



Southwestern College

Education Handbook 2020 – rev
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Southwestern College
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Welcome to Southwestern

Our Vision

Southwestern College in Winfield, Kansas, is a learning community dedicated to

- intellectual growth and career preparation,
- individual development and Christian values,
- lifetime learning and responsible citizenship, and
- leadership through service in a world without boundaries.

The Vision Interpreted

Southwestern College in Winfield, Kansas, is a learning community...

- challenging each person to search for truth through consistent discipline of the mind.
- stimulating habits of careful reading and listening, clear speaking and writing, critical analysis and creative synthesis, individual thought and collaborative action.
- promoting rigorous intellectual competency within the context of vital interpersonal relationships.

Dedicated to intellectual growth and career preparation...

- emphasizing a broadly-based, value-centered liberal arts curriculum as the core of intellectual life, professional development and personal growth.
- integrating the core curriculum with career planning and preparation for a lifetime of service.
- building academic excellence and leadership potential.

Dedicated to individual development and Christian values...

- challenging each person to creative self-expression, aesthetic appreciation, freedom of thought, and responsible action.
- inviting students to explore ultimate reality; honoring the spiritual nature of human existence; affirming Christian values as central to an ethical, caring and inclusive community life.
- defining its historic commitment to community, freedom and diversity within a covenant relationship to the Great Plains Conference of the United Methodist Church.

Dedicated to lifetime learning and responsible citizenship...

- promoting responsible citizenship through active learning, professional growth and volunteer service.
- building wholeness, health and athletic abilities for lifetime physical fitness.
- encouraging lifelong intellectual and personal growth.

Dedicated to leadership through service in a world without boundaries...

- fostering opportunities for service in personal, family and professional life.
- recognizing the inherent worth of each person, the need for personal and social responsibility, the interdependence of all peoples, and the requirements of the age for justice and responsible living on the earth.
- inviting graduates to accept leadership roles in the emerging global community.

The Mission of Southwestern College

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Great Plains Conference of the United Methodist Church, the college offers both bachelor's and graduate degrees on-ground and online.

Southwestern College:

- Prepares students for careers and for graduate studies with courses that foster critical thinking and effective communication and are characterized by meaningful professor-student interaction.
- Employs emerging technologies that promote learning.
- Strives to live by and teach a sustainable way of life.
- Provides preparation for a wide range of church-related vocations and involvement.
- Offers programs that embrace prior learning and facilitate career progression for working adults, members of the armed services, and persons in transition.
- Affords a residential learning experience abundant with co-curricular activities that build social awareness and interpersonal skills and cultivate an ethos of service and leadership.

History

Southwestern College was chartered June 19, 1885, by the Methodists of Kansas as “an institution of learning of full collegiate powers.” It opened its doors for forty-three students on September 7, 1886. The first name of the college was “The Southwest Kansas Conference College;” the name “The Southwestern College” was adopted November 5, 1908.

Major steps were taken in 1994 to develop a professional studies program with the opening of a center in downtown Winfield. During 1996-98, two additional centers were opened in the city of Wichita. The college now has on-ground offerings in three professional studies locations and an additional two sites with offices only. Most learners take advantage of its extensive online courses.

A graduate program in education, begun in 1986, lets students earn a master of education degree or elect to take courses for professional or personal development. Additional graduate programs offered both through professional studies and on campus lead to the master of business administration and master of education. A doctoral degree in education was added in 2012.

The Mission of Education@SC

EDUCATION@SC: Collaboratively educating today's learner for tomorrow's future in a world without boundaries.

The Mission of the Professional Development School Network

Southwestern College's Professional Development School (PDS) partnership is a collaborative effort between the Educator Preparation Program and participating schools comprised of college faculty, school administrators, practicing educators, teacher interns and P-12 learners dedicated to exploring effective practices, advancing the education profession and improving student learning.

Initiatives:

- ▯ Foster professional preparation of future educators
- ▯ Encourage continued learning and professional development
- ▯ Promote innovative and reflective practice
- ▯ Cultivate student achievement

Accreditation

Southwestern College is accredited by The Higher Learning Commission, www.ncahlc.org, (312) 263-0456.

It is further accredited by the University Senate of the United Methodist Church, the National Association for the Education of Young Children (early childhood education), the National Association of Schools of Music (music), the Council for Accreditation of Education Programs (CAEP) and the Kansas State Department of Education (teacher education program). Southwestern students find credits taken here fully accepted in undergraduate and graduate schools across the nation.

Title II Compliance

Southwestern College is in compliance with federal regulations on disbursement of Title II information.

Academic Information

Degrees Offered

Southwestern College confers the following degrees in Education:

B.A., Bachelor of Arts

M.A.T., Master of Arts in Teaching

M.Ed., Master of Education

Ed.D., Doctor of Education (in Educational Leadership)

Students seeking a degree must fulfill all requirements as listed in this catalog. A second degree requires a minimum of 30 additional semester hours of credit.

Undergraduate Majors and Minors Offered

The education program at Southwestern College offers the following majors and minors:

Majors

Early Childhood Education

Elementary Education

Physical Education

Minors

Early Childhood Education

Please refer to the Main Campus Catalog for a comprehensive list of available minors.

For specific requirements, students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline.

Undergraduate Declaration of Major

Freshmen may declare majors if they wish, or work within the general curriculum. During the sophomore year, all students are encouraged to declare a major. Declaration of a major is made at the registrar's office.

Undergraduate Declaration of Minor

Students may declare minors in certain disciplines. For specific requirements and procedures students should see the appropriate discipline listing in the catalog or should contact faculty in the discipline. Declaration of a minor is made at the registrar's office.

Changing Majors

A student wishing to change majors must submit a completed Change of Major form to the registrar's office. The student must assume the responsibility for any extra credits that may be involved in meeting the requirements of the new major.

Graduate Programs Offered

Master's Degrees

- Master of Arts in Teaching (M.A.T.)
- Master of Education (M.Ed.) in Curriculum and Instruction
- Master of Education (M.Ed.) in Early Childhood Education
- Master of Education (M.Ed.) in Special Education High Incidence Disabilities (Adaptive)
- Master of Education (M.Ed.) in Special Education Low Incidence Disabilities (Functional)

Doctoral Degree

- Doctor of Education in Educational Leadership (Ed.D.)

For specific requirements, students should see the appropriate discipline listing in this catalog or should contact faculty in the discipline.

Selection of Catalog

In most cases, students will meet graduation requirements stated in the catalog under which they first enter Southwestern College. When graduation requirements change, students may adhere to the ones listed in the catalog under which they first entered, or they may optionally select the newer catalog and follow those requirements. In either case, general education and major requirements must both be met from the same catalog. Students who leave Southwestern but re-enroll having missed no more than two semesters (counting fall, spring, and summer as semesters) may follow the catalog under which they were previously enrolled. Readmitted students must follow the catalog of the year they resumed their studies at Southwestern College, or they may optionally select a newer catalog and follow those requirements.

Courses and policies are subject to change through the processes set forth in the institutional policies manual. Normally, policy revisions are undertaken in the following year after due notification has been served. There may be cases, however, when a policy is changed and implemented in the same year. A curriculum or policy change could be applied to matriculated students and, as such, the catalog should not be construed as a contract between the college and the students.

Undergraduate Academic Advising

Academic advising is an important part of the educational process to help students form future goals and academic plans to accomplish them at Southwestern. Incoming freshmen (and transfer students with fewer than 24 credit hours) with a declared major will be assigned a faculty advisor within their major to manage the transition to college life and to begin exploring the opportunities and requirements of that field.

To change advisors, a student must complete the required form (available from the registrar), obtain the new advisor's signature, and return the form to the registrar for processing. The advisor of record will assign a grade for PREP 499 in the student's final semester before graduation (see description under Majors and Course Offerings, College and Career Preparation).

Academic Calendar

The calendar for the academic year (fall, spring, summer semesters) can be found on the registrar's website at www.sckans.edu/registrar.

Teacher Education Committee (TEC)

The Teacher Education Committee is the ruling body for the education program. Its responsibilities include, but are not limited to, approving new graduate programs and/or changes to existing programs, developing graduate program policies, establishing academic and conduct standards, reviewing student progress toward candidacy and the degree; deciding on issues related to probation, suspension or expulsion; processing student complaints including grade appeals; and recommending students to the faculty for graduation. In the Master of Education program, some of these matters are reviewed first by the Teacher Education Committee before being sent to the Graduate Studies Council.

The Teacher Education Committee's charge is to suggest and review changes affecting EDUC programming. Specifically related to licensure, the committee members:

1. Review policies, emerging legislation, and practices to make program recommendations to the school/department of education;
2. Review all EDUC curriculum changes, before faculty approval through the Curriculum Committee;
3. Review KSDE Program Reports, programs assessment data, and make recommendations for program improvements as well as program assessment processes;
4. Review processes and procedures to ensure consistency in the delivery of and assessment of all programs offered through the school/department of education;
5. Admit candidates to all programs offered through the education department;
6. Admit candidates to capstone experiences;
7. Conduct due process hearings; and
8. Suggest and review college/community/public school collaborations.

Membership: All full-time education faculty members (division chair of education, (non-voting), faculty representation from three secondary content areas (three-year terms with staggered replacements one per year), three public school teachers not more than one from each level (P-12) (three-year terms with staggered replacements one per year), a school administrator, a district administrator, two undergraduate students not more than one from any program and two graduate students not more than one from any program, one academic success coach, two admissions representatives, the designated licensing officer (if not from among the faculty), and an affiliate faculty member. Members can represent more than one role.

Associate membership: vice president for academic affairs.

Guests: Content area faculty can attend any meeting as advisory to the program (non-voting).

This committee makes recommendations and reports to the education division chair and the vice president for academic affairs.

Academic Policies

To learn more about academic policies, see the links below:

- **[Nondiscrimination Policy](#)**
- **[Academic Integrity Policy](#)**
- **[Violation of Academic Integrity](#)**
- **[Incomplete Policy](#)**
- **[Withdrawal Policy](#)**

Assessment

Southwestern College is committed to quality in higher education. It strives to meet the educational needs of society and of individual students. The student assessment program at Southwestern exists to evaluate the effectiveness of the college experience in assisting students' movement toward the outcomes identified as flowing from the mission of the college. To that end aggregate data are collected from students at the beginning of the fall semester and at the end of the spring semester. The process and product of student assessment focuses on the centrality of the teaching mission of higher education, and on the institution's ability to self-correct in ways meaningful to the educational experience of students.

Students enrolled at Southwestern are expected to participate in the student assessment program. The information resulting from the assessment process will not be used in any way other than for institutional improvement and individual student advising. Students may be privy to their individual scores and may use them in ways they deem helpful. Specific information regarding program assessment plans and requirements appears later in the Education Handbook.

General Academic Policies

Attendance Policy. For on ground courses, learners are expected to attend all classes for the full length of the class period. One or more absences per course may result in a lower grade. Students are responsible for missed material and for arranging make-up work. Tardies may be counted as absences at the discretion of the instructor. If you are involved in any campus-sponsored activities that will require you to miss class, please provide written proof of the scheduled event from the faculty/staff member responsible. If a student exceeds the permitted number of class absences, the instructor may notify the student that it will be impossible to pass the course. If this occurs prior to the official last day to withdraw from a course, the student may withdraw and receive a grade of WD. After that date, the grade will be an F. For online learners, regular, systematic weekly participation is required according to the tenets established on the course syllabus. More than two weeks of nonparticipation in one six-week period may result in a lower grade for the course. Students who fail to demonstrate participation in an online course by the end of the third week of class and who cannot be reached by phone or e-mail may be administratively withdrawn unless other arrangements have been made with the instructor.

Participation Expectations. In general, it is expected that learners will attend and actively participate in all class sessions, and read and reflect on required readings and other resources.

- Active learner engagement is crucial to the learning process. The sharing of thoughts and experiences and the reflection on what others share is an important aspect of learning. Dialogue and activities will occur in large and small collaborative groups in class and/or on the discussion board.
- Reading, reflection, writing, and discussion of the required content, resources and readings is vital. This is accomplished in class and/or on the discussion board.

Successful student practices. The following procedures can help you meet expectations.

All students are expected to:

1. Be in class, on time for every session;
2. Be prepared for every class session with the necessary tools, supplies, coursework and readings completed;
3. Be actively engaged during class which includes speaking, listening, writing, reading, researching, working or in other ways participating in whole group and when working in partners/teams, asking questions, staying focused on class topics;
4. Manage responsibilities. Determine if an absence is unavoidable and understand the consequences for missing a class. Communicate with your instructor, in advance if at all possible. Determine what materials and work was completed or assigned during class and to complete the required readings and/or task (even if you do not receive credit for missed work as you will need the information for future expectations).

Field Service Attendance. Attendance is required at all field service opportunities that have been agreed to or assigned to the student and agreed to by the supervising field mentor for the particular field experience. If a student must miss a required field experience, the student is required to notify the supervising field mentor, the faculty member who teaches the course for which a field experience is required, and the program chair for the program in which the student is enrolled.

Course Restrictions. Undergraduate Teacher Education is organized in four stages: Exploratory, Pre-Professional, Professional Core, and Capstone. To be eligible to enroll in a course, a student must advance to the stage under which the course is designed.

Credit Hour Definition. In general, Southwestern College observes the definition of a credit hour as defined by the federal government: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately

fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or (2) at least an equivalent amount of work as required in item (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Registration

Add/Drop Policy. Prior to the add/drop deadline, students may add a class with advisor approval, either online or by submitting the appropriate form to the registrar's office. Once the semester begins, an instructor may elect to close a class barring any further enrollment. Students wishing to drop a class at any time during the registration period must get written or online permission from their advisor and submit it to the registrar's office. After the last day of the add/drop period, students wanting to drop a class must go through the official withdrawal process (see Official Withdrawal from Courses).

Audit of Classes. Auditing consists of attending a class regularly without participation in class work or receiving college credit. Auditors must receive permission from the instructor and submit a completed Special Studies Request form to the registrar's office before enrolling in the class. Students auditing a course must pay an audit fee. Some laboratory classes may not be audited; others may depend upon payment of laboratory and special fees.

Course Selection Guidelines. Students are strongly encouraged to meet with their advisor during the course selection period. Advisor approval is required to complete course selection. Juniors and seniors are advised to complete their course selection during the first two days of a course selection period to ensure that their major course requirements will be met. In addition, students must either pay their student account in full or make payment arrangements with college services by the last day of the add/drop period in order to finalize their enrollment at Southwestern College.

Waitlist Policy. Waitlists are tracked by the student information system. Once space becomes available in a course, students who are first on the waitlist are automatically notified via e-mail to their official school e-mail address. Students are given 48 hours to respond; if they do not respond, they are dropped from the waitlist. During the add/drop period, students must respond within 24 hours in order to be added to a class. Exceptions to this policy may be made by a written request from the Division Chair of Education and approval by the Vice President of Academic Affairs due to extenuating circumstances such as graduating seniors and transfer students.

Main Campus and Professional Studies. Students enrolled in education programs may enroll in courses offered on-ground or online formats with advisor approval.

EDUC Grades

GRADING SCALE AND CRITERIA: The Education Division shares a standardized grade scale as indicated for all courses.

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

Appeal of Grade. Any grade change or appeal for a grade change must be requested within 30 days after the beginning of the fall or spring semester following the semester in which the grade is given. If a student believes the grade recorded by an instructor is inconsistent with the documentary evidence, an informal discussion with the faculty member is required as the first step of an appeal. If satisfactory resolution is not achieved at this level, the student may then seek resolution with the program director/chair in which the course is taught. The final step would be to submit a written request for an appeal of a grade to the Division Chair of Teacher Education. After receiving the written request, the director/program chair will meet with the student to verify an attempt at resolution of the issue through the negotiation process and/or in mediation with the student and faculty. If it is determined that resolution has not occurred, the program chair will request written documentation with rationale from both the student and the instructor regarding the grade assigned. The program chair will also schedule a hearing with the Division Chair who will appoint an appeals committee, representative of members of the TEC Admissions Committee. The committee has the right to interview the student, the faculty member(s), and other pertinent individuals in an effort to reach a just resolution of this issue. This committee will render the final decision on the appeal. Notification of the grade appeal findings will be forthcoming from the Division Chair's office.

This process is followed in appealing sanctions placed on a student as a result of the academic integrity policy as well.

Failure to Meet Course Requirements. If a student exceeds the permitted number of class absences or otherwise fails to do the work of a course making normal evaluation of academic performance impossible, an instructor can inform that student in writing that it will be impossible for the student to pass the course and a "WF" will be the result when grades are turned in. The instructor may wish to suggest to the student that further attendance or completion of class work will not change this outcome.

If this notice comes prior to the official last day to withdraw from a course, the student may withdraw and receive a grade of "WD." After that date the grade will be "WF." A copy of the notification letter will be sent to the academic vice president. Any exemption from this policy must be discussed with the instructor personally, and the final judgment is the instructor's.

Grading System. The college grading system defines the following marks as graded hours and assigns the grade points shown per credit hour:

- A = Superior work (A+ or A, 4 points; A-, 3.67)
- B = Above average work (B+, 3.33; B, 3; B-, 2.67)
- C = Average work (C+, 2.33; C, 2; C-, 1.67)
- D = Minimally acceptable work for receiving credit (D+, 1.33; D, 1; D-, 0.67)

F = Failure (0 points)
 WF= Withdrawal Failure (0 points)

These additional marks are also used but do not designate graded hours and do not impact calculation of a GPA:

WD = Withdrawal from a course
 AW = Administrative withdrawal from a course
 I = Incomplete work
 S = Satisfactory work (equivalent to a C- or better)
 U = Unsatisfactory work

For the purpose of grade point average calculation, transfer grades which are given with a "+" or "-" will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

Incompletes. A student may request a temporary grade of incomplete when the work of the student has been generally satisfactory, but for reasons beyond the student's control it has not been possible to complete certain assignments made by the instructor. If the instructor agrees to the student's request, the student and teacher must jointly complete and file with the registrar a form describing the work remaining in the course and a plan for its completion.

If an incomplete is given, the deadline for finishing the course work is 30 days after the beginning of the semester (fall, spring, summer) following the semester in which the incomplete is given, or an earlier deadline as agreed to by the student and teacher. A grade of "F" will automatically be entered as a final grade if the remaining work is not completed by the deadline.

Extension of the deadline may be allowed by special permission of the vice president of academic affairs in cases of illness or other conditions beyond the student's control. Requests for extensions of deadlines must be initiated by the student and endorsed by the instructor involved in order to be considered. During the period in which a student holds an incomplete, the grade point average will be calculated without counting the incomplete.

An instructor may not give an incomplete unless the student has requested it. If the signed incomplete form is not submitted to the registrar's office by the end of the grading period for that semester, a grade of "F" will be recorded.

REQUEST FOR INCOMPLETE PROCEDURES:

1. At least one week prior to the last day of class, the student must request the Incomplete Form from his or her instructor.
2. The student must have at least 50% of the coursework completed at a passing grade and meet the attendance policy requirements.
3. The student must fill out the Incomplete Form indicating the reason for the request and return it to his or her instructor by the last date of the class.

Repeating Course Work. If a student repeats a course, both the original and repeat grade will be recorded on the official transcript, but only the repeat grade will be used in calculating earned hours and grade point averages, regardless of whether that grade is higher or lower than the original grade. Courses shown in the catalog as repeatable for credit do not fall under this rule.

Withdrawal

Administrative Withdrawal. The administration may elect to register the "AW" mark for courses in progress under limited circumstances associated with medical emergencies, disciplinary action, or exigent circumstances preventing the student from requesting a withdrawal or an incomplete.

Official Withdrawal from Courses. Any student may withdraw from a course in the fall or spring semester at any time until the close of the ninth week and receive a grade of "WD," which does not influence the grade point average. During a summer semester, each day of class counts as equivalent to a week in a regular semester. Withdrawals are done at the registrar's office. Failure to withdraw in a timely manner may result in an "F" showing on the transcript if the student does not fulfill the course requirements in a satisfactory manner. For classes that last one week or less, regardless of semester, no cancellation is possible once the class begins.

Withdrawal from College. Any student wishing to withdraw entirely from the college during a semester should give official notice at the registrar's office by the deadline to withdraw from a course. Withdrawal protects the academic record in that the designation of "WD" is recorded for any course in progress at the time of the student's departure from the college. Students who leave without completing the withdrawal process risk receiving "Fs" for courses in progress and jeopardize any partial refunds of tuition and board in accordance with the information shown in this catalog under "Charges and Fees."

Good Standing/Probation/Suspension Status

Students are expected to maintain progress to meet education admissions requirements or complete the program or degree plan. Students are in "Good Standing," unless otherwise notified. Admissions and completion requirements include dispositional attributes, submitted documentation of program admissions requirements, and maintained grade point averages. Statuses remain in effect, until removed.

Good Standing. All students are expected to remain in Good Standing with the minimum GPA of a 3.0 undergraduate and graduate programs. Graduate programs may have increased expectations as specified in program handbooks.

Education Warning. Education Warning notifies students/candidates that they may be in jeopardy of being placed on probation or suspension. The warning may indicate a subsequent action.

Education Probation. Education Probation notifies students/candidates when they are not making satisfactory progress toward formal admission or completion. Probationary status may be documented for dispositional reasons, for failure to make satisfactory progress on admissions requirements (such as meeting qualifying scores on the Praxis CORE assessment), for failure to meet program timeline/continuous enrollment requirements (graduate programs), and/or for failure to meet/maintain GPA requirements. When the student's progress does not fall within successful admissions or completion guidelines or the semester grade point average or cumulative grade point average falls below the minimum entrance cumulative GPA for the formal admission to the Teacher Education Program, a student may be placed on "Education Probation" and will receive notification from the Division Chair of Teacher Education's office. Any student placed on "Education Probation" will be evaluated by the student's advisor, who will work with the student to devise a contractual plan of improvement.

Education Suspension. Students may be suspended from education programs, if they have not made satisfactory progress toward removing a probationary status. Students whose semester grade point average is below 3.0 undergraduate GPA, or 3.0 graduate GPA, for two consecutive semesters regardless of whether both were in residence at Southwestern College or whose cumulative grade point average is below the grade point average required for admission to the Teacher Education Program (or program in which he or she is enrolled) for two semesters are regarded as not making adequate progress toward the degree and therefore may be suspended from education programs. Any student who is suspended under this policy may apply to transfer to another Southwestern College degree program outside of education. A student may appeal for readmission to an education program following at least one full semester's absence (fall, spring, or summer) from enrollment at Southwestern College education programs. A request for appeal should be made by the student in writing and must be presented to the education Division Chair by the date specified in the notification letter. Supporting material is required to be submitted by the student prior to the appeals hearing, and should include but is not limited to letters of support from faculty and/or staff and transcripts from subsequent college coursework. The appeal will be heard by the Teacher Education Committee, and the committee's decision shall be final.

Special Academic Studies

Practicum. A practicum involves work experience of a practical nature related to a particular discipline, and may take place either off or on campus. A student may enroll in a practicum course for one to three credit hours. These courses are available to sophomores, juniors, seniors, and graduate students. Enrollment in the course should be prior to the start of the practicum.

Undergraduate Teacher Education

The Southwestern College teacher education program is a student-centered learning community dedicated to optimal intellectual growth, preparation for leadership in the field of education, personal development, ethical values, and lifelong service in a world beyond cultural boundaries.

The Southwestern College Educator Program Conceptual Framework consists of five constructs with three recurring components. Indicators for each construct and component detail the expectations of educators prepared in Southwestern College's undergraduate and graduate education programs.

- **Content and pedagogy:** The educator has knowledge, skills, and dispositions in content and pedagogy that continuously grow and evolve over time.
- **Instruction and Assessment:** The educator has knowledge, skills and dispositions to facilitate learning for students.
- **Collaboration:** The educator has knowledge, skills and dispositions to interact collaboratively with students, families, colleagues, other professionals, and community members.
- **Leadership:** The educator has the knowledge, skills, and dispositions to act as an instructional leader, data analyst, community relations officer and change agent.
- **Reflection and Growth:** The educator has knowledge, skills, and dispositions to use evidence, reflection, and feedback to continually evaluate his/her practice, the effects of his/her choices and actions on others and adapt practice to meet the needs of each learner.

Undergraduate Admission

Southwestern College invites applications from students whose personal and academic records show high standards of achievement, thus giving promise of academic success in the years ahead.

The rationale used in each admission decision for all categories of students is the concern for each student to have a successful academic experience at Southwestern College. The Office of Admission reserves the right to accept or deny each applicant. An applicant who wishes to contest a denial may request a review of the application by the vice president for enrollment management. The appeal will be heard by the admission committee team whose decision shall be final.

Southwestern College does not discriminate on the basis of race, gender, color, religion, age, national origin, ethnic origin, physical disability, or sexual orientation in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities.

First-Time Freshmen

Graduates of Accredited High Schools. Admission decisions for graduates of accredited high schools are based on a combination of curriculum, grade point average, American College Test (ACT)/Scholastic Aptitude Test (SAT) scores, and written essay.

Southwestern recommends a minimum high school curriculum reflecting the following coursework:

1. Four years of English
2. Three years of mathematics (including algebra 1, algebra 2, and geometry)

3. Two years of science (including one year of general science and one year of laboratory science)
4. Two and a half years of social science (including one year of American history, one year of world history, geography, or equivalent, and a half year of sociology, psychology, citizenship, or equivalent)
5. Two years of foreign language, oral communications, or computer science, or any combination of the three.

Generally, students with a minimum composite score of 18 on the ACT and a minimum 2.60 cumulative grade point average are admitted without restriction to the college.

Graduates of Non-Accredited High Schools and Home School Students. Students graduating from non-accredited high schools, home school students, and GED completers may apply using one of the three options listed below:

1. Admission decision will be based on a combination of curriculum equivalent to that required of accredited high school graduates, grade point average, ACT/SAT scores, and written essay.
2. Admission decision will be based on a combination of a portfolio of accomplishments during the student's high school years, ACT/SAT scores, and written essay.
3. Admission decision will be based on scores on the General Education Development (GED) test that are above the 50th percentile and written essay.

Advanced Placement Scholars

Southwestern College will accept as special students those who are currently completing their high school courses of study and who wish to take up to six hours of college credit per semester. Permission must be granted by the appropriate high school administrators.

Transfer Students

Students who have completed high school and who have accumulated more than six college credits since then are classified as transfer students. Admission decisions for these students are based on a combination of college grade point average, curriculum, and written essay.

A cumulative grade point average of 2.0 or higher is required for transfer students. This grade point average will be calculated on core courses or courses that are equivalent to Southwestern College courses (exclusive of activity credits). Southwestern College gives full value to transcripts of records from regionally accredited universities.

If the student is transferring with fewer than 60 hours of credit, a transcript from an accredited high school showing graduation or a GED with a score above the 50th percentile will also be required for admission.

In order to graduate from Southwestern College, transfer students must complete a minimum of 60 hours at an accredited four-year academic institution. Thirty of the 60 hours must be completed at Southwestern.

Transfer hours with grades below "C" will not count toward major or general education requirements. However, for the purpose of grade point average calculation, transfer grades which are given with a "+" or "-" will be calculated as simply the letter grade (e.g., grades of B-, B, and B+ will all be credited with 3.0 grade points per credit).

International Students

Admission decisions for international students are based on a combination of English proficiency, successful completion of courses leading to graduation, letters of recommendation, and proof of financial support.

Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:

- English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;

- International English Language Testing Service (IELTS) with a score of 6.5 or higher;
- The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.

Entering freshmen must have graduated from a secondary institution in their home country and must provide official transcripts of all high school credit. Transfer students must provide official college transcripts and record of any degree awarded. All foreign credentials not listed in English should have an accompanying literal translation.

In addition, international students must submit a certified bank statement indicating that the student or the student's sponsor has sufficient funds to meet the first year's expenses, a personal statement about the student's background, interests and personal accomplishments, and three letters of recommendation. If the student is being sponsored, a certified letter from the sponsor should be submitted indicating that the sponsor will be supporting the student during the student's stay in the United States. If the student is sponsored by the student's home government, the student should send a certified letter from the government indicating support and billing information.

Application Procedure

First-Time Freshmen and Transfer Students

To be admitted to Southwestern College, the student should take these steps:

1. If possible, visit the campus to become acquainted with the college community and to discuss the admission process with an admission counselor.
2. Complete an admission application form and return it to the college with a \$25 processing fee. Complete electronic application at <http://www.sckans.edu/admissions/apply>
3. Have the official transcripts of all high school and/or college credit sent to the Southwestern College Office of Admission. High school transcripts should include class rank (if applicable), grade point average, and grading scale whenever possible.
4. First time freshmen will need to take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have the scores forwarded to the admission office. Students should take the ACT or SAT prior to the spring semester of their senior year to take full advantage of Southwestern scholarship opportunities. The ACT code number for Southwestern College is 1464 and the SAT code number is 6670.
5. Upon acceptance for admission, the student is requested to submit a tuition deposit of \$100 which will allow the student to pre-enroll for classes. The deposit will also allow students living on campus to receive their room assignment. This deposit is refundable through May 1 for the fall semester and through December 1 for spring semester. The deposit will be credited to tuition charges when the student enrolls.

Deadlines. New students wishing to enroll full-time at Southwestern College in the fall semester should have a complete application file in the Office of Admission by August 1. New students wishing to enroll full-time at Southwestern College in the spring semester should have a complete application file in the Office of Admission one week prior to the start of spring classes.

A complete application file includes:

1. application form
2. application fee
3. other requirements as listed under each student category.

Students accepted for fall semester are reminded that all paperwork for financial aid, housing, and health forms should be turned in by August 1. To receive priority housing assignments, the housing form and admission deposit must be received by May 1.

International Students

To be admitted to Southwestern College, international students are required to take these steps:

1. Complete an admission application form online at <http://www.sckans.edu/admissions/apply/index.html>. Students may also complete a paper international application and return it to the college.
2. Submit a written essay, in English, that addresses your background. This may include your academic achievements, personal accomplishments, and interest in studying in the United States.
3. An applicant who will be entering Southwestern College as a freshman must have official transcripts of all high school credit submitted. The transcript should include class rank, grade point average, and grading scale whenever possible. All transcripts must include evidence of graduation. If evidence is not placed on the transcript, an official document from the high school must verify graduation in writing.
4. Applicants, who have attended college, whether in the United States or abroad, must have official college transcripts and record of any degree awarded sent to Southwestern College Office of Admissions. All foreign credentials not listed in English should have an accompanying literal translation.
5. Applicants from countries where English is not the first language will need to have test results forwarded to Southwestern. Southwestern will accept the following tests/scores:
 - English as a Foreign Language (TOEFL) with a paper score of 550 or higher or an internet based score of 80 or higher;
 - International English Language Testing Service (IELTS) with a score of 6.5 or higher;
 - The Chinese Government English Exam with a score of a minimum of 4 for undergraduate admission.
6. Forward three letters of recommendation, translated into English, from teachers or professors who are familiar with the student's academic ability.
7. Complete the certification of finances form documenting amounts of financial support from sources other than Southwestern College. If sponsored by the student's home government, send a certified letter indicating amount of support and billing information.
8. Remit a \$1,000 deposit.

Deadlines. International students wishing to enroll full-time at Southwestern College in the fall semester must have a complete application file in the Office of Admission by July 1. To enroll full-time at Southwestern College in the spring semester, the student must have a complete application file in the Office of Admission by December 1.

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Readmission

1. Complete the transfer admission application form online at <http://www.sckans.edu/admissions/apply>
2. Have the official transcript of all colleges attended while not enrolled at SC sent to the Southwestern College Office of Admission.

To be considered for readmission to SC, the student should take these steps:

For More Information

For admission forms or more information write, call, fax, or e-mail:

Office of Admission:

Southwestern College

100 College St.

Winfield, KS 67156-2499

Phone: (620) 229-6236 or (800) 846-1543 ext. 6236 Fax: (620) 229-6344

E-mail: scadmit@sckans.edu

Admission to the Teacher Education Program

Designating education as a major follows institutional guidelines, including general education requirements. The teacher education program has an undergraduate curriculum with the following components: the elementary education major, the early childhood major, professional course sequence for both elementary and secondary education majors, and the clinical field experience sequence for early childhood, elementary, and secondary education majors. The undergraduate program is accomplished through four stages: Exploratory, Pre-Professional, Professional, and Capstone.

Admission to the Teacher Education Program requires participation in a two-stage admission process. Students admitted to a degree plan apply for admittance to one of the above programs after they meet requirements in the Exploratory and Pre-Professional stages. Students seeking to become teacher education candidates may seek admission to the teacher education program after they first demonstrate their readiness by completing the following academic and programmatic requirements:

- PSYC 112 General Psychology with grade of “C” or better.
- EDUC 218 Child Psychology with grade of “C” or better.
- Sophomore standing with a GPA of at least 3.0
- Demonstration of communication skills by completion of ENG 110 College English 1, ENG 120 College English 2, and COMM 102 Elements of Oral Communication with at least a 2.5 cumulative GPA in the three courses.
- Successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162) or the following ACT scores: Reading 24, Math 22, and Writing 24.
- EDUC 150 Introduction to Education OR EDUC 212 Education Entrance Seminar with grade of “C” or better.
- EDUC 215 Foundations of Education with grade of “C” or better.
- Submission of formal application to Teacher Education Committee.
- Successful completion of the Initial Teacher Interview.

Admission for Transfer Students

- Transfer credit must meet the requirements and program expectations listed above, including GPA requirements. All transfer credits specific to the major must be a “C” or better.
Successful completion of the Core Assessment Skills for Educators (CORE) with scores that meet or exceed program requirements in Reading (CORE 156), Math (CORE 150), and Writing (CORE 162) or the following ACT scores: Reading 24, Math 22, and Writing 24.
- Articulation of additional pre-professional credit as determined by the Division Chair of Teacher Education.
- Submission of formal application to Teacher Education Committee.
- Successful completion of the Initial Teacher Interview.

Admission to Student Teaching

Admission to Student Teaching is a separate action that occurs toward the successful completion of courses listed in the Professional Core. A teacher candidate makes application to student teach, indicating a desire to student teach in the following semester.

The education department faculty will review the following upon application to Student Teach:

- Content GPA (grades within a discipline leading to a Kansas Teaching License in a content area, not including Professional Education Courses)
- Professional Education Course GPA (courses in common among all licensure programs):
 - Leading to the Professional Core Courses
 - 150 Introduction to Education (Traditional 4-year student)
 - OR
 - 212 Education Seminar (Delayed entrant and second career student)
 - 215 Foundations of Education
 - 216 Diversity Field Experience
 - 220 Educational Technology
 - Professional Core Courses (these will be shown In Progress (IP), unless all three courses are completed.
 - 322 Educational Psychology
 - 323 Introduction to Exceptionalities
 - 346/7/8/9 Leveled Teaching Methods
- Professional Core GPA (which will be shown in progress until completed)
- Application
- Interview Results
- Recommendations from advisor(s)
- Recommendations from other clinical supervisors
- Completion of materials needed for successful field placement:
 - Health form
 - Insurance form

Admission to Student Teaching is approved for the semester immediately following the formal admissions process. Student Teaching placements will commence after committee approval. Admission can be rescinded if one or more of the following occur:

- The candidate does not complete all course requirements with a grade of at least a C in each course.
- Inconclusive Background Check.

Licensure Program

A candidate with bachelor/master degree(s) who seeks a teaching license must complete all KSDE approved program requirements, which can lead to a recommendation for a teaching license. The KSDE approved and CAEP accredited Teacher Education Program offered by Southwestern College provides study and practice of the essential knowledge, skills, and dispositions for obtaining a teaching license. In addition to successfully completing the program of study, each candidate seeking initial licensure is required to successfully complete a performance assessment and take and pass one or more KSDE identified licensure exam(s) at or above the level of performance specified by KSDE. With successful completion of the teacher education program of study as well as passing the

required licensure exam(s), Southwestern College will be able to recommend the successful candidate for an initial teaching license or area of endorsement.

Kansas Teacher Competency Tests: Praxis II

The Kansas Legislature has mandated that all teacher licensure candidates demonstrate content knowledge and teaching knowledge prior to Kansas Teacher Licensure. Candidates must pass the content exam (passing scores vary from exam to exam), as well as the Principles of Learning and Teaching test (PLT) with a score of 160 or higher. This test is given periodically at various Kansas testing centers. Candidates are responsible for arranging to be tested before applying for state licensure.

Professional Requirements toward Licensure

To accommodate the needs of candidates, classes are scheduled in six-, twelve- and eighteen-week sessions. Field experiences in schools as well as practica/student teaching are required. Kansas licensure is accepted in many other states. Anyone interested in the program who resides in a state other than Kansas must check with that state's department of education to determine specific licensure requirements for teaching within that state and the acceptability of out-of-state licensure.

The professional course sequence is designed developmentally to include a set of specifically identified courses to be completed pre- and post-formal admission to the Teacher Education Program. With the exception of EDUC 220, all education courses which do not require prior admittance to the Teacher Education Program include field-based experiences. Core professional courses taken subsequent to admission to the Teacher Education Program contain clinical experiences.

Required of all candidates:

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

150 Introduction to Education (Traditional 4-year student)

OR

212 Education Seminar (Delayed entrant and second career student)

215 Foundations of Education

216 Diversity Field Experience

220 Educational Technology

Subsequent to formal admittance to the Teacher Education Program:

In Education:

322 Educational Psychology

323 Introduction to Exceptionalities

440 Student Teaching Seminar

Required for early childhood majors:

Subsequent to formal admittance to the Teacher Education Program:

In Education:

349 Teaching Reading

436 Early Childhood Methods and Management

446 Observation and Supervised Teaching in Early Childhood Programs

Required for elementary majors:

Subsequent to formal admittance to the Teacher Education Program:

In Education:

349 Teaching Reading

437 Elementary School Methods and Management

447 Observation and Supervised Teaching in the Elementary School

Required for those seeking middle-level/secondary licensure:

Prior admittance to the Teacher Education Program is not a prerequisite:

In Education:

344 Content Area Literacy

438 Teaching (subject) in the Secondary Schools

352 Principles of Effective Secondary Instruction

439 Secondary School Methods and Management
 448 Observation and Supervised Teaching in the Middle School (*for music, PE, and middle-level math licensure only)
 449 Observation and Supervised Teaching in the Secondary School

Completed Assessment Plan

For each license, all candidates must complete the required assessment plan at a satisfactory level through their LiveText account. Progress is reviewed at the completion of each Stage (Exploratory, Pre-Professional, Professional, Capstone). Formal review occurs in the following ways:

1. Unless transferring from a junior college, all students would enter under the exploratory stage.
2. Exploratory. All students will be exempt from passing parts of the CORE until they have completed EDUC 150/212, 215, and 216. Students must take the CORE. Students must make satisfactory progress on the CORE (students must pass the majority of the categories assessed on the CORE) noted and bracketed. Student files would be reviewed with their performance in the first three courses which will culminate with the evaluation of their teaching philosophy. Students will not be designated “Pre-Professional” until they have passed two of three categories of the CORE.
3. Pre-professional. Two or more faculty will review the student progress to graduate students from Exploratory to Pre-professional. Minimally, it would include reviewing assessment results from evaluated Teacher Philosophy statements.
4. Professional. Formal entrance to the licensure program requires satisfactory progress upon all Education courses leading to the Professional Core. Students must pass all categories on the CORE. Students complete an initial dispositions assessment via the initial teaching interview/peer jury interview. The TEC approves candidacy to the Professional Core.
5. Capstone. Upon the successful completion, or near completion of the coursework in the Professional Core, candidates may apply to the Capstone. The TEC formally admits candidates to the Capstone. Minimally, candidates complete all portfolio requirements to this point, and participate in and successfully complete student-teacher interviews.
6. The TEC Admissions Committee reviews stage status after the mid-point in the Fall, Spring, and Summer semesters.

More information is available in the Assessment Plan section, following each degree plan.

Majors, Course Offerings, and Licenses

Southwestern College’s curriculum provides opportunity for depth of study in a specific interest area as well as breadth of study enabling the student to encounter significant human questions. While some programs are structured to achieve specific vocational objectives, others are diversified for a variety of life planning goals. There is latitude for a student with comprehensive intellectual interests to pursue an individually structured program of general studies.

The organization of each major or program of study includes a core of essential major courses to develop a basic understanding of the chosen field. Clustered around this core may be a group of cognate courses from other departments chosen to emphasize relationships between disciplines.

In addition to the specific program requirements, students are urged to elect courses relating to cultural development and personal interests. These choices may grow out of the student's intellectual curiosity and broad commitment to the human community.

At each course level, the following numbers are reserved for the type of courses indicated.

- 51 - independent study
- 52 - readings
- 53 - problems
- 54 - projects
- 55 - topics
- 58 - special literature study
- 59 - practicum
- 60 - internship
- 61 - seminar
- 70 - field experience
- 71 - workshop

Teacher Education Licensure

B.A., Major in Early Childhood Education Unified

The early childhood education program of study at Southwestern College combines early childhood education and early childhood special education into one license for birth through age eight (third grade).

This innovative program provides two semesters of field-based experiences where candidates work together with professionals in the field gaining practical experiences with young children.

Professional requirements:

The program requires professional courses as specified in Professional Requirements section.

Major requirements:

In Education:

- 280 The Other Literacies
- 312 Introduction to Inclusive Early Childhood Education
- 325 Methods for Teaching Motor Development, Expressive Arts, Social Studies
- 329 Children's and Adolescents' Literature
- 323 Intro to Exceptionalities
- 335 Infant Development
- 336 Introduction to the Reading Process
- 340 Assessment Strategies in Inclusive Early Childhood Education
- 349 Teaching Reading in the Elementary School
- 343 Home, School, and Community
- 420 Oral Language Development
- 220 Educational Technology
- 337 Teaching Elementary Science
- 318 Numbers, Computation, and Math Processes
- 338 Teaching Elementary Math
- 436 Early Chld Mthds and Management.
- 425 Admin, Guidance, & Behavior
- 215 Introduction to Statistics and Probability

B.A., Major in Elementary Education

The elementary education program of study at Southwestern College prepares candidates to fulfill roles in contemporary schools, kindergarten through sixth grade.

Professional requirements:

The bachelor of arts major in elementary education requires the ten professional courses as specified in Professional Requirements section above.

Major requirements (these courses are open to students who have not yet applied for admission to the teacher education program):

In Education:

- 223 Fine Arts in the Elementary School
- 280 The Other Literacies
- 318 Numbers, Computation, and Mathematical Processes
- 328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher
- 329 Children's and Adolescents' Literature
- 336 Introduction to the Reading Process
- 337 Science in the Elementary School
- 338 Mathematics in the Elementary School
- 349 Reading in the Elementary School
- 344 Content Area Literacy
- 345 Social Science in the Elementary School
- 450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition
- 490 Teaching English as a Second Language and Assessing Language Competency
- 215 Introduction to Statistics and Probability

Minor in Early Childhood Education

Minor requirements:

In Education:

- 312 Introduction to Inclusive Early Childhood Education
- An additional 12 hours selected from the following:
- 325 Methods of Teaching Motor Development, Expressive Arts and Social Studies
- 335 Infant Development
- 340 Assessment Strategies in Inclusive Early Childhood
- 343 Home, School, and Community
- 420 Oral Language Development

Mid-level/Secondary Education Licensure

Kansas teacher licensure at the mid-level/secondary level is available in the following levels and subject areas:

- American History, World History, and Political Science (secondary, see requirements under History in Main Campus catalog)
- Biology (secondary, see requirements under Biology in Main Campus catalog)
- Chemistry (secondary, see requirements under Chemistry in Main Campus catalog)
- English (secondary, see requirements under English in Main Campus catalog in Main Campus catalog)
- Mathematics (secondary, middle level; see requirements under Mathematics in Main Campus catalog)
- Music (P-12; see requirements under Music in Main Campus catalog)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies)
- Speech/Theatre (secondary, see requirements under Communication or Theatre in Main Campus catalog)

Cognate requirements:

In Mathematics:

EDUC215 Intro to Stats and Probability

Undergraduate Education Course Descriptions

Department Code: EDUC

- 150 Introduction to Education.** An introductory and exploratory course for those considering education as a career. The course is designed to assist each prospective teacher in gaining a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon inquiry and personal involvement in planning an effective and successful career in education. Includes field-based experiences. *This course is only for traditional students in a 4-year plan.* Credit 2 hours.
- 215 Foundations of Education.** This course explores the theories and applications of educational philosophies for prospective teachers' use in both the classroom and their personal and professional lives. Additionally, educational institutions will be examined from historical, economic, sociological, and political perspectives. Includes field-based experiences. Credit 3 hours.
- 216 Diversity Field Experience.** This course provides an opportunity for prospective teachers to observe, tutor, or mentor students in a school where there is a diverse population. Includes field-based experiences. Includes field-based experiences. Prerequisites: EDUC 215 (or concurrent enrollment.) Credit 1 hour.
- 218 Child Psychology.** The development of behavior from infancy through adolescence. The focus will be on biological, cognitive, and socio-emotional theories and research of child development. An emphasis will be placed on the development of these theories as well as how they can be applied in real world contexts. Cross-listed with Psychology. Credit 3 hours.
- 220 Educational Technology.** Prospective teacher education candidates will investigate and evaluate the significant impact technology has on learning, motivation, and pedagogy. Prospective candidates will interpret and implement the National Educational Technology Standards for Teachers (NETS-T) and for students (NETS-S) and apply the NETS-T to construct valuable teaching experiences, as well as experiences to highlight student learning that reflect the NETS-S. Technology integration across the curriculum will be explored and students will develop and design lessons and use technology tools to support learning in an educational environment. Credit 3 hours.
- 223 Fine Arts in the Elementary School.** The course provides a prospective teacher education candidates with the design, implementation, and evaluation of fine arts (music, art, dance) learning activities that are developmentally appropriate, meaningful, and challenging for all K-6 students, and the learning activities lead to positive learning outcomes that develop positive dispositions toward artistic explorations and expression. Credit 3 hours.
- 280 The Other Literacies.** Prospective teacher education candidates will familiarize themselves with the literacy components of writing, speaking, and listening. Prospective candidates will refine their own writing skills, explore the writing process, understand the role of grammar in writing, and identify strategies to help PK-12 learners develop their own writing skills. The skills needed to view and comprehend material, arrange it, and aid PK-12 learners in the various ways information can be processed will also be addressed. Additionally, prospective candidates will examine the benefits of cooperative learning in enhancing the speaking and listening skills of PK-12 learners, as well as the characteristics of exemplary speakers and listeners in the classroom. Credit 3 hours.
- 312 Introduction to Inclusive Early Childhood Education.** This is an introductory course for those preparing for licensure to teach in the early childhood area. This course is designed to assist each prospective teacher education candidates in gaining a valid and comprehensive knowledge of what is involved in early childhood education. Emphasis is placed upon reflection, inquiry and personal involvement in planning an effective and successful career in early childhood, and developing an understanding of how children develop and learn successfully. Current trends, issues, developmental theories, and research findings related to the education of young children will be explored. Credit 4 hours.
- 318 Numbers, Computation, and Mathematical Processes.** A course focusing on number sense, number systems, and their properties with an emphasis on analyzing the Common Core State Standards for Math with Kansas Additions numbers and computation standard, benchmarks, and indicators. An introduction of theorists, theories, and developmental stages will be addressed and integrated into activities and lessons. This course includes development and understanding of the five process standards, connections, and application with number sense in the classroom. All methods, concepts, and strategies will be applied to a classroom environment and differentiated for all learners. Credit 3 hours.

- 322 Educational Psychology.** A course designed specifically to study the behavior of individuals and groups in educational settings. Emphases are placed upon development, motivation, assessment, individual differences, teaching modalities and learning preferences. Attention is also given to character education and attitudes. Directed observation and participation in the public schools provide practical application of course theory. Includes clinical experience. Prerequisite: PSYC 112 and admission to Teacher Education. Credit 4 hours.
- 323 Introduction to Exceptionalities.** A course designed to prepare elementary and secondary education candidates in the understanding and appreciation of students with exceptionalities. Emphases are placed upon characteristics and categories of exceptionality, processes of referral, assessment, and placement of exceptional students. Effective teaching practices and observations in the public schools provide practical application of course theory. Includes clinical experiences. Prerequisite: Admission to the Teacher Education Program (TEP). Credit 4 hours.
- 325 Methods of Teaching P.E., Expressive Arts, Social Studies.** This course will examine the curricula, instructional strategies, and classroom organization for motor development, expressive arts, and social studies relevant to children ages birth through 8. Emphasis will be placed on the uniqueness as well as interrelatedness of the content areas, teaching methodology, and their successful implementation in the classroom environment. The course is designed as lecture with a co-requisite 45 hours field-based experience with children in an early childhood setting. Credit 3 hours.
- 328 Instructional Strategies in Physical Education for the Elementary Classroom Teacher.** This course addresses the major concepts of health education, human movement, and physical activity as essential elements which foster a healthy lifestyle. Content includes health, nutrition, safety, impact of movement on brain development and learning, and integrates movement learning theories and practice across all curricular areas and instruction. Credit 2 hours.
- 329 Children's and Adolescents' Literature.** This is a survey of literature K-12. It explores literature and relevant contemporary issues regarding literary works and pedagogy pre-K through 12th grade. Students will also become familiar with text complexity and its use in helping readers progress into more challenging levels of literature. Credit 2 hours.
- 335 Infant Development.** The purpose of this course is to introduce early childhood teacher candidates to growth and development issues related to infants and toddlers and to provide experiences with the organization and management of high quality environments for infants. Appropriate play activities will be introduced. Credit 3 hours.
- 336 Introduction to the Reading Process.** This course introduces prospective early childhood and elementary teacher candidates to children's speech and language development, the recognition and development of emergent literacy, and the foundational knowledge of the reading process. This will include an understanding of basic literacy development and the cultural and linguistic diversity issues related to this development, knowledge of the major components of reading, appropriate methodologies for building an effective balanced reading program, and a variety of assessment tools and practices used to plan and evaluate effective reading instruction. Credit 3 hours.
- 337 Science in the Elementary School.** A course that focuses on methods of science instruction, organizing and presenting science materials for instruction, observation of classroom science presentation, familiarization with current trends in science education, and the development of a background in the content areas of science. Credit 3 hours.
- 338 Math in the Elementary School.** A course focusing on principles and methods of mathematics instruction at the elementary level organized around the Common Core State Standards for Math with Kansas Additions. Development and presentation of math materials and units of instruction, familiarization with current trends in math curriculum and instructional methodology, and attention to evaluating and adapting instructional materials and delivery methods to the needs and learning styles of students are components of this course. Prerequisite: EDUC 318. Credit 3 hours.
- 340 Assessment Strategies in Inclusive Early Childhood.** This course prepares early childhood teacher candidates to conduct reliable and valid assessments of children's growth and development in the early childhood arena. Candidates are introduced to and have an opportunity to practice developing formal and informal assessment devices. Practice in developing and evaluating both open and closed assessment format is also provided. Special attention is given to performance-based assessments, particularly in the context of instruction that is developmentally appropriate. Credit 4 hours.

- 341 Reading in the Elementary School.** This course will emphasize the various methods of teaching and assessing reading in the elementary. It will prepare teacher candidates to develop programs to strengthen vocabulary and comprehension skills, assess growth in reading skills, diagnose reading problems, and adapt instructional materials and delivery methods to meet the special needs and learning styles of students. In conjunction with regular course work, the candidate will gain experience through practical application through field based experiences. Credit 3 hours.
- 343 Home, School, and Community.** The purpose of this class is to promote the understanding that quality services for young children and their families are best ensured by establishing collaborative relationships between the home, school, program, and community. A portion of the course focuses on techniques for establishing collaborative relationships with parents and involving family members in the growth and development of the young child. Health, nutrition, and safety issues also will be explored. Credit 3 hours.
- 344 Content Area Literacy.** This course will address the content area literacy movement and the philosophy behind this approach to instruction in K-12. Schema activation for pre-reading, metacognitive monitoring for during reading and post-reading discussion building and critical thinking will be addressed. This class will also address vocabulary and concept development, study skills, effective writing prompts, assessments and considerations for special-needs and English language learners. Includes field-based experiences. Credit 3 hours.
- 345 Social Science in the Elementary School.** This course emphasizes the relationship of the various social science areas and the elementary school curriculum. Content includes unit and instructional material development and presentation, familiarization with current trends in social studies instruction. Emphases include multicultural instruction, interdisciplinary unit development, and the methodology of content delivery. Credit 3 hours.
- 349 Teaching Reading in the Elementary School**
This course is designed to provide the essential elements of planning and implementing effective reading instruction for the beginning reader. Emphasis will be placed on teaching phonemic awareness and phonics skills. Credit 4 hours.
- 352 Principles of Effective Secondary Instruction.** This introductory course is designed to provide an overview of essential elements of planning and implementing effective instruction at the secondary level. Emphasis will be given to integrating fundamental concepts and processes of curriculum development with select instructional strategies and models that can best be employed to enhance student learning. Includes clinical experiences. Prerequisite: Admission to Teacher Education. Credit 3 hours.
- 420 Oral Language Development.** This course introduces candidates to children's speech and language development, recognition and development of readiness skills, and appropriate methodologies for developing the communications skills of young children. Credit 3 hours.
- 425 Administration, Guidance, and Behavior.** This course will provide an overview of the responsibilities of administrators, directors, and teachers in school and program management. Legal and financial issues also will be covered, as well as ethical aspects of early childhood programs. Additionally, candidates will be introduced to successful classroom management strategies. Credit 3 hours.
- 432 Technology in Special Education.** The course provides an overview of technology, specifically, assistive technology and what it can do for learners with special needs. In addition, candidates will be able to implement a framework for identifying student needs and determining desired outcomes when choosing technological solutions. Credit 3 hours.

- 436 Early Childhood Methods and Management.** This course focuses on the development of professional teaching skills for the early childhood teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 4 hours.
- 437 Elementary School Methods and Management.** This course focuses on the development of professional teaching skills for the elementary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, candidates complete their professional portfolio and make application for the Capstone which includes the student-teaching placement. This course is taken immediately prior to the professional block. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 4 hours.
- 438 Teaching (subject) in the Secondary Schools.** This course provides secondary education candidates with instructional strategies, methods and familiarity with current trends in their content area. Students are involved in a mentoring triad with public school teachers, subject area faculty, and the secondary education director. In conjunction with his or her mentor partners, each student develops a plan for study, observation, and practice in the public schools and on campus. Includes field-based experiences. Students seeking History and Government licensure must pass the Comprehensive Content Exam covering social science disciplines. Prerequisites: concurrent enrollment in EDUC 439 and successful completion or concurrent enrollment in EDUC 344, or consent of instructor. Credit 3 hours.
- 438C Teaching and Directing Forensics and Debate in the Secondary Schools.**
- 438E Teaching English in the Secondary Schools.**
- 438H Teaching History and Government in the Secondary Schools.**
- 438M Teaching Math in the Secondary Schools.**
- 438N Teaching Science in the Secondary Schools.**
- 438P Teaching Health and Physical Education in the Secondary Schools.**
- 438S Teaching and Directing Music in the Secondary Schools.**
- 438T Teaching and Directing Theatre in the Secondary Schools.**
- 439 Secondary School Methods and Management.** This course focuses on the development of professional teaching skills for the secondary and middle school teacher, including: a personal philosophy of education; classroom management procedures; a discipline plan; instructional methods and strategies; program, course, unit, and lesson planning; awareness of current trends in education; and assessment/evaluation strategies. During this semester, candidates complete their professional portfolio and make application for the Capstone which includes the student-teaching placement. This course is taken immediately prior to the professional block. Includes clinical experiences. Prerequisites: Admission to Teacher Education and senior standing. Credit 4 hours.
- 440 Student Teaching Seminar.** A seminar course designed to be taken in conjunction with the student teaching block. This course focuses on the development and completion of the Kansas Performance Teaching Portfolio as well as the practical steps needed for obtaining a teaching position. Candidates practice reflection and problem solving of professional issues and tasks which may be encountered by the beginning teacher. Prerequisites: Unconditional admission into student teaching. Concurrent enrollment with either EDUC 446, 447, 448, 449. Course graded S/U. Credit 1 hour.
- 446 Observation and Supervised Teaching in Early Childhood Programs.** Clinical experiences in Pre-K through third grade accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.
- 447 Observation and Supervised Teaching in the Elementary School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 12 hours.
- 448 Observation and Supervised Teaching in the Middle School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.
- 449 Observation and Supervised Teaching in the Secondary School.** Clinical experiences in accredited schools for teacher licensure candidates. Concurrent enrollment with EDUC 440. Prerequisites: Unconditional admission into student teaching. Credit 4-12 hours.

- 450 Introduction to Language, Linguistics, and Culture in the Context of Second Language Acquisition.** This is an introductory course in language and linguistics, which explore the nature, structure and diversity of language, emphasizing the phonological, syntactic and semantic patterns of English. Candidates will explore the principles of linguistic systems and major theorists and schools of linguistic thought in anticipation of working with communities of nonnative English-speakers. Theories and research of secondary language acquisition will also be explored, along with the relationship of communication, culture, and identity as it relates to language learning. This course is designed as one of two courses to prepare candidates for the ESOL Praxis II exam. Credit 3 hours.
- 490 Teaching English as a Second Language and Assessing Language Competency.** This course provides the foundation for second language instruction by examining a broad range of methodologies to provide academic experiences for English Language Learners. (SIOP model included.) Application of these "best practice" concepts will be used to plan, implement, and evaluate instruction for ESOL students. An opportunity to volunteer with ESOL students for 8 hours during the course will be included. Credit 3 hours.

PK-12 Education Licensure

- Music (P-12; see requirements under Music in Main Campus catalog)
- Physical Education (P-12; see requirements under Physical Education and Sport Studies)

Kansas teacher licensure at the PK-12 level is available in the following levels and subject areas:

Cognate requirements:

In Mathematics:

215 Introduction to Statistics and Probability

B.S., Major in Physical Education

The K-12 program of study at Southwestern College prepares candidates to fulfill roles in contemporary schools, pre-kindergarten through twelfth grade. *Important note:* This major addresses physical education; it leads to Kansas secondary teacher licensure only in physical education.

Major requirements:

In Physical Education and Sports Studies:

126 First Aid and Safety

212 Swimming

213 Principles of Physical Education

215 Applied Motor Learning

225 Fitness Assessment

314 Measurement and Evaluation in Physical Education

323 Exercise Physiology

326 Adapted Physical Education

332 Kinesiology

335 Psychology of Sport

435 Organization and Administration of Physical Education :

105 Fundamentals of Golf

108 Fundamentals of Tennis

109 Fundamentals of Volleyball

110 Fundamentals of Soccer

111 Fundamentals of Basketball

Cognate requirements:

In Education:

230 Introduction to Athletic Training

Physical Education Courses

Department Code: PESS

105 **Fundamentals of Golf.** Credit .5 hour

108 **Fundamentals of Tennis.** Credit .5 hour

109 **Fundamentals of Volleyball.** Credit .5 hour

110 **Fundamentals of Soccer.** Credit .5 hour

111 **Fundamentals of Basketball.** Credit .5 hour

All fundamentals courses will cover skills, techniques, strategy, and rules pertaining to the specific sport.

126 **First Aid and Safety.** Cause, prevention, and first aid care of common emergencies as outlined by American

Red Cross. Treatment of athletic injuries. Common precautions in safety in the home, school, highways, and recreational areas. Credit 2 hours.

212 **Swimming.** Emphasis on fundamental through advanced swimming techniques based on your swimming ability including personal safety skills, rescue techniques, artificial respiration, and safety information. Credit 1 hour.

May be repeated twice.

213 **Principles of Physical Education.** Basic concepts and theories of physical education. Credit 3 hours.

215 **Applied Motor Learning.** A study of theories and practices dealing with learning as related to motor skill

acquisition. Emphasis will be psychomotor and perceptual motor learning. Credit 3 hours.

- 225 **Fitness Assessment.** This course will give the student the experience of administering assessment tests, evaluating results of these tests, and from these tests prescribing health fitness programs. Credit 2 hours.
- 302 **Water Safety Instruction.** Advanced aquatic course training and preparing students to teach swimming, lifesaving, and other water safety courses. Preparation for Red Cross certification test. Prerequisite: Current Senior Red Cross Lifesaving certificate. Credit 1 hour.
- 314 **Measurement and Evaluation in Physical Education.** A study of capacity, achievements, knowledge, and skill tests and their application to classification and measurement of progress. Credit 3 hours.
- 323 **Exercise Physiology.** An introduction to the physiology of the skeletal, muscular, respiratory, nervous, and circulatory systems, with special reference to their adjustments during exercise. A study is made of age, sex, environment, and training in relation to exercise. Credit 3 hours.
- 325 **Teaching Physical Education in the Elementary School.** Designed for physical educators to enhance their understanding of contemporary elementary physical education. This course is directed to provide them with stimulus material for the implementation of movement activities and approaches to enhance the total development of the elementary school-aged child. Credit 3 hours.
- 326 **Adapted Physical Education.** The need for an adapted program for the physically handicapped or atypical student; its organization and administration; types of conditions to be found and their symptoms and characteristics; developing a program to meet the needs of the students; resources and references. Credit 3 hours.
- 332 **Kinesiology.** The mechanical and anatomical analysis of selected activities and their effect on the body; and the physiological adaptation of the body to meet the resultant demands. Credit 3 hours.
- 335 **Psychology of Sport.** A study of the psychology of motivation, attitudes, values, social mobility, and status as it relates to athletics. Cross-listed with Psychology. Credit 3 hours.
- 341 **Game Rules and Officiating.** Study of rules and officiating mechanics for football and basketball. Less detailed study will be given to baseball, track and field, soccer, volleyball, and individual sports. Credit 3 hours.
- 344 **Sport Marketing.** Course is designed to develop an understanding and appreciation of the unique aspects of marketing as related to sport. Cross-listed with Business. Credit 3 hours.
- 414 **Exercise Prescription.** This course will teach the student the major elements of fitness, determine fitness goals, design fitness programs and facilities. The course will be a combination of classroom, exercise and practical experiences. Prerequisite: PESS225. Credit 3 hours.
- 435 **Organization and Administration of Physical Education.** Analysis of the underlying principles of physical education and their application to the organization of a physical education program. The principles of teaching physical education with lesson plan formulation plus actual experience in an activity class. Credit 3 hours.

Assessment Plans

Description

All assessment plans are administered through the respective programs. Some commonalities exist among all programs. Students advance to candidacy through four stages: Exploratory, Pre-Professional, Professional Core, and Capstone. Progress toward candidacy is reviewed as students near the completion of each stage. A brief explanation of each common assessment is presented below:

Course-based Grades: Certain courses are listed aligned to KSDE program standards. Student success is reviewed upon the completion of each course. Grades are recorded for these courses.

Unit and Lesson Planning: Education@SC has one format for Unit and Lesson Planning. The approved format is compiled and adapted with resources from: Understanding by Design, Kansas Association for Supervision and Curriculum Development, Charlotte Danielson's Framework for Enhancing Professional Practice, Wichita Public Schools instructional frameworks, Gradual Release of Responsibility model, and Bloom's Taxonomy.

Teacher Work Sample: Education@SC utilizes a Performance Teacher Portfolio as the Teacher Work Sample. The assessment is administered in EDUC 440 Education Seminar which is taken concurrently during Capstone when candidates are student teaching.

Clinical Experience/eWalkthrough/Exit Interview/Satisfaction Survey: Nearing the completion of the student teaching experience, the student teaching experience is evaluated through a combination of scores from the following: eWalkthrough - a ten minute capture of classroom activities during the student teacher's instruction (administered at least four times each semester by the Cooperating Teacher); Student Teaching Evaluation (administered at the mid-term and final weeks of student teaching; this is administered by the Cooperating Teacher and by the Student Teacher); Exit Interview: A panel interview whereby the Student Teacher interviews with a panel of TEP educators; Satisfaction Survey: a survey aligned with the Kansas Educator Evaluation Protocol (KEEP) and the InTASC Professional Education standards (administered by the Student Teacher and the Cooperating Teacher).

PLT/Praxis II. Prior to student teaching, the candidate must complete the Principles of Learning and Teaching (PLT) and register to take the appropriate Praxis II series for the particular license for which the candidate is eligible to apply. Current information regarding the appropriate completion test is available on the Educational Testing Service's website: http://www.ets.org/praxis/ks?WT.ac=praxishome_states_150414. Praxis II is content tests are authorized by the Kansas Board of Education in July annually. ETS maintains the currently approved information on its website.

Signature Assessments: In addition to the above, each program has additional assessments, usually assessed during the completion of specific courses. Candidates should refer to the specific program assessment plan for the program in which he or she is enrolled.

Specific Plans

Assessment plans are arranged in the same order as the catalog: Early Childhood Education, Elementary Education, and Secondary/K-12 Education.

Southwestern College Stage Advancement
 Undergraduate Assessment Plan - 10/27/2015 UPDATE
 Program: Early Childhood

	Exploratory (Observation)	Pre-Professional (Directed Observation)	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Guiding Theory	Teacher Identity	Professional Identity	Teacher Efficacy	Collective Efficacy
Guiding Questions	Am I a teacher? How does my background influence the type of teacher I might become?	What level/grade building type appeals most to me? How do teachers teach? How do teachers assess student learning?	Why do teachers choose particular strategies over other strategies? How do I work with colleagues?	How do I contribute to the school? How do I help schools build community?
Dispositions	Initial Teaching Interviews/ Peer Jury Field Experience Evaluations in EDUC 215 and 216	Field Experience	Student Teaching Interviews Focused feedback from PDS Educators	Cooperating Teacher/ Field-based Faculty Evaluation eWalkthrough
The educator displays (ongoing): <ul style="list-style-type: none"> ▪ Professional standards of practice ▪ Initiative in taking responsibility for student learning ▪ Constructive responses to feedback ▪ Persistence to accomplish professional growth 	The educator displays: <ul style="list-style-type: none"> ▪ High expectations for student learning ▪ Respect for learning differences, ensuring an inclusive learning environment ▪ Flexibility ▪ Resourcefulness 	The educator displays: <ul style="list-style-type: none"> ▪ Enthusiasm for disciplinary content ▪ A conviction that each child can learn ▪ A belief in ongoing professional learning ▪ An appreciation for the contribution of research to the profession 	The educator displays: <ul style="list-style-type: none"> ▪ Respect and empathy for others' ideas and positions ▪ Initiative in working with others ▪ Competence as a thoughtful responsive listener and observer 	The educator displays: <ul style="list-style-type: none"> ▪ Servant leadership ▪ Honesty, integrity, and confidentiality in all professional interactions ▪ Persistence to improve the quality of the profession ▪ Dedication to ongoing self-improvement ▪ Self-efficacy and competence

	Exploratory (Observation)	Pre-Professional	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Content/Applied Skill Assessment (Also enter into Portfolio)	<p><i>Teaching Philosophy Statement (EDUC 215, EDUC 311 ECE)</i></p> <p>CBG EDUC 311 (St. 5)</p>	<p><i>Unit and Lesson Planning Template & Rubric (St. 8 (EDUC 336), 9 (EDUC 435), 10 (EDUC 435), 11, 12, and 13 (EDUC 325)</i></p> <p><i>Project & Rubric 339 Assessment Strategies – Target Child and Grading Rubric (St. 3)</i></p> <p><i>Unit and Lesson Planning Template Rubric</i></p> <p>CBG EDUC 343 (St. 1) EDUC 333 (St. 2) EDUC 339 (St. 3) EDUC 429 (St. 4) EDUC 336 with chart (St. 6 & St. 8)</p>	<p><i>ECE Teaching Philosophy Statement (EDUC 425)</i></p> <p>QLE (EDUC 322)</p> <p>CBG EDUC 446 (St. 6)</p>	<p><i>KPTP (EDUC 440)</i></p>
<p>Field/Clinical Experiences:</p> <ul style="list-style-type: none"> • Observation in all levels of instruction. • Practice within levels of licensure grade level range. • Guided practice through scaffolding reading continuum. 	<p>Introduction to Education (EDUC 150): Guided tours of different school types and structures.</p> <p>Foundations of Education (EDUC 215): 12 hours (six hours in different levels of intended license)</p> <p>Diversity Field Experience (EDUC 216): 20 hours in specified context.</p>	<p>Course-based field experiences in:</p>	<p>Early Childhood Methods and Management (EDUC 436)</p> <p>Reading Practicum (EDUC 359)</p> <p>Co-Teaching in EDUC 436, EDUC 322, and EDUC 323.</p>	<p>Observation and Supervised Teaching in the Elementary School (EDUC 446)</p> <p>eWalkthrough Data</p>

<i>Career Prep/Portfolio</i>	<i>Prep 100/EDUC 150</i>			<i>Prep 499 Professional Standards Assessment</i>
PPST/PLT/Praxis II	Student takes and passes 2 of 3 assessments in the PPST/CORE	Student meets benchmark in 3 of 3 PPST/CORE Tests		Student meets benchmark on the PLT Students take Praxis II
Continuance Decisions	Advisor Portfolio Check Program/Division Chair Approval, [Advisor checks PPST/CORE progress before enrolling]	Application for the Professional Core. List of students who meet all requirements is presented to the TEC admissions committee for vote. Initial Teaching Interviews/ Peer Jury	Student Teaching Interviews Final check of all grade requirements	
Courses Allowed (we some secondary and ECE courses listed)	Math 215, EDUC 150/212, 215, 216, [220, 280, 311, 325, 329, 335]	[333, 336, 339, 343, 420, 429, 432, 435] 341, 450, 490	[425] 322, 323, 359, 436	440, 446
LiveText Roll Out	Fall 2016 Students purchase LiveText access through EDUC 215 as a course cost. Portfolio Entry completed for Teaching Philosophy and Diversity Field Experience			

Procedure/Stage Advancement:

1. Unless transferring from a junior college, all students would enter under the exploratory stage.

2. **Exploratory.** All students would be exempt from passing parts of the PPST/CORE until they have completed EDUC 150/212, 215, and 216. Students must take the PPST/CORE. Students must make satisfactory progress on the PPST/CORE (students must pass the majority of the categories assessed on the PPST/CORE) noted and bracketed. Student files would be reviewed with their performance in the first three courses which will culminate with the evaluation of their teaching philosophy. Students would not be designated “Pre-Professional” until they have passed two of three categories of the PPST/CORE.
3. **Pre-professional.** Two or more faculty will review the student progress to graduate students from Exploratory to Pre-professional. Minimally, it would include reviewing assessment results from evaluated Teacher Philosophy statements.
4. **Professional.** Formal entrance to the licensure program requires satisfactory progress upon all Education courses leading to the Professional Core. Students *must* pass all categories on the PPST/CORE. Students complete an initial dispositions assessment via the initial teaching interview/peer jury interview. The TEC approves candidacy to the Professional Core.
5. **Capstone.** Upon the successful completion, or near completion of the coursework in the Professional Core, candidates may apply to the Capstone. The TEC formally admits candidates to the Capstone. Minimally, candidates complete all portfolio requirements to this point, and participate in and successfully complete student-teacher interviews.
6. The TEC Admissions Committee reviews stage status after the mid-point in the Fall, Spring, and Summer semesters.

Southwestern College Stage Advancement

Undergraduate Assessment Plan Template - 10/21/2015 UPDATE

Program: Elementary

	Exploratory (Observation)	Pre-Professional (Directed Observation)	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Guiding Theory	Teacher Identity	Professional Identity	Teacher Efficacy	Collective Efficacy
Guiding Questions	Am I a teacher? How does my background influence the type of teacher I might become?	What level/grade building type appeals most to me? How do teachers teach? How do teachers assess student learning?	Why do teachers choose particular strategies over other strategies? How do I work with colleagues?	How do I contribute to the school? How do I help schools build community?
Dispositions The educator displays (ongoing):	Initial Teaching Interviews/ Peer Jury Field Experience Evaluations in EDUC 215 and 216 The educator displays: <ul style="list-style-type: none"> ▪ High expectations for student learning ▪ Respect for learning differences, ensuring an inclusive learning environment ▪ Flexibility ▪ Resourcefulness 	Field Experience Evaluations in EDUC 344 The educator displays: <ul style="list-style-type: none"> ▪ Enthusiasm for disciplinary content ▪ A conviction that each child can learn ▪ A belief in ongoing professional learning ▪ An appreciation for the contribution of research to the profession 	Student Teaching Interviews Focused feedback from PDS Educators The educator displays: <ul style="list-style-type: none"> ▪ Respect and empathy for others' ideas and positions ▪ Initiative in working with others ▪ Competence as a thoughtful responsive listener and observer 	Cooperating Teacher/ Field-based Faculty Evaluation eWalkthrough The educator displays: <ul style="list-style-type: none"> ▪ Servant leadership ▪ Honesty, integrity, and confidentiality in all professional interactions ▪ Persistence to improve the quality of the profession ▪ Dedication to ongoing self-improvement ▪ Self-efficacy and competence

	Exploratory (Observation)	Pre-Professional	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Content/Applied Skill Assessment (Also enter into Portfolio)	<i>Teaching Philosophy Statement (EDUC 215)</i>	Lesson Planning Template Rubric (EDUC 338) CAL (EDUC 344) <i>Problem-Solving Rubric (EDUC 318)</i> <i>Mathematical Practices Rubric (EDUC 318)</i> CBG (EDUC 223, 328, 337, 338, 341, 345)	QLE (EDUC 322)	KPTP (EDUC 440)
Field/Clinical Experiences: <ul style="list-style-type: none"> • Observation in all levels of instruction. • Practice within levels of licensure grade level range. • Guided practice through scaffolding reading continuum. 	Introduction to Education (EDUC 150): Guided tours of different school types and structures. Foundations of Education (EDUC 215): 12 hours (six hours in different levels of intended license) Diversity Field Experience (EDUC 216): 20 hours in specified context.	Course-based field experiences in: Content Area Literacy (EDUC344): 20 hours in content (reverse of EDUC 215; grade level up/down; urban, ESOL, minor, and class configurations)	Elementary Methods and Management (EDUC 437) Reading Practicum (EDUC 359) Co-Teaching in EDUC 437, EDUC 322, and EDUC 323.	Observation and Supervised Teaching in the Elementary School (EDUC 447) eWalkthrough Data
<i>Career Prep/Portfolio</i>	<i>Prep 100/EDUC 150</i>			<i>Prep 499</i> <i>Professional Standards Assessment</i>
PPST/PLT/Praxis II	Student takes and passes 2 of 3 assessments in the PPST/CORE	Student meets benchmark in 3 of 3 PPST/CORE Tests		Student meets benchmark on the PLT Students take Praxis II

	Exploratory (Observation)	Pre-Professional (Directed Observation)	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Continuance Decisions	Advisor Portfolio Check Program/Division Chair Approval, [Advisor checks PPST/CORE progress before enrolling]	Application for the Professional Core. List of students who meet all requirements is presented to the TEC admissions committee for vote. Initial Teaching Interviews/ Peer Jury	Student Teaching Interviews Final check of all grade requirements	
Courses Allowed	Math 215, EDUC 150/212, 215, 216, [220, 280, 328, 329, 336]	[223, 318, 345] 337, 338, 341, 344, 450, 490	322, 323, 359, 437	440, 447
2014-15	Students purchase LiveText access through EDUC 215 as a course cost. Portfolio Entry completed for Teaching Philosophy and Diversity Field Experience			

Procedure/Stage Advancement:

1. Unless transferring from a junior college, all students would enter under the exploratory stage.
2. **Exploratory.** All students would be exempt from passing parts of the PPST/CORE until they have completed EDUC 150/212, 215, and 216. Students must take the PPST/CORE. Students must make satisfactory progress on the PPST/CORE (students must pass the majority of the categories assessed on the PPST/CORE) noted and bracketed. Student files would be reviewed with their performance in the first three courses which will culminate with the evaluation of their teaching philosophy. Students would not be designated "Pre-Professional" until they have passed two of three categories of the PPST/CORE.
3. **Pre-professional.** Two or more faculty will review the student progress to graduate students from Exploratory to Pre-professional. Minimally, it would include reviewing assessment results from evaluated Teacher Philosophy statements.

4. **Professional.** Formal entrance to the licensure program requires satisfactory progress upon all Education courses leading to the Professional Core. Students *must* pass all categories on the PPST/CORE. Students complete an initial dispositions assessment via the initial teaching interview/peer jury interview. The TEC approves candidacy to the Professional Core.
5. **Capstone.** Upon the successful completion, or near completion of the coursework in the Professional Core, candidates may apply to the Capstone. The TEC formally admits candidates to the Capstone. Minimally, candidates complete all portfolio requirements to this point, and participates in and is successful with the completion of a student-teacher interview.
6. The TEC Admissions Committee reviews stage status after the mid-point in the Fall, Spring, and Summer semesters.

Southwestern College Stage Advancement

Undergraduate Assessment Plan Template - 9/2/2015 UPDATE

Program: Secondary

	Exploratory (Observation)	Pre-Professional (Directed Observation)	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Guiding Theory	Teacher Identity	Professional Identity	Teacher Efficacy	Collective Efficacy
Guiding Questions	Am I a teacher? How does my background influence the type of teacher I might become?	What level/grade building type appeals most to me? How do teachers teach? How do teachers assess student learning?	Why do teachers choose particular strategies over other strategies? How do I work with colleagues?	How do I contribute to the school? How do I help schools build community?
Dispositions The educator displays (ongoing): <ul style="list-style-type: none"> ▪ Professional standards of practice ▪ Initiative in taking responsibility for student learning ▪ Constructive responses to feedback ▪ Persistence to accomplish professional growth 	Initial Teaching Interviews/ Peer Jury Field Experience Evaluations in EDUC 215 and 216 The educator displays: <ul style="list-style-type: none"> ▪ High expectations for student learning ▪ Respect for learning differences, ensuring an inclusive learning environment ▪ Flexibility ▪ Resourcefulness 	Field Experience Evaluations in EDUC 344 The educator displays: <ul style="list-style-type: none"> ▪ Enthusiasm for disciplinary content ▪ A conviction that each child can learn ▪ A belief in ongoing professional learning ▪ An appreciation for the contribution of research to the profession 	Student Teaching Interviews Focused feedback from PDS Educators The educator displays: <ul style="list-style-type: none"> ▪ Respect and empathy for others' ideas and positions ▪ Initiative in working with others ▪ Competence as a thoughtful responsive listener and observer 	Cooperating Teacher/ Field-based Faculty Evaluation eWalkthrough The educator displays: <ul style="list-style-type: none"> ▪ Servant leadership ▪ Honesty, integrity, and confidentiality in all professional interactions ▪ Persistence to improve the quality of the profession ▪ Dedication to ongoing self-improvement ▪ Self-efficacy and competence

	Exploratory (Observation)	Pre-Professional	Professional Core (Guided, Pre-Clinical)	Capstone (Clinical)
Content/Applied Skill Assessment (Also enter into Portfolio)	<i>Teaching Philosophy Statement (EDUC 215)</i>	Lesson Planning Template Rubric (EDUC 344) CAL (EDUC 344) <i>Content Specific Lesson Plans:</i> _____ <i>Content Specific Lesson Plans:</i> _____ CBG (CONTENT Courses (list): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	QLE (EDUC 322)	KPTP (EDUC 440)
Field/Clinical Experiences: <ul style="list-style-type: none"> • Observation in all levels of instruction • Practice within levels of licensure grade level range • Guided practice through scaffolding reading continuum 	Introduction to Education (EDUC 150): Guided tours of different school types and structures Foundations of Education (EDUC 215): 12 hours (six hours in different levels of intended license) Diversity Field Experience (EDUC 216): 20 hours in specified context	Course-based field experiences in: Content Area Literacy (EDUC344): 20 hours in content (reverse of EDUC 215; grade level up/down; urban, ESOL, minor, and class configurations)	Principles of Effective Secondary Instruction (EDUC 352): Embedded course-based field experiences (school-within-a-school model taught on-site at Winfield Middle School); Co-Teaching in EDUC 438/9, EDUC 322, and EDUC 323	Observation and Supervised Teaching in the Secondary School (EDUC 448/9) eWalkthrough Data
<i>Career Prep/Portfolio</i>	<i>Prep 100/EDUC 150</i>			<i>Prep 499 Professional Standards Assessment</i>
PPST/PLT/Praxis II	Student takes and passes 2 of 3 assessments in the PPST/CORE	Student meets benchmark in 3 of 3 PPST/CORE Tests		Student meets benchmark on the PLT Students take Praxis II

Continuance Decisions	Advisor Portfolio Check Program/Division Chair Approval, [Advisor checks PPST/CORE progress before enrolling]	Application for the Professional Core; List of students who meet all requirements is presented to the TEC admissions committee for vote Initial Teaching Interviews/ Peer Jury	Student Teaching Interviews Final check of all grade requirements	Exit Interviews, confirmation of eligibility for graduation/licensure
Courses Allowed (PCORE secondary courses listed)	Math 215, EDUC 150/212, 215, 216, [220]	344, 438	322, 323, 352, 439	440, 448/9
2014-15	Students purchase LiveText access through EDUC 215 as a course cost Portfolio Entry completed for Teaching Philosophy and Diversity Field Experience			

Italicized items are assessments that are entered into LiveText as part of the student exit portfolio. **Bolded** items are part of the formal assessment plan for the program.

Procedure/Stage Advancement:

1. Unless transferring from a junior college, all students would enter under the exploratory stage.
2. **Exploratory.** All students would be exempt from passing parts of the PPST/CORE until they have completed EDUC 150/212, 215, and 216. Students must take the PPST/CORE. Students must make satisfactory progress on the PPST/CORE (students must pass the majority of the categories assessed on the PPST/CORE) noted and bracketed. Student files would be reviewed with their performance in the first three courses which will culminate with the evaluation of their teaching philosophy. Students would not be designated "Pre-Professional" until they have passed two of three categories of the PPST/CORE.

3. **Pre-professional.** Two or more faculty will review the student progress to graduate students from Exploratory to Pre-professional. Minimally, it would include reviewing assessment results from evaluated Teacher Philosophy statements.
4. **Professional.** Formal entrance to the licensure program requires satisfactory progress upon all Education courses leading to the Professional Core. Students *must* pass all categories on the PPST/CORE. Students complete an initial dispositions assessment via the initial teaching interview/peer jury interview. The TEC approves candidacy to the Professional Core.
5. **Capstone.** Upon the successful completion, or near completion of the coursework in the Professional Core, candidates may apply to the Capstone. The TEC formally admits candidates to the Capstone. Minimally, candidates complete all portfolio requirements to this point, and participate in and successfully complete student-teacher interviews.
6. The TEC Admissions Committee reviews stage status after the mid-point in the Fall, Spring, and Summer semesters.