Southwestern College
Traditional Program

2013 | Title II Reports

Complete Report Card

AY 2011-12

Institution Information

Name of Institution: Southwestern College
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Kansas

Address: 100 College

Winfield, KS, 67156

Contact Name: Dr. David Hofmeister
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Biology	No
Businss	No
Chemistry	No
Early Childhood Unified Education	No
Elementary Education	No
English	No
History, Government, Social Studies	No
Mathematics	No
Mid-Level Mathematics	No
Music	No
Physical Education	No
Speech/Theatre	No
Total number of teacher preparation programs: 12	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.sckans.edu/undergraduate/education

Please provide any additional comments 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 2.75/4.0 at the undergraduate level or 3.0/4.0 at the graduate level. The area of potential licensure must include a bachelor's degree, 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. The applicant must have field experiences prior to entry into the program and have passed the Praxis II content exam in the area of potential licensure.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum 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 basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.1

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.38

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum 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 basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	Yes
Other Application	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.83

Please provide any additional comments about the information provided above:

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2011-12:	64
Unduplicated number of males enrolled in 2011-12:	11
Unduplicated number of females enrolled in 2011-12:	53

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	8
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	47
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	120
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	125
Number of students in supervised clinical experience during this academic year	152

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

Supervised clinical experience for in progress candidates and program completers: A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.(ii) closely supervised interaction between prospective teachers and faculty, experienced teachers, principals, other administrators, and school leaders at early childhood education programs (as applicable), elementary schools, or secondary schools, and providing support for such interaction.

(B) Integrate pedagogy and classroom practice and promote effective teaching skills in academic content areas.

(E) Be tightly aligned with course work

(G) As applicable, provide training and experience to enhance the teaching skills of prospective teachers to better prepare such teachers to meet the unique needs of teaching in rural or urban communities.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	66
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	14
Teacher Education - Multiple Levels	9
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	3
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other	

Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	66
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	5
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	3
Teacher Education - Chemistry	1

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	3
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 91

2010-11: 92

2009-10: 76

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

3

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The primary goal is to increase the number of students in the program seeking licensure in mathematics at both the high school and middle level school.

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

The institution continues to promote mathematics as an area of study for licensure. The process includes steps through admissions where potential students are recruited to the institution. Through recruitment, the potential student typically meets with both the academic faculty member and the teacher education faculty. These conversations with potential students allow the development of a broad perspective, so the potential student understands the full range of expectations for the academic program.

Once students start attending the institution, mathematics majors who also want to teach are jointly advised by content and teacher education faculty. This advising ensures that matriculation occurs in a four-year time period including student teaching.

In a small institution, recruitment into specific areas appears cyclic where a program has more students for a while and then the numbers decrease. Presently, the math area has a slight uptick in the number of students in the academic major who are also interested in teaching. In 2011-12, the institution maintained its resources for offering the program.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Due to the ongoing interest in the mathematics program, the institution is increasing the resources to support the program. The college is adding a faculty member moving from one full time and one part time math faculty to two full time faculty members. One is tenured and the other is on a year to year contract.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

1

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The primary goal is to increase the number of students in the program seeking licensure in the sciences at the high school level.

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

During this academic year, a student who transferred to the college as a biology major decided to add teacher education to his program of study. This student is advised jointly by the content faculty and the teacher education faculty.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

The one student in the biology education program continued to take classes toward his degree and works in the public schools in clinical experiences.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

The one student will student teach during this academic year.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

15

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The special education program prepares teachers to work with high-incidence disabilities. The primary goal is to provide excellent teachers to the K-12 schools in order to meet the needs of students with disabilities. During the 2011-12 academic year, the program continued to maintain its relationships with area schools to prepare special education teachers.

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

The program offers candidates classes that are either presented face-to-face at a satellite campus within an urban area or on-line. All classes in the program are offered on-line with the exception of the practica courses. These are courses with supervised clinical experiences. The two courses require extensive development of case studies to successfully meet the course requirements. The intensity of these experiences has increased the curricular expectations from a 1.5 semester hour course to a 3.0 semester hour course. The value added of the program is increasing the number of candidates seeking special education at the institution.

Special education licensure in Kansas is considered an advanced program, so the program is imbedded in a Master of Education degree.

Provide any additional comments, exceptions and explanations below:

The program continues to have a positive interface with area employers. This relationship enables the institution to work with employers to obtain licensure waivers and provisional licensure to ensure highly effective teachers are in the classrooms of K-12 schools.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

17

Provide any additional comments, exceptions and explanations below:

During the 2012-13 academic year, the institution supported the development of an additional special education program in low-incidence disabilities. The program was reviewed by the Kansas State Department of Education during the Spring 2013 semester. The program proposal is currently under review by the Kansas State Board of Education.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

23

Provide any additional comments, exceptions and explanations below:

With the likely addition of a second special education program, the institution anticipates a slightly larger increase in the number of candidates for special education over previous years. Through employer requests, the institution continues to be responsive to the opportunities being presented by employers to prepare highly effective special education teachers for grades K-6 and 6-12 in both high-incidence and low-incidence disabilities.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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. (§205(a)(1)

(A)(ii), §206(a))

Information about teacher shortage areas can be found at **http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.**

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Early childhood and elementary will have required courses enabled graduate to take and past the endorsement for ELL.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation

and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared 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 in the traditional programs 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 or master's 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 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.

In working in partnership with local schools, additional projects are underway to strengthen clinical experiences through Professional Development Schools (PDS). Currently in a pilot year, the PDS work is progressing with IHE faculty working closely with highly effective P-12 faculty to help prepare pre-service teachers.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	12	171	9	75
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	50	177	46	92

ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	74	176	68	92
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	45	174	40	89
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2011-12	1			

ETS0523 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0623 -PRINC LEARNING AND TEACHING 5-9 II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	2			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	12	172	12	100
ETS0524 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) Other enrolled students	4			
ETS0624 -PRINC LEARNING AND TEACHING 7-12 II Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0521 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0621 -PRINC LEARNING AND TEACHING EARLY CHILD II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	2			

ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	69	174	66	96
ETS0522 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	45	174	42	93
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	5			
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2011-12	47	173	44	94
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	74	64	86
All program completers, 2010-11	90	84	93
All program completers, 2009-10	53	47	89

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
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 Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

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 the evidence your program uses to show that it 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**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

Provide a description of the evidence your program uses to show that it 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. The overall drop in enrollment in the Title II report reflects definitional changes in which candidates are counted in this report over the previous year.

Supporting Files

Complete Report Card

AY 2011-12

ED.gov This is a United States Department of Education computer system.

About Title II | Technical Assistance | Privacy Policy | Contacts

https://title2.ed.gov/Secured/DataCollection/Institution/PrintReport.aspx?Year=2013[10/14/2014 3:27:18 PM]