporting Files

Southwestern College
Traditional Program
2009-10

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Title II, Higher Education Act
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