



School of Education Annual Report

July 2011 - June 2012



Submitted June 8th, 2012
Bette S. Bergeron, PhD
Dean

School of Education

Annual Report

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Cover photo: 2012 SOE Dean’s Dozen Inductees (photo by Bill Brinson)

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I. INTRODUCTION

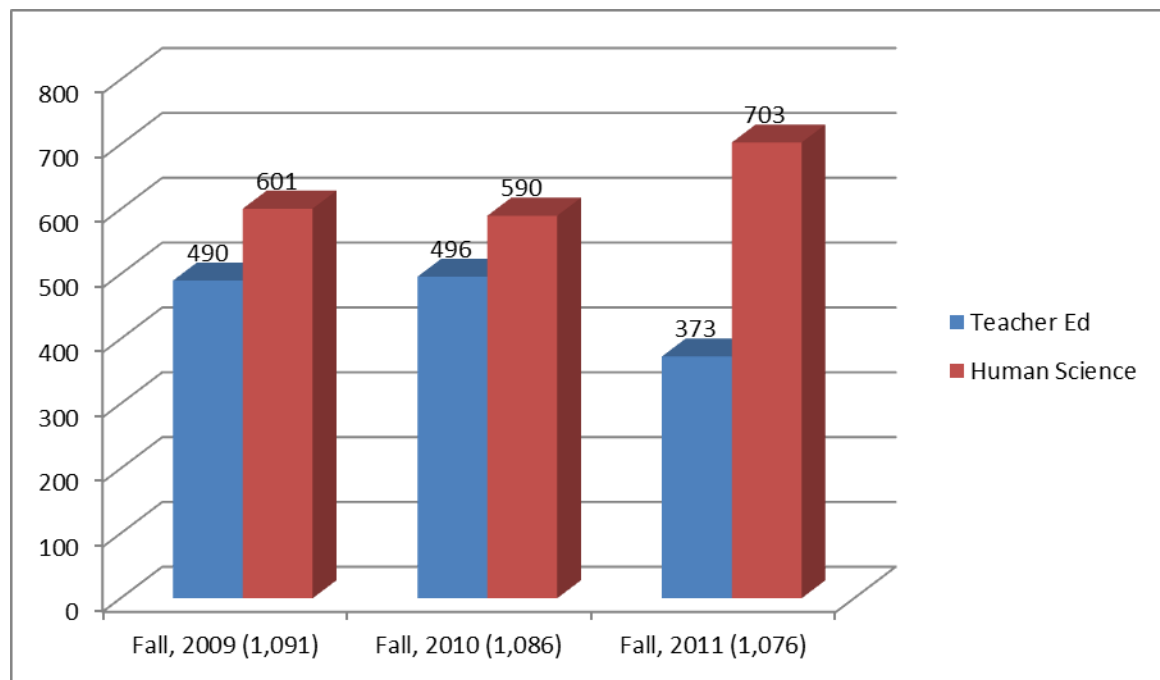


SIUE School of Education ***Innovating, Excelling, Leading***

Through its recent strategic planning process, the School of Education (SOE) has adopted the following as its Vision: *Innovating, Excelling, Leading*. This Vision reflects the School's current distinctive characteristics as identified by the SOE's faculty and staff, and provides the framework for the SOE's long-term strategic planning process referred to as "Goals 2021" (pgs. 53-56). The themes identified in Goals 2021 which are reflected throughout this Report include Individual Relevance, Regional Responsiveness, and International Recognition. Through these broad objectives, the School of Education will enact its vision for innovation, excellence, and leadership into the next decade.

As will be noted in this Annual Report, one of the School's great challenges—and also most compelling opportunity—has related to dramatic shifts in undergraduate enrollment due to the state's implementation in the fall of 2010 of new cutoff scores for the Basic Skills Test (now referred to as the Test of Academic Proficiency), which has led to significant decreases state-wide in the number of students who pass the test and are therefore eligible to enter into any educator preparation program (see pgs. 8-11). This has had the direct result of decreasing the SOE's enrollment across all undergraduate educator preparation programs within a single academic year (see Figure 1).

Figure 1. SOE Undergraduate Enrollment 2009-2011



As evidenced in Figure 1, the total undergraduate enrollment has remained relatively stable even with significant reductions across educator preparation. This has been made possible due to dramatic increases in enrollments within the School's human science programs, and specifically within Psychology, Exercise Science, and Community Health. Therefore, a significant challenge to the School resulting from the state's testing requirements has provided the School with opportunities to not only revisit its strategic mission as it relates to the preparation of professionals for a wide range of careers in the region, but to also envision new ways to strengthen educator preparation to meet new demands imposed by the state and ensure that all candidates meet rigorous standards for becoming highly competent and effective educators. These opportunities also reflect ongoing changes to the School's graduate programs, as faculty, staff, and students envision new ways to strategically Innovate, Excel, and Lead to ensure that candidates are effectively prepared to meet the current professional demands of our region. The School's ability to rapidly adapt to enrollment challenges is considered as one of the SOE's Points of Pride for AY 12 (see Section I.E., pgs. 49-50).

I. A. CURRENT STATE OF THE SCHOOL

1. Faculty

The following section provides an overview of the School's current data related to faculty, enrollment trends, and graduation rates over the past three years. Analysis of significant changes is also offered.

Table 1 includes data comparing the SOE's tenure-track faculty by rank in the fall of 2009, 2010, and 2011 (*source: SIUE Fact Book, 2012 ed., pg. 94*). Also included are the statistics for the School's full-time instructors. As indicated on this Table, and as noted in the 2011 Annual Report, the number of tenured/tenure-track positions has remained fairly consistent over the past three years. Other areas of note include:

- There is a balance of male and female tenured/tenure-track faculty members in the SOE.
- There is a balance of tenured and tenure-track (not yet tenured) faculty members in the SOE.
- The proportion of female Assistant Professors is increasing as compared with their male counterparts.
- The number of senior faculty is still far outnumbered by those who hold the rank of Associate Professor.

Table 1. SOE Full-Time Faculty

	Fall 2009			Fall 2010			Fall 2011		
Rank	M	F	Total	M	F	Total	M	F	Total
Professor	8	5	13	7	6	13	6	5	11
Associate Professor	11	18	29	14	17	31	17	13	30
Assistant Professor	16	13	29	14	14	28	12	18	30
Total TT Faculty	35	36	71	35	37	72	35	36	71
Instructors	3	16	19	3	16	19	4	15	19
Total Full-Time Faculty	38	52	90	38	53	91	39	51	90

During AY 12, the SOE conducted 3 tenure-track faculty searches. One search, in the Department of Educational Leadership, was a new line for an assistant professor in

educational policy to support the Ed.D.; this search was successful. Also successful was a search conducted in the Department of Special Education and Communication Disorders for an assistant professor in Speech-Language Pathology. The unsuccessful search was for a new position of Director of Interdisciplinary Health Sciences, which is planned to be housed within the Department of Kinesiology and Health Education.

2. Students

Tables 2-4 illustrate the change in the numbers of students, credit hour production, and degrees awarded for undergraduate and graduate students in FY 2008, 2009, 2010, and 2011 (*source: SIUE Fact Book, 2012 ed., pgs. 60, 64, 68*).

Table 2. SOE Student Enrollments 2008-2011

	2008	2009	2010	2011
Undergraduates	1,064	1,091	1,084	1,076
Graduates	608	752	735	735
TOTAL	1,672	1,843	1,819	1,811

Table 3. SOE Student Credit Hours 2008-2011

	2008	2009	2010	2011
Lower Undergraduate	6,636	8,224	9,382	10,360
Upper Undergraduate	33,063	30,092	31,572	30,842
Graduate I	10,766	11,985	13,758	12,570
Graduate II	24	0	0	24
TOTAL	50,489	50,301	54,712	53,795

Table 4. SOE Degrees Awarded 2008-2011

	2008	2009	2010	2011
Undergraduates	478	411	455	450
Graduates/Professional	265	214	302	306
TOTAL	743	625	757	756

As illustrated in the tables, above, there is very little change in the overall numbers related to the School's total enrollment; changes are evident *within* programs, however, as will be described in this report.

1. Accreditation Reviews

As noted in previous Annual Reports, the School of Education (SOE) is fully accredited by the National Accreditation of Colleges of Teacher Education (NACTE). The next site visit will not occur until the spring of 2015. In addition to unit-level accreditation of its educator preparation programs, the SOE also must submit each separate program for review by Specialized Professional Associations (SPAs). At the present time, all of SIUE's educator certification programs are nationally recognized by their designated SPA.

In addition to NCATE accreditation, which SIUE participates in voluntarily, all educator certification programs must be approved by the Illinois State Board of Education (ISBE) based on annual reviews prepared at the program level and coordinated through the SOE Office of the Dean. All programs, including those associated with the College of Arts and Sciences, are currently fully approved by the state.

The School's graduate Speech-Language Pathology (SPPA) program has been fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The program was found to be in full compliance in all areas. The graduate program in Child/School Psychology in the Department of Psychology is fully accredited by the National Association of School Psychologists.

2. Program Reviews

The following programs were reviewed during AY12:

- Community Health (undergraduate)
 - External Review Recommendation: In Good Standing
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - Curriculum Council of the SIUE Senate: In Good Standing
- Physical Education (undergraduate)
 - External SPA Recommendation: Nationally recognized

- ISBE: Full approval
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - Curriculum Council of the SIUE Senate: In Good Standing
- Learning, Culture, and Society (graduate)
 - External Review Recommendation: In Good Standing
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - SIUE Graduate Council Recommendation: In Good Standing
- Literacy (graduate)
 - External SPA Recommendation: Nationally recognized
 - ISBE: Full approval
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - SIUE Graduate Council Recommendation: In Good Standing
- Masters of Arts in Teaching (graduate)
 - External SPA Recommendation: Nationally recognized
 - ISBE: Full approval
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - SIUE Graduate Council Recommendation: In Good Standing
- Administration (graduate)
 - External SPA Recommendation: Nationally recognized
 - ISBE: Full approval
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - SIUE Graduate Programs Committee Recommendation: Flagged for Priority Review
- Kinesiology (graduate)
 - External Review: In Good Standing
 - SIUE Internal Review Committee Recommendation: In Good Standing
 - SIUE Graduate Programs Committee Recommendation: Flagged for Priority Review

While *all* of the SOE's programs identified in AY 12 for internal review have been nationally recognized by their respective Specialized Professional Associations and fully

approved by the Illinois State Board of Education (as appropriate), rated as “In Good Standing” by external reviews (for those programs not approved by a SPA), and rated as “In Good Standing” by SIUE’s internal review committees, the Graduate Programs Committee recommended that the Kinesiology and Administration programs be flagged for a full review in three years. The primary concern for both of these programs, as expressed by the Graduate Programs Committee, appears to be related to recent changes that both programs are experiencing. For example, the Administration program currently completed a complete redesign as required by the Illinois State Board of Education, and therefore data is not yet available on the new curriculum’s implementation. However, this program is fully approved by ISBE and is considered as one of the SOE’s “Points of Pride” for AY 12 (see pgs. 43-44). Similarly, Kinesiology’s graduate faculty have been redesigning their programs, including placing Sport Management on moratorium, based on changes in the field of exercise physiology and shifts in market/employability demands. It is anticipated that, once the redesigned programs are fully implemented, data will reflect the rigor and quality of these critical programs.

3. Certification Scores/Unit Assessment

As has been included in previous SOE Annual Reports, in order to be certified in the State of Illinois all prospective P-12 educators must pass a series of professional exams at different transition points in their academic program. For classroom teachers, this includes:

- *Test of Academic Proficiency* (formally the Illinois Test of Basic Skills)- taken prior to admission into teacher education
- *Content Area Test*- taken prior to admission to student teaching
- *Assessment of Professional Teaching*- taken prior to certification
- *Special Education General Curriculum Test*- taken by special education candidates prior to graduation

The Test of Academic Proficiency (TAP) and Content tests are “gate-keeping” assessments, and therefore all educator preparation students must successfully pass these exams if they are to complete a program at SIUE that leads to initial certification in

teaching. The timing of these assessments is mandated by Illinois law. Therefore, pass rates on these exams do not provide the School with useful data regarding its programs or students as they are artificially high (i.e., 100%).

While the reported pass rate of *admitted* students on the TAP is 100%, it is important to note that significant changes have been put into place by the Illinois State Board of Education (ISBE) beginning in the fall of 2010. These changes have included significantly increasing the cut scores on this exam, requiring that candidates pass each of the four subsections of the exam, and limiting the lifetime cap of retakes to five. As a result, SIUE and the state have experienced dramatic decreases in the number of students who pass the TAP and are therefore qualified for entrance into any teacher certification program in the state. In addition, in the spring of 2012 ISBE changed the TAP test to lengthen the number of graded items, added questions on probability, and eliminated the option to take a pencil/paper version of the exam. Because of these more recent changes, ISBE has charged a committee to reset the cut scores on the TAP. It is anticipated that the new cut scores will be consistent in terms of rigor with the revised scores that went into effect in the fall of 2010.

Table 5 provides an overview of the changes to pass rates that have resulted from ISBE's changes to the TAP (Basic Skills Test), drawn from data maintained within the SOE's Office of Clinical Experience, Certification, and Advisement (OCECA). The increase in failure rates from 18%, prior to the state's changes, to the current failure rate of 70% is significant and is having a marked impact on future enrollments across all of the University's educator preparation programs in both the School of Education and the College of Arts and Sciences.

Table 5. Comparison of ITBS Failure Rates- SIUE Data

	Sept. 2009- Aug. 2010 (Prior to changes)	Sept. 2010- February 2012 (After changes)
# Test attempts	659	1,291
# Failures	119	909
% Failures	18%	70%

Table 6 provides data regarding the state's pass rates by reporting group and comparison to the School of Education's pass rates for September 2010 through July 2011. This information was drawn from the Illinois State Board of Education's website:

<http://www.isbe.net/certification/html/testing.htm>. Included on this table are cumulative attempts at passing the exam, which reflect results for examinees' latest attempt at the exam (i.e., first, second, third, or subsequent attempt). As these data illustrate, the SOE's pass rate is consistent with the state's. Also important to note is the low pass rates state-wide for those individuals identifying themselves as either African-American or Hispanic. If these pass rates remain consistent over time, there is a concern state-wide that the Test of Academic Proficiency will have a profound and negative impact on the pipeline of minority teaching candidates in Illinois. While ethnic data is not provided by ISBE for individual institutions, OCECA has estimated that, for SIUE, only 25 of the 382 students (7%) who have passed the new version of the TAP have indicated that they are not White. Clearly, if these trends continue, it will become increasingly challenging for the SOE to meet its goals for diversifying the teaching workforce for our region.

Table 6. State Test Results by Reporting Group; September 2010-July 2011

	Total N	N Pass	% Pass
All Examinees (Illinois)	15,217	6,274	41%
African-American	1,566	220	15%
Hispanic	1,275	200	23%
Asian/Pacific Islander	436	173	40%
Multiracial	1,631	707	43%
White	10,284	4,866	47%
<i>SIUE</i>	<i>505</i>	<i>213</i>	<i>42%</i>

In the fall of 2011, the Office of the Provost formed a campus-wide "Basic Skills Task Force" with the charge of identifying strategies to enhance the pass rate for SIUE's students who take the TAP. This Task Force is co-chaired by Associate Dean Mary Weishaar (SOE) and Associate Dean Larry LaFond (CAS). A summary of the group's work is provided in Appendix A. Accomplishments to date include:

- Clarifying the nature and extent of the problem

- Developing a structure to address important issues of the TAP, including:
 - Initial approach: Communication with *all* students
 - Proactive approach: Resources and suggested strategies for *all* students as they prepare for the test
 - Reactive approach: If the student takes the test and fails one or more sections, development of an *individualized* action plan
- Initiating a cultural shift with prospective students by developing a proactive, clear, and effective message about the TAP and a communication plan, including:
 - Crafting a clear, concise message about the TAP that will be conveyed to new freshman interested in education at Springboard (see Appendix B for a draft messaging document)
 - Placing the messaging document on the SOE teacher education program pages and distributing it to key audiences
 - Preparing and distributing video messages through the SOE web site program pages, tweets, and YouTube (to be completed in summer 2012)
- Initiating two pilot special study skills classes (through Instructional Services during the Spring 2012 semester) focused on TAP preparation; an additional section is planned for summer 2012
- Collecting and analyzing assessment data on the students completing the study skills class; tracking student progress on the TAP

In addition to the entry-level TAP (“Basic Skills”) requirement, students must also pass a content specific exam prior to student teaching and the Assessment of Professional Teaching (APT), typically taken during student teaching. Because it is required for student teaching, the pass rate for the content exams is 100% for the SOE’s program completers. The APT is aligned with the state’s professional teaching standards and is required for state certification, and therefore has the potential of providing useful data regarding the effectiveness of the SOE’s preparation programs. Results for 2010-2011 for the APT, with comparisons from the previous four years, are provided in Table 7. As indicated in Table 7, the pass rate of the SOE’s students on the Illinois APT Exam remains consistently high.

Table 7. Assessment of Professional Teaching (APT); SIUE Pass Rates 2007-2011

Test Level	Number Taking Test / Pass Rate			
	2007-08	2008-09	2009-2010	2010-2011
APT Birth to Gr 3	25 (100%)	21 (100%)	27 (100%)	51 (100%)
APT Grades 6-12	80 (100%)	104 (99%)	110 (100%)	100 (99%)
APT Grades K-12	93 (99%)	107 (97%)	101 (97%)	98 (100%)
APT Grades K-9	116 (98%)	107 (98%)	113 (98%)	110 (100%)

Currently, the state of Illinois is in the process of revising the certification test (APT). By September of 2015, all teacher preparation candidates in the state will be required to pass the new Teacher Performance Assessment, a performance-based exam that will be scored externally. The assessment, which includes a 15-minute video of a candidate's teaching as implemented in an actual classroom, requires deep reflection on the individual's instructional practices and evidence of impact on P-12 student learning. During AY12, students and faculty in SOE's Elementary program participated in a state-wide pilot of this new performance assessment. It has been suggested that this high-stakes assessment will replace the APT in 2015.

Administration candidates (graduate students) must also pass a state exam prior to state certification for building-level principals and the superintendency. Table 8 summarizes the pass rates for School Administration over an eight-year period. Included in these results are data from two students who have failed the exam in both 2010 and 2011, which artificially reduces the total SOE pass rate. However, as indicated on the Table, candidates in the SOE's School Administration program continue to be successful in passing this exam.

Candidates in the Superintendency program must also pass a state exam prior to certification. Since AY10, 42 individuals have completed the exam with a pass rate of 100%.

Table 8. School-Level Administrator Pass Rates 2005-2012

<i>School Administration Exam Results Principal</i>			
AY	Number Tested	Number Passed	SOE Pass Rate
AY 05	67	66	98.5
AY 06	99	87	87.9
AY 07	87	79	90.8
AY 08	54	51	94.4
AY 09	88	84	95.5
AY 10	81	78	96.3
AY 11	83	78	94
AY 12*	52	49	94.2

*(AY 12 data is incomplete, and includes tests only to April of 2012)

Students in the graduate Speech-Language Pathology program must pass the National Examination in Speech-Language Pathology before being certified. Table 9 overviews the program's pass rates for 2008-2012. As evidenced in the Table, the SOE's SPPA candidates continue to excel in this certification exam, particularly as compared with the national average.

Table 9. SPPA Exam Pass Rates 2008-2012

National Examination in Speech-Language Pathology Pass Rates		
	SIUE	National
2008	96%	84.7%
2009	100%	85.6%
2010	100%	85.6%
2011	100%	85.6%
2012	100%	<i>Not available</i>

Program Surveys. As required for state approval and NCATE accreditation, the SOE has developed a comprehensive assessment system for each educator preparation program that uses a variety of data points to determine strengths and areas of need. These data are also used for internal program reviews and University program accountability. As part of

the annual program evaluation, a survey is conducted with all teacher education candidates at the conclusion of each student teaching semester. Tables 10 and 11 overview candidates' perceptions of two critical pedagogical areas of their teacher preparation program; these questions are based on a four-point Likert scale, with a rating of four indicating "strongly agree."

These data indicate that, over all of the initial certification programs, students perceive that they acquire the needed competencies and strategies to teach through their preparation programs; satisfaction is particularly high in the Early Childhood, Special Education, and Physical Education programs. Marked increases are noted in the Physical Education, Secondary Education, and Early Childhood Education programs, as compared to the previous academic year.

Table 10. Competence to Teach

<i>Survey Item: I gained the necessary competence in the knowledge, skills, and dispositions needed to teach in my certification area(s).</i>						
Program	Mean (2006-07)	Mean (2007-08)	Mean (2008-09)	Mean (2009-10)	Mean (2010-11)	Mean (2011-12)
Early Childhood	3.5	3.2	3.34	3.34	3.23	3.80
Elementary Education	3.34	3.14	3.18	3.35	3.43	3.26
Special Education	3.2	2.92	3.21	3.30	3.4	3.40
Secondary Education		3.32	3.27	3.32	3.18	3.27
Physical Education			3.62	3.20	3.0	3.75
Master of Arts in Teaching (Initial)					3.38	3.0

Table 11. Teaching Models and Techniques

<i>Survey Item: I learned a variety of teaching models and instructional techniques.</i>						
Program	Mean (2006-07)	Mean (2007-08)	Mean (2008-09)	Mean (2009-10)	Mean (2010-11)	Mean (2011-12)
Early Childhood	3.5	3.13	3.32	3.30	3.37	4.0
Elementary Education	3.44	3.41	3.44	3.51	3.66	3.36
Special Education	3.52	3.08	3.32	3.45	3.4	3.46
Secondary Education		3.03	3.02	3.35	2.99	3.21
Physical Education			3.54	3.10	2.83	3.50
Master of Arts in Teaching (Initial)					3.25	3.11

The SOE also participates in annual state surveys in collaboration with Illinois' public universities that assess graduates' perceptions of their preparation programs. Data are provided to each institution individually, which includes aggregated data for the state. Three surveys are administered: novice teachers and their supervisors (one year out), novice administrators and their supervisors (one year out), and follow-up with teachers after five years in the classroom. While the novice teacher survey is administered annually, beginning in 2010 surveys for Administrative and Graduates Five-Years Out are provided in alternate years due to resource restrictions (the surveys are funded by the 12 public universities). Table 12 provides an overview of selected question items from the novice teacher survey, with comparisons from state data as well as trends from the past four years. As indicated in the data, consistent strengths with SIUE's novice teachers include:

- Interactions with faculty
- Overall program quality
- Student teacher supervision

Persistent areas of concern include:

- Preparation to teach ELLs (English Language Learners)
- Preparation for multicultural education
- Managing student behavior
- Preparation to use technology

Overall, the perceptions of SIUE's novice teachers are consistent with those across the state. The results from the state surveys are shared with the program directors, and it is expected that the data is used in the programs' continual process of review and improvement. Because of the persistent low scores related to English Language Learners (ELLs), and the data indicating that graduates' perceptions of readiness to teach in this area is decreasing over time, preparation in effective ELL instruction must be a priority for all P-12 programs in AY 12. Issues related to diversity, which includes ELL, will provide the focus of the SOE's strategic planning action steps in AY 13 (see pgs. 61-63).

Table 12. Novice Teacher Survey 2008-2011

Novice Teacher Satisfaction W/ Teacher Preparation Program IL State Survey, 2008-2011								
	2008		2009		2010		2011	
	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>	<i>SIUE</i>	<i>IL</i>
Interaction w/ faculty	96%	95%	94%	94%	95%	94%	98%	96%
Program Advising	91%	83%	79%	80%	87%	82%	85%	82%
Overall program quality	96%	92%	94%	90%	91%	91%	92%	93%
Student teacher supervision	97%	92%	90%	91%	93%	93%	95%	94%
Preparation to teach ELLs	16%	22%	20%	21%	14%	22%	12%	25%
Preparation for multicultural ed	62%	59%	53%	55%	58%	56%	57%	55%
Preparation for accommodations	72%	72%	77%	69%	77%	73%	76%	72%
Preparation to use technology	70%	71%	68%	71%	70%	73%	60%	72%
Developmentally appropriate instr	94%	88%	85%	85%	87%	88%	88%	85%
Preparation for assessment	93%	85%	89%	82%	87%	86%	90%	85%
Managing student behavior	61%	65%	77%	62%	71%	64%	68%	63%
Preparation for content	87%	84%	84%	85%	93%	87%	86%	85%
Establishing classroom equity	75%	76%	83%	74%	80%	78%	81%	75%

In addition to surveying novice classroom teachers, the state's public universities also coordinate a survey of candidates one year after completing a graduate Administration program. This survey has been conducted in 2008, 2009, and 2011; data is included in Table 13. As indicated on the Table, the responses of SIUE's Administration graduates are consistent with those from across the state's public universities, with slightly higher positive responses related to faculty expertise and program advising. It is also interesting to note that the positive response of SIUE's graduates to the question of program advising rose dramatically from 2009 to 2011 (from 64% to 81%). This rise could be a result of changes in the position of Program Director within the administration program. Other advising initiatives recently implemented by the program include:

- Sending letters to candidates who have not been advised and urging them to contact their advisors. Students are also sent email updates reminding them to register and informing them about impending changes in the program.
- Creating a set of talking points and an advising packet with resources on cohort schedules, certification changes, etc. for advisors to use during their advisements.
- Revising all of the advising sheets so that students have the most current program information.
- Working closely with the Assistant Director for Graduate Programs about new admissions, checking Argose and WebNow, and tracking students' statuses.
- Ensuring that all off-campus cohort students are advised by the Department Chair or other program faculty member during their classes.

Table 13. Novice Administrator Survey 2008-2011

	2008		2009		2011	
	<i>SIUE</i> (N=28)	<i>IL</i>	<i>SIUE</i> (N=14)	<i>IL</i>	<i>SIUE</i> (N=26)	<i>IL</i>
Interaction w/ faculty	100%	93%	85%	95%	89%	91%
Program Advising	86%	75%	64%	69%	81%	73%
Choice of university	97%	96%	93%	94%	96%	95%
Choice of program	97%	96%	100%	97%	100%	98%
Preparation for administrative roles	100%	90%	100%	89%	88%	90%
Preparation to lead diverse schools	79%	85%	85%	85%	85%	86%
Faculty expertise	89%	87%	86%	86%	100%	88%

The newest state survey to be administered focuses on classroom teachers five years after graduation from a public university in Illinois. This survey was not administered in 2011 and therefore data is not available for this specific cohort. However, Tables 14 and 15 include areas of relative strength and relative weaknesses when comparing responses from the SOE's *novice* teachers in 2011 with graduates after five-years out (data from 2009 and 2010). As indicated in the Tables, SIUE's novice teachers feel less prepared in most areas than their SIUE colleagues who have been teaching for five years, which is to be expected. Also indicated in Table 15 is that those areas where SIUE's novices feel the

least prepared are also those areas of most concern as expressed by more experienced teachers. However, in all cases, the more experienced teachers indicate higher levels of perceived strength than the novices.

Table 14. One- and Five-Year Surveys: Relative Strengths (SIUE Data)

Area surveyed	2011 Novice Teacher	2009 5-year survey	2010 5-year survey
Satisfied with decision to become a teacher	100%	99%	92%
Satisfied with overall quality of the teacher education program	92%	92%	92%
Addressing issues of socioeconomic diversity	66%	96%	98%
Working with school administration	53%	96%	94%
Working with parents and/or guardians	66%	86%	88%
Working in a high accountability environment	69%	94%	91%
Accommodating instruction for students with special needs	76%	85%	91%
Implementing developmentally appropriate instruction	88%	96%	99%
Assessing students in the classroom	90%	80%	89%
Managing the classroom learning environment	74%	100%	98%
Establishing equity in the classroom	81%	96%	97%
Teaching the primary content area	86%	100%	97%

Table 15. One- and Five-Year Surveys: Relative Weaknesses (SIUE Data)

Area surveyed	2011 Novice Teacher	2009 5-year survey	2010 5-year survey
Teaching English Language Learners	12%	46%	32%
Using strategies used in multicultural education	57%	67%	67%
Using technology for the classroom	60%	73%	77%
Using community resources in the classroom	47%	62%	59%
Fostering community relationships	52%	65%	61%

NCATE Annual Report

Each year, the School of Education submits a report to NCATE summarizing its unit assessment system and annual data for its educator preparation programs; this report is prepared by the Associate Dean for Assessment and Accreditation (Barbara O'Donnell). The 2010-2011 report is included in Appendix C. Included are specific data related to entering GPA, basic skills scores, grades in critical courses, and subscores on the state's content tests and APT per program. Data indicate that fewer students are transferring foundational education courses from community colleges as compared with the last academic year (22% of students as compared to 33% in the previous year), and that candidates continue to display high grades in these required foundational courses. As anticipated, the data also indicate a sharp reduction in pass rates on the Basic Skills Test (now the Test of Academic Proficiency), consistent with state-wide data, which has reduced the number of eligible candidates for educator preparation programs. Data from the Assessment of Professional Teaching (APT), which is required for certification, indicate a unit-wide pattern of difficulty in the Constructed Response portion of the exam. Program directors have been advised to review all subscore data, which are available on the School's shared drive, to determine the level of action necessary to ensure candidates' success on each sub-section of the exam.

4. New/Modified Programs

Programs within the School of Education have adopted a continuous improvement philosophy in order to ensure that programs meet high academic standards while also providing enhanced access for students, particularly for those who are nontraditional (e.g., working adults). In addition, the School's educator preparation programs are undergoing significant changes to meet new state requirements that include total program redesign, integration of new professional and Common Core standards, and alignment with the state's performance assessments for preservice teachers (candidates) and inservice educators. In addition, the School continues to monitor programs for enrollment growth and viability, particularly in light of dramatic impacts of teacher education enrollments due to changes in the state's pass rates for the required Test of Academic Proficiency (formally the Basic Skills Test). As a result of these internal and

external factors, the following programs changes have been made or are in process within the SOE:

- *Community Health Education (undergraduate)*: The undergraduate Community Health Education degree has been modified and now contains four introductory courses open to all SIUE students that fulfill their EH designation requirement: personal health, alcohol and other drugs, sexual health, and emotional health/stress management. Other new classes include *Women's Health*, *Research Methods* and a New Freshman Seminar, *Weaving in Wellness*.
- *Physical Education (undergraduate)*: The undergraduate PE program is currently in moratorium and is no longer accepting new applications; it is anticipated that this program will be eliminated. This decision was based primarily on dramatic enrollment declines as a result of the state's Test of Academic Proficiency. Specifically, as of January, 2012 there were no applicants to the program who had met the state's requirements for program admittance.
- *Speech-Language Pathology*: The SPPA program received CE (Continuing Education) provider status from the American Speech-Language and Hearing Association, and offered their first CEUs to area Speech-Language Pathologists through the Hoge Memorial lecture series in the spring of 2012. The SPPA program revised its Strategic Plan resulting in the following focus areas: 1) positively impact and advocate for services and rights of persons with disabilities within educational systems, healthcare facilities, and the community; 2) foster respect and support for diversity; 3) ensure students enter the field of speech-language pathology as competent professionals; and 4) provide professional outreach opportunities for area service providers.
- *Special Education*: The Special Education program has been working to redesign courses to meet the standards set by the state and the Council for Exceptional Children (CEC). Faculty have also been incorporating elements of the state's newly mandated Teacher Performance Assessment (TPA) into coursework to better prepare students to meet the requirements. Several faculty have been working on redesigning the senior assignment to correlate with the TPA

requirements. At the graduate level, the Special Education program has been working on incorporating field work into the certification strands.

- *All Curriculum and Instruction (C&I) programs:*
 - Faculty in each of the teacher preparation programs in the Department of Curriculum and Instruction began a total redesign of their programs to meet the new Illinois Professional Teaching Standards (IPTTS). This redesign will incorporate changes in teacher certification levels (which have not yet been determined by the state) and the mandate for using the Teacher Performance Assessment (TPA), which will impact the programs' curriculum, internships requirements, and the senior assignment. Another major change affecting program redesign was the development of new accreditation standards from CAEP (formerly NCATE). All teacher preparation programs will need to be revised, resubmitted to ISBE, and approved by 2015.
 - Teacher preparation programs were also affected by changes in the state's mandated Illinois Test of Academic Performance (TAP). Those changes dramatically reduced the number of potential teacher candidates, and thus enrollments in each of the programs, with the exception of Secondary Education. Program faculty continued to re-evaluate programs and resources in light of these changes.
- *Elementary Education:* The undergraduate Elementary Education program continued to revise the Senior Assignment Project to better align it with the Teacher Performance Assessment (TPA). Candidates in this program participated in field trials of the TPA, a high-stakes external assessment, which will be mandated for all Illinois teacher candidates as a condition for licensure starting in 2015, which will be externally scored. Program faculty organized a series of seminars to prepare candidates for these two assessments. Faculty in the Elementary Education Program received Senior Assignment funds to support their continued revision of the Senior Assignment.

- *Early Childhood Education:* Faculty in the Early Childhood Education Program received Senior Assignment funds to support the revision of the Senior Assignment to better align it with new State mandates, including the TPA.
- *C&I Graduate programs:*
 - The merging of the MSED in Secondary Education with the MSED in C&I into one cohesive Master's degree program is nearly complete. The program is waiting for final approval for the merger.
 - A new Reading Teacher endorsement option was approved for the MSED in C&I. This allows a new literacy option for those teachers who desire advanced study in literacy but who are not pursuing Illinois Literacy Specialist certification.
- *Administration:* The graduate Administration program leading to the building-level principal certification has undergone substantial revision as part of the state's mandated program redesign. This revision has included new entrance requirements, required assessments, and more focused internships. The SOE's redesigned Administration program was the first to be approved by the Illinois State Board of Education, and is considered one of the School's "Points of Pride" for AY 12 (see pg. 43).
- *Instructional Technology:* In order to ensure the relevance and accessibility of its graduate Instructional Technology (IT) program, particularly in light of decreasing student enrollment, the IT faculty have been engaged with an interdisciplinary Task Force that has been charged with the following: (a) to conduct a needs assessment to determine the program's direction in order to provide meaningful instruction, increase enrollment, and prepare students for employment; (2) to make recommendations on curriculum, instruction, and modes of delivery for the IT program; (3) to identify resources needed to implement the recommended curriculum, instruction, and modes of delivery; and (4) to suggest implementation timeframes. An intermediate report of the Task Force is included in Appendix D.

5. Summary of Faculty Scholarship Outcomes

Table 16 provides an overview of the faculty's productivity in publications and presentations, with comparisons over the past three calendar years (CY). Calendar years are used for this comparison in order to coincide with faculty members' annual evaluations, which are reported by calendar year. Of the 74 tenured/tenure-track faculty (including those with administrative assignments), 62 reported having a presentation or publication during CY 11 (84% of the tenure-track faculty). While this is a slight reduction as compared to CY 10, during which a total of 93% of the SOE's tenure-track faculty reported having a publication and/or presentation, the data from CY 11 includes three faculty members who were on sabbatical and eight newly hired faculty members whose contracts began in August of 2011, factors which would likely reduce the overall productivity as reported for the calendar year.

Table 16. Faculty Scholarship Summary 2008-2011

	Type of Scholarship	CY 08	CY 09	CY 10	CY 11
<i>Publications</i>	Journal Articles- Peer Reviewed	49	48	50	48
	Journal Articles- Non Peer-Reviewed/Invited	12	5	4	5
	Proceedings- Peer- Reviewed	11	1	7	11
	Proceedings- Invited	0	1	0	0
	Books- Peer-Reviewed	4	2	2	3
	Books- Non Peer-Reviewed/Invited	1	1	0	0
	Book Chapters- Peer-Reviewed	12	3	4	8
	Book Chapters- Non Peer-Reviewed	8	10	8	6
<i>Presentations</i>	Peer-Reviewed	110	103	103	117
	Non Peer-Reviewed/Invited	18	15	20	15
	Local/Regional (combined reviewed/non reviewed)	33	26	23	28
	National (combined reviewed/non reviewed)	73	64	75	80
	International (combined reviewed/non reviewed)	22	28	25	24
<i>Creative Activities</i>		N/A	N/A	N/A	N/A

The SOE's scholarship data continue to indicate relatively few changes over the past four years. Published scholarship includes works by individual faculty members as well as cross-disciplinary teams. Interdisciplinary work is noted in the citation list (see

Appendix E). Presentations at international conferences have included China, Ghana, Austria, Canada, and England, reflecting the School's emphasis on "international recognition" as outlined in the SOE's Goals 2021 strategic plan (see pgs. 53-56), and as noted as one of the School's "Points of Pride" (pgs. 47-49).

External Grants. Tables 17, 18, and 19 provide a descriptive analysis of the SOE's external grant activity. These Tables include the SOE's funded grants for AY 12, as well as those submitted/pending and submitted/not funded. As indicated in the Tables, all of the SOE's five academic departments have been engaged with grant-writing activities, and all departments have received at least one external grant in FY 12.

Table 17. SOE Funded Grants AY 12

Project Title	Agency/Sponsor	Unit	Award Amount
Southern Illinois Professional Development Center	Illinois Community College Board	SOE	\$413,000
America Reads; AmeriCorps	AmeriCorps	C&I	\$18,506
Piasa Bluffs Writing Project	National Writing Project	C&I	\$35,000
Fourth Circuit Court Health Initiative & Technology Project	Substance Abuse and Mental Health Services Administration	PSYCH	\$49,074
Humor as a Pedagogical Tool in Psychology	Society for the Teaching of Psychology	PSYCH	\$1,500
Project CASTLE	Edwardsville School District #7	PSYCH	\$11,825
State Personnel Development Grant: IL IHE Partnership	Illinois State Board of Education	SECD	\$200,000
Abraham Lincoln and the Forging of Modern America	National Endowment for the Humanities	C&I	\$160,518
Exercise Dose and Nonalcoholic Fatty Liver Disease	National Institutes of Health	KHE	\$107,875
Expanding Girls' Entrance into STEM Fields through Critical Media Literacy Education	American Association of University Women	EDL/ CAS	\$5,596
Total			1,002,894

Table 18. SOE Pending Grants AY 12

Project Title	Agency/Sponsor	Unit	Proposed Funding
Improving Preservice Teacher Performance Using Bug-in-Ear Technology	Illinois Association of Teacher Educators	SECD	\$850
Exercise and Weight-Loss Maintenance	American Diabetes Association	KHE	\$345,676
Exercise Dose and the Pathophysiology of Non-Alcoholic Fatty Liver Disease	National Institutes of Health	KHE	\$143,000
The Effects of Two Recommended Levels of Exercise on the Prevention of Weight Regain	National Institutes of Health	KHE	\$429,000
Lincoln and the Forging of Modern America	NEH	C&I	\$166,931
Total			1,085,457

Table 19. SOE Submitted/Unfunded Grants AY 12

Project Title	Agency/Sponsor	Unit	Proposed Funding
The Effects of Physical Activity on Executive Function in Adults with ADHD	American Professional Society of ADHD & Related Disorders	KHE	\$19,896
The Effects of Physical Activity on Executive Function in Adults with ADHD	Brain Research Foundation	KHE	\$28,296
Individual Differences in Aging & Decision Making	Scientific Research Network on Decision Neuroscience & Aging	PSYCH	\$21,254
Total			\$69,446

Comparisons between funded and submitted/unfunded grants from AY 08 to AY 12 are provided in Table 20. The total for external grants received for FY 12 (\$1,002.894) is slightly behind FY 11 (\$1,205,553.00). However, not reflected in Table 17 for FY 12 is the School's long-standing "Teaching with Primary Sources" grant, housed within the Dean's office and directed by Amy Wilkinson. This grant activity is continuing, but did not receive additional dollars in FY 12 due to delays in congressional action. It is anticipated that this grant will continue to receive external funding through the Library of Congress in July, 2012. Additionally, it should be noted that several grants are currently pending, totaling to over a million dollars. While it also should be noted that overall faculty output on external grants is slightly down, support for faculty in submitting external grants will continue to be a strategic priority for AY 13.

Table 20. SOE External Grants AY 08-12

Grant Production Comparisons AY 08-12			
	Funded Grants	Award Total	Unfunded/Submitted Grants
AY 08	13	\$1,065,193	9
AY 09	12	\$1,388,632	11
AY 10	14	\$1,971,875	11
AY 11	10	\$1,205,553	15
AY 12	10	\$1,002,894	8

Additional Research Outcomes. In addition to the grant and publication outcomes, the scholarship of the following faculty members has been recognized:

- *Jennifer Gapin* (KHE) received a 2012 Vaughnie Lindsay New Investigator Grant for her work on “Physical Activity/Children with ADHD.”
- Several faculty members received funding from the Graduate School for the Research Equipment and Tools Program:
 - *Kathryn Brady* (SECD)
 - *Amie King* (SECD)
 - *Joel Nadler* (PSYCH)
 - *Jonathan Pettibone* (PSYCH)
 - *Joshua Wooten* (KHE)
- Twenty-three faculty members, across four departments, were designated as URCA mentors for the spring of 2012.
- Thirteen faculty members, across three departments, received Senior Assignment funding for the summer of 2012.
- *Betsy Meinz* (PSYCH) published an op-ed piece in the *New York Times*, based on her research on cognitive abilities; this piece was co-authored by David Hambrick.
- *Amie King* (SECD) received a Dean’s Research Grant to support her work on “Increasing Speech Production Skills through a Multisensory Approach.”
- *Kathryn Brady* (SECD) received a Dean’s Research Grant to support her work on “Mother-Child Shared Storybook Reading of Traditional and Electronic Books: Potential Effects of Book Medium on Interaction and Language Use.”
- *Eva Ferguson* (PSYCH) was invited to serve on a jury to evaluate a faculty member’s application for promotion to Full Professor in Bulgaria.
- *Wendy Fuchs* (SECD) is the PI on the Illinois IHE Partnership State Personnel Development Grant through the Illinois State Board of Education. Through this grant, SIUE is taking the lead with several institutional partners across the state to develop and implement training related to Response to Intervention.
- The NEH Summer Institute (2012) was been funded for an unprecedented fifth year; the PI on this grant is *Caroline Pryor* (C&I). Caroline was also notified that the American Library Association, in partnership with NEH, has funded a

proposal to host “The Constitution and the Civil War Traveling Exhibition” in collaboration with SIUE’s Library.

- The following faculty received New Directions Awards:
 - *Danice Brown* (Psychology): “African American Female Sexuality: The Interaction of Race and Gender”
 - *Thad Meeks & Chris Rosnick* (Psychology): “The Relationship Between Stress, Intrusive Thinking and Cognitive Performance in Middle-Aged Males and Females”
 - *Caroline Pryor* (C&I): “Enhanced Evaluation for National Endowment for the Humanities Workshop for School Teachers”
- *Paul Rose* and *Dan Segrist* (PSYCH), have received an SOE Research Enhancement grant, entitled “Predicting Excessive Buying: The Roles of Alexithymia and Distress Tolerance.”
- *Kathy Brady*, *Steffany Chelboun*, and *Leslie Toliver* (SECD), received a EUE grant on Accent Modification.
- *Caroline Pryor* (C&I) was elected as the incoming Chair of the Democratic Citizenship in Education SIG of AERA.
- *Liz McKenney* (Psychology) received an 18-month program development and evaluation grant from Edwardsville School District #7 to assist with evidence-based teaching techniques for students with Autism Spectrum Disorders (ASD).
- *Mike Dudley* (Psychology) was invited by Lori Rosenthal of Yale University to present at a symposium at the Social Psychological Study of Social Issues (SPSSI) June 2012 conference in North Carolina. He presented recently published data and ongoing research concerning the endorsement of polyculturalism and sexual prejudice.
- *Dan Segrist* (Psychology) was nominated for the Fall 2011 URCA Faculty Mentor award.
- *Eva Ferguson* (Psychology) continues to serve as a Visiting Scholar at UC Berkeley.

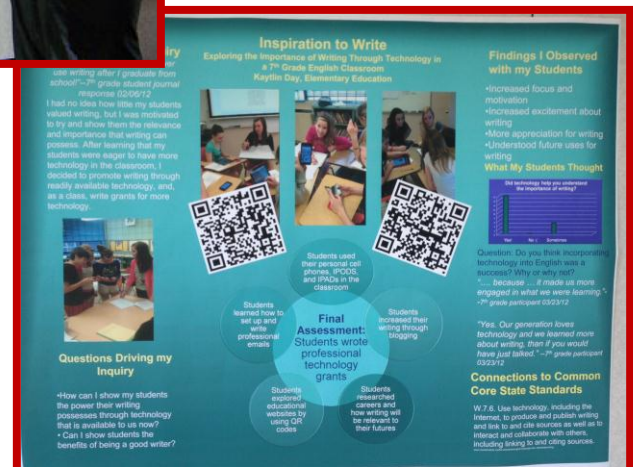
In addition, students have been active participants with faculty members in engaging in and disseminating their research. An emphasis on providing students with expanded opportunities for scholarship, particularly as it relates to their professional goals, is included in the Goals 2021 theme of Individual Relevance and is considered as one of the School's "Points of Pride" for AY 12 (pgs. 45-47). The following are examples of students' exemplary work:

- *Megan Smith* was selected as the Fall 2011 URCA Creative Activities Assistant of the semester.
- *Melissa Landwehr*, a Dean's Dozen student representing SPE, and *Katie Hirschfelder* presented their research entitled "Community Presence for Individuals with Developmental Disabilities on a University Campus" at the CEC Annual Convention. Melissa and Katie are mentored by Craig Minor (SECD), who co-authored the presentation.
- Psychology major *Kacee Aldridge* was selected to participate in the summer 2011 African American Literatures and Cultures Institute at the University of Texas at San Antonio. Kacee was among a select group of rising juniors from around the country who participated in research, mentoring, and innovative academic training.
- *Rosey Morr* (Psychology) received the Spring 2012 URCA Research Assistant of the Semester; Rosey is mentored by Joel Nadler.
- *David Wiant* and *Tara Themes* (SPPA seniors) received Competitive Grant Awards.
- *Melissa Korns* (1st year SPPA grad) received the Council on Academic Programs and Communication Sciences and Disorders Leadership Scholarship.
- *Kayla Schiefer* and *Tiffany Dvorak* (SPPA seniors) were awarded the Madie Landers Scholarship through the Southwestern Illinois Speech, Language, and Hearing Association.
- *Sarah Morgan*, an SPPA student and URCA Associate, co-presented a paper on "Peer-training: Increasing Social Competence in Children Who Use AAC" at the Illinois Speech-Language-Hearing Association in Rosemont, IL; Sarah was mentored by Amie King (SECD).

- *Lauren Murphy, Charles Massie, Ashlee Hitchcock, Ginger Chico, Heidie Miller, Tristin Cooper, Ashley Robinson, Jaid Ritter, and Holly Reed (PSYCH)* presented their research at the May Midwestern Psychological Association's Annual Conference in Chicago.
- *Sara Bohall*, a graduate student in KHE, presented her work on "The Dose-Response Effects of Aerobic Exercise on Executive Function in Overweight and Obese Adults" at the 22nd Midwest Sport and Exercise Psychology Symposium.
- *Charles Massie (Psychology), Ashley Henry (Community Health Education), Alyssa Humphreys (Exercise and Wellness), and Rosey Morr (Psychology)* were nominated for the Fall 2011 URCA Student Assistant Award.



2012 Psychology EXPO



2012 Senior Assignment Showcase

I. C. DEVELOPMENT EFFORTS AND OUTREACH

Outreach, particularly as it relates to service, is a hallmark of the School of Education and illustrates the commitment of its faculty, staff, and students to providing a range of support and expertise for the Metro East region. As described below, outreach includes the School's long-standing clinics that provide essential service to individuals and families, academic outreach to enhance accessibility and students' practical experiences, ongoing institutes to support the development of the region's professionals, and exceptional service on the part of SOE's students. Outreach conducted by the SOE's students, under the guidance of faculty and staff, is considered as one of the School's "Points of Pride" (see pgs. 44-45).

SOE Outreach Clinics. The SOE houses four clinics on campus that directly serve children, community members, and/or families while simultaneously offering academic and research experiences to SOE students and faculty.

- The Department of Psychology's *Attention and Behavior Clinic* offers psychological assessments and treatment for children with attention and behavior challenges. Approximately 10 families were served during the 2012 academic year.
- The *Weight Management Program* (WMP) in the Department of Kinesiology and Health Education serves as a community resource focusing on the prevention and treatment of obesity in adults and provides students and faculty with access to cutting-edge research in their field. During the 2012 academic year, 35 community members were provided with services through this program.
- The *Cougar Literacy Clinic* continues to provide reading and writing assessment and tutoring to children from neighboring communities through service specific to elementary and middle/high school students. During AY12, 17 literacy specialist candidates (graduate students) each worked with two children to assess their skills in reading and writing and to plan weekly lessons based on individual children's strengths and needs. During a celebration in the spring of 2012, the children read stories they published in the Cougar Literacy Clinic Newsletter and, with their

families, met with the tutor to share their successes, review the individualized Literacy Development Report, and provide suggestions for continued support. This program is not only providing literacy support to children, but is preparing SOE graduate students to be literacy specialists and literacy leaders in their schools.

- The *Speech-Language-Hearing Center* continues to provide outreach to the Metro East area. In addition to the on-campus clinic, services have reached out to the local community by providing diagnostic and hearing screenings to the SIUE Early Childhood Center, Franklin School in Belleville, and Granite City Schools. In addition, in spring 2012 the faculty in the program of Speech-Language Pathology received funding through the Excellence in Undergraduate Education program to provide accent modification services through the clinic. The accent modification services will be initiated in the fall of 2012 and will provide an opportunity for undergraduate students to be involved in the therapeutic process.

Academic Outreach. As part of the School's ongoing efforts to grow and maintain graduate enrollments, particularly related to P-12 education, the SOE's faculty continue to identify sites off-campus for specified courses and/or entire graduate programs. Providing courses and programs off-campus also reflects the School's focus on "Regional Responsiveness," as identified through the SOE's Goals 2021 strategic planning process (see also pgs. 53-56). Sites are determined through a survey process and needs assessments conducted through the School's P-12 Graduate Working Group.

A summary of off-campus sites and comparative enrollments is provided in Table 21. As indicated on the Table, in AY 12 the SOE offered graduate programs at the following locations: Alton, Belleville, Litchfield, Redbud, and Jerseyville. Program offerings currently include Administration (EDAD) and Curriculum and Instruction. While total enrollments off-campus are down slightly as compared to AY 09, this is in part due to the decline in the number of novice teachers in the region as a result of lay-offs in response to districts' budget shortfalls. There have also been fewer new teachers hired, also depleting the pool of potential graduate candidates. However, numbers are anticipated to

increase for the coming academic year in the Administration program, as part of the School's focus on offering multiple options to prospective candidates before the state's new program restrictions come into effect, which will by design limit the number of students enrolled in programs leading to certification for building-level principals.

Table 21. Summary of Off-Campus Graduate Cohorts

Location	Start/End Year	Program	AY 09	AY 10	AY 11	AY 12
Alton High School	Spring 2012/Fall 2013	EDAD	N/A	N/A	N/A	26
Belleville – Whiteside Middle School and Central Jr. High	Spring 2008/Spring 2010	EDAD	23	15	N/A	N/A
	Spring 2008/Summer 2010	LITERACY	7	7	N/A	N/A
	Spring 2010/Fall 2012	EDAD	N/A	22	15	N/A
	Summer 2010/Summer 2012	C&I	N/A	N/A	8	8
	Summer 2011/Summer 2013	C&I	N/A	N/A	12	12
	Spring 2012/Fall 2013	EDAD	N/A	N/A	N/A	30
Benld	Spring 2007/Spring 2009	ELEM	13	N/A	N/A	N/A
Centralia Jr. High	Spring 2008/Spring 2010	EDAD	14	13	N/A	N/A
	Spring 2008/Fall 2009	ELEM	17	16	N/A	N/A
Litchfield/Staunton	Summer 2009/Summer 2011	EDAD	32	27	25	N/A
	Summer 2009/Spring 2011	CI	17	17	14	N/A
	Summer 2011/Fall 2013	EDAD	N/A	N/A	29	31
Red Bud SWIC Campus	Fall 2008/Summer 2010	ELEM	17	12	N/A	N/A
	Spring 2009/Spring 2011	EDAD	29	24	16	24
Jerseyville High School	Summer 2011/Fall 2013	CI	N/A	N/A	7	7
TOTALS			169	153	126	138

Enhancing student access, which is a critical goal of the SOE's academic outreach and the goal of "Individual Relevance," is also reflected in the following initiatives:

- The Department of Kinesiology & Health Education (KHE) has begun to transition relevant coursework from the classroom to the online environment. Specifically, the graduate specialization in *Physical Education & Sport Pedagogy* is completely online, while several core courses for all graduate specializations are also now being offered online.
- KHE faculty have developed an option that allows undergraduate students in the *Exercise Science* program to complete the degree in three years (including summer work).
- In the fall of 2011, the Department of Psychology began promoting a three-years-to-graduation plan for undergraduates. The plan has been promoted to parents visiting campus, on a departmental bulletin board, and on the department web site.
- The Department of Psychology offered its first fully online class (PSYC 495: Special Topics: The Science of Success) to students in the summer of 2011.
- The Educational Administration program will increase student access to the superintendent certification program, typically only offered on campus, by opening a new cohort in Belleville to begin in the fall of 2012.
- The Department of Curriculum and Instruction continues to offer an evening Early Childhood undergraduate program to provide enhanced access to non-traditional, working adults.

Ongoing Outreach Programs. The SOE's faculty and staff continue to provide critical outreach in support of the professional development of regional educators through four long-standing initiatives:

- *Teaching with Primary Sources Program (TPS):* SIUE's TPS program is a federally funded grant housed in the School of Education and awarded by the Library of Congress. The SIUE TPS program is one of 29 educational consortiums nationally. The SOE's program began in 2002 offering professional development to K-12th grade educators in 16 surrounding counties. The program, now in its tenth year, has worked with 665 educators through workshops, institutes, and graduate level courses within schools and on the SIUE campus.

The SIUE TPS program introduces and integrates the Library of Congress' digital collections to offer professional development promoting the use of primary sources to strengthen information and media literacy, citizenship, and diversity. Professional development events reflect different themes to include local historians, experts in various fields, and museum and library visits to create enriching, dynamic conversations surrounding the use of the Library of Congress' digital primary source collections for the classroom.

- *Southern Illinois Professional Development Center (SIPDC)*: Housed within the School of Education and administered through the Illinois Community College Board, the SIPDC is a part of the Illinois Adult Education Service Center Network. This Center provides all statewide professional development related to transitioning to the workforce or postsecondary education including, but not limited to, Bridge programming, Accelerating Opportunity programming, Career Awareness, Career Development, and Transition Services. The Center also provides training on ADA compliance issues and Special Learning Needs Institute statewide. Additional training is provided in the areas of GED®, New Teacher Orientation, Distance Learning as well as development and delivery of standards-based curricula and assessment.
- *Abraham Lincoln and the Forging of Modern America Summer Institutes*: For the fourth consecutive year, two one-week programs funded by the National Endowment for the Humanities, Landmarks Workshop for Schoolteachers, "Abraham Lincoln and the Forging of Modern American" were held at SIUE in June and July 2011. Approximately 500 applications were received from teachers across the nation, one of the highest response rates in the national Workshop program. SIUE also hosted three international teachers from Kenya, Ghana, and Russia, sponsored by the U.S. Department of State. Program highlights included sessions with Lincoln scholars and museum experts, a trip to sites in Springfield, Illinois (Lincoln Museum and Home) and New Salem Village, and interactive lesson planning sessions. The project has again been funded at SIUE for the summer of 2012. This initiative is administered by Caroline Pryor in the Department of Curriculum and Instruction (C&I).

- *Piasa Bluffs Writing & New Literacies Project (PBWP)*: Also housed in the Department of C&I, PBWP has received continued funding from the National Writing Project to support teachers in becoming teacher-researchers and teacher-leaders. In June of 2012, the project held its annual Invitational Summer Institute where locally-nominated successful P-12 teachers focused on 21st century literacies and writing as a tool for learning. The PBWP recently received notification that it has been awarded federal funds for a 2012-2013 SEED Teacher Leadership Development grant in order to build the site's leadership capacity for providing and sustaining professional development in the teaching of writing. PBWP activities are co-facilitated by Ralph Cordova and Ann Taylor (C&I).

Student Outreach. In addition to their required academic internships and practicums, which provide experiences within community schools and on-campus clinics, and with various educational/health agencies, the SOE's students support the community through volunteer activities and service organizations. It is estimated that the SOE's students provided over 11,200 hours of service to the community during AY 12; details are provided in Appendix F. Included in these hours is support for the following community organizations or agencies:

- Edwardsville Detention Center
- St. Clair County Head Start
- Madison County Juvenile Detention Center
- YMCA
- St. John's Mercy Hospital
- St. Louis Food Bank
- Glen-Ed Food Pantry
- Special Olympics
- Meridian Village Living Center
- Camp Rainbow

The community service provided by the SOE's students and their faculty/staff mentors is considered one of the "Points of Pride" for AY 12 (see pgs. 43-45), and clearly reflects the Goals 2021 priority of "Regional Responsiveness."

OCECA Outreach. In addition to the important advisement services provided to students, the SOE's Office of Clinical Experiences, Certification, and Advisement (OCECA) provides outreach as part of its recruitment and retention initiatives. OCECA's outreach initiatives include the following (a complete summary of OCECA's AY 12 highlights is included in Appendix G):

- Participated in Prairie Hall Education Focused Interest Community's Welcome activities
- Presented information specific to the transfer student population to representatives from local community colleges during Community College Day
- Hosted the information table and assisted program faculty with presentations during the School of Education's Open House and PREVIEW
- Developed a School of Education presentation for a focused Springboard session
- Hosted an information table at Triad Teachers' In-service
- Held informational meetings in the following locations:
 - St. Clair County Regional Office of Education
 - Belleville Whiteside
 - Alton
 - Centralia
 - Highland
 - Collinsville
- Arranged for classrooms for off-campus programs at Alton High School, Jersey High School, South Roxana Elementary School, Staunton School, SWIC in Granite City, SWIC in Red Bud, and Whiteside School in Belleville
- Continued to improve/update a Graduate Newsletter for current off-campus students
- Developed, delivered, and mailed flyers to Belleville, Alton, and Centralia for the Superintendent program in conjunction with Educational Outreach

- Developed and maintained an e-mail list of over 26,000 (up from 20,000 last year) local educators and sent numerous e-mail messages about SIUE events and opportunities
- Confirmed 1,775 field placements during the 2011-12 school year, representing 297 individual schools and 100 districts
- Updated School Partner contracts for 45 school districts
- Attended monthly meetings with St. Clair and Madison County Administrators

SIUE East St. Louis Charter High School. Outreach to the Charter High School (CHS) continues to be an integral responsibility of the School of Education and directly reflects the Goals 2021 focus on “Regional Responsiveness.” During AY 12, the CHS transitioned to new administration, under the leadership of Veronica Washington as the incoming Director. In order to more fully support the needs of its students, the CHS added a Social Worker, who facilitates the new Student Alternative Center which is used to redirect and monitor students’ behaviors in order to identify strategies for academic success. A highlight of the year has been the development and implementation of the CHS “Failure is Not An Option” initiative, which is considered as a “Point of Pride” for AY 12 (see pgs. 50-51).

The SOE provided direct professional development support through the assignment of the Faculty in Residence (FIR), Gloria Reading (C&I), and administrative support through regular contacts with the SOE’s dean (see Appendix H for a summary of the FIR’s AY 12 activities). With the support of the FIR and Dean’s Office, Reggie Legend, a local poet, led an all-day “Authoring Your Destiny” event with CHS students and faculty. A ribbon-cutting ceremony was held in February to open the new William F. Graebe Sr. STEM Learning classroom at the East St. Louis Higher Education Center. In support of instructional excellence in integrating this cutting-edge facility into instruction, STEM-related professional support is to be developed and provided to the CHS faculty by Stephen Marlette (C&I).

Development. Outreach activities related to development for AY 12 have included the following:

- The Alumni Hall of Fame Committee met in July to review applications and choose the three 2011 recipients for the School of Education. Dr. Cleveland Hammond, Dr. Jean Harrison, and Lieutenant Colonel Scott Foley were inducted into the SOE's Alumni Hall of Fame at a campus event held in October, 2011.
- An alumni newsletter, "Strides of Excellence," was mailed to over 10,000 alums in June, 2012.
- An Emeritus faculty reception was held in October of 2011. Emeritus faculty members, current faculty, and spouses attended the event.
- The annual Thanksgiving campaign was held, which included mailings to donors who gave in the past year, Advisory Board members, Emeritus Faculty members, and alums.
- Holiday cards were mailed in December to potential donors, foundations, corporations, and current alums with whom the SOE had contact within the past year.
- The School's web site continues to be updated to include alumni highlights and giving opportunities. Social media, including Twitter and FaceBook, are used to keep in contact with alumni.
- New links have been created on the SOE's web site to make it easier for parents and students to find information on the availability and application procedures for SOE scholarships.
- Congratulatory cards continue to be sent to alumni on a regular basis to acknowledge new positions, awards, and other noteworthy events that appear in the news.
- The annual School of Education Honors Day was held in March, attended by over 300 family members, donors, faculty/staff, and awardees. Sixty students were recognized, and 20 scholarships were awarded.
- A new spring retirement reception was held and attended by SOE faculty, staff, and emeritus faculty; this will become an annual school-wide event.

Table 22 compares the total development funds raised in the past five years; Table 23 overviews donations by unit. The amount of funds raised has increased each year, primarily due to annual giving campaigns (e.g., Thanksgiving mailings, Strides newsletter, campus phonathon). Donations received by two of the SOE's academic units have remained very low over the past two years; strategies for engaging potential donors for these units, as well as for the Charter High School, will be a priority for AY 13.

Table 22. SOE Development Summary FY 08- FY 12

FY 08	FY 09	FY 10	FY 11	FY 12
\$49,814.81	\$147,142.86	\$92,391.97	\$107,624.07	\$127,204.00

Table 23. Comparisons by Unit FY 10- FY 12

Unit	# Gifts 7/1/09- 4/30/10	Gift amount 7/1/09- 3/31/10	# Gifts 7/1/10- 4/30/11	Gift amount 7/1/10- 3/31/11	# Gifts 7/1/11- 4/30/12	Gift amount 7/1/11- 4/30/12
SOE (General)	769	\$34,106.44	949	\$37,898.74	728	\$81,105.90
C&I	116	\$7,756.03	128	\$6,921.33	99	\$2,954.10
EDL	63	\$7,950.00	2	\$200.00	2	\$300.00
KHE	34	\$1,165.00	13	\$235.00	10	\$100.00
PSYCH	160	\$10,882.00	178	\$10,444.00	115	\$15,679.00
SECD	89	\$30,532.50	194	\$46,015.00	57	\$26,595.00
CHS	N/A	N/A	32	\$5,910.00	23	\$470.00
Totals	1231	\$92,391.97	1496	\$107,624.07	1034	\$127,204.00

The School of Education makes a concerted effort each year to provide undergraduate and graduate students with options for a range of summer courses that are both required in their programs of study as well as augment their professional development through innovative electives. For the SOE, the primary focus in the summer is on providing a range of options for graduate students in school settings (i.e., teachers and principals), whose schedules are often more accessible to course offerings in the summer months. Table 24 provides a comparison of summer enrollments for the past five years.

Table 24. SOE Summer Enrollments 2008-2012

	SU 2008	SU 2009	SU 2010	SU 2011	SU 2012
Undergraduate	616	616	635	616	613*
Graduate	557	664	537	589	576*

**Note: Summer 2012 numbers are as of June 3, 2012*

As noted in Table 24, undergraduate enrollments have remained relatively stable over the past five years. However, significant changes are occurring within these numbers related to the shift in enrollment patterns from teacher education to the human sciences due in large part to the changes in “basic skills” entrance requirements as described previously in this report. For example, summer enrollments in Elementary Education and Physical Education have declined by 34% and 24%, respectively, as compared to the summer of 2011 while enrollments in Exercise Science have grown by 52%. For the summer of 2012, 70% of undergraduate students enrolled are in the School’s human science programs (enrollment data as of June 3, 2012).

The most highly enrolled graduate programs for the summer of 2012 include Curriculum and Instruction (77 students), Administration (186 students), and Kinesiology (63 students). While the Administration enrollments have increased slightly, due in large part to the addition of the Ed.D. and the SOE’s focused recruitment for the building-level administration program in order to provide avenues for completion prior to the

implementation of the state's more restrictive program requirements, the Curriculum and Instruction program enrollment has dropped by 29%. It is anticipated that this decline is a direct result of budget cuts to schools in the region, which have impacted the hiring of novice teachers who typically make up the majority of candidates in teacher education master's programs. As seen in the enrollment shifts in undergraduate education, however, summer enrollments in the graduate Kinesiology program have grown by 58% as compared to the summer of 2011 (enrollment data as of June 3, 2012).

Faculty and staff in the SOE have engaged in a variety of initiatives to promote and enhance summer enrollment, including the following:

- In the spring of 2012, Psychology's summer courses were advertised through a hallway poster, the undergraduate email listserv, and electronic announcements made on Blackboard.
- SECD focused on minimizing course overlaps to enable students to concurrently enroll in more than one course during the summer session. Special topics courses on current issues were offered as electives, including Differentiated Instruction and Special Education Finance.
- KHE courses were promoted via program listservs. To more effectively align with students' summer schedules, KHE increased the length of most classes, reduced the number of sessions per week to two, and limited the maximum length of each course to run no more than eight weeks. Some faculty offered two- and four-week courses, as appropriate.
- Educational Administration faculty worked in concert with the SOE's Assistant Director of Partnerships and the Assistant Director of Graduate Programs on a successful communications initiative in order to make P-12 educators aware of new requirements for the Illinois principal certification. The result was an increased enrollment of students beginning the principal preparation program in Summer 2012.
- The Office of Clinical Experience, Certification, and Advisement (OCECA) sent several emails, with a summer schedule attached, to 26,000 local educators

(roughly 13,000 in Illinois and 13,000 in Missouri). In addition, this same group of educators received an email on the PBWP summer institute.

- In addition to the 26,000 individual educators who received email updates, messages regarding summer courses were also sent to nearly 300 principals with the request to forward the message on to their staff members.
- About 1,600 local administrators in both Illinois and Missouri received multiple emails on the doctoral program and the new off-campus superintendent's program. The superintendent's program will start a cohort in Belleville in the fall of 2012 rather than the summer in an effort to better meet the needs of the current participants and thereby enhancing enrollment in the program.
- The Graduate Newsletter, developed through OCECA for current off-campus students, provided information on course/program offerings.
- Flyers for the Belleville, Centralia, and/or Alton Educational Administration and Superintendent programs were developed, delivered, and mailed in conjunction with Educational Outreach.
- 5,300 hard copy summer schedules were mailed or delivered to approximately 450 Illinois schools for posting in teachers' workrooms, lounges, etc.
- A master schedule of graduate courses, coordinated through OCECA, was continuously updated and posted on the SOE's summer website: siue.education/summer. The link was also shared via Twitter and the School's FaceBook page.
- Postings regarding specific high-interest courses and summer institutes were made to the SOE's Alumni and Fellows FaceBook sites.

The School of Education is currently engaged in a strategic planning process, Goals 2021, that focuses on three interrelated areas of emphasis: Individual Relevance, Regional Responsiveness, and International Recognition (see also Section II.A., pgs., 53-56). These elements are clearly reflected in this year's identified Points of Pride. (A comprehensive list of "Points of Pride" that have been generated by the SOE's faculty and staff is provided in Appendix I).

1. ***Principal Preparation Program Redesign.*** As mandated in Illinois Public Act 096-0903, all principal preparation programs in the state of Illinois must redesign their programs in order to meet new requirements related to coursework, internships, assessment, staffing, and candidate selection. Also required is an articulated partnership with a K-12 school or district, which provides input and support in the redesign process. The intent of these changes is to increase the quality of administrator preparation in the state and to reduce the number of graduates state-wide through a rigorous selection and assessment process. In the spring of 2012, the SOE's Administration program faculty were notified by the Illinois State Board of Education that their redesigned program was the first to be approved in the state. The redesign was led by Alison Reeves, the Administration program director in the Department of Educational Leadership, with the support of the administration faculty and the Department's articulated partner, Edwardsville School District #7. This Point of Pride reflects the goals of Individual Relevance, through its emphasis on leadership development, and on Regional Responsiveness, through its focus on meeting the needs of constituents in the community.
2. ***Student Outreach.*** As discussed in Section I.C. (pgs. 35-36) of this Annual Report, the School's faculty, staff, and students excel in the outreach that they provide to the community through initiatives related to academic programming,

volunteerism, and student organizations. This ongoing outreach clearly reflects the Goals 2021 focus on “Regional Responsiveness.” Highlights of the SOE student outreach include the following:

- During AY 12, SOE students completed over 11,000 hours of community service with children, families, and agencies across the region (see Appendix F).
- Students in the SOE’s initial teacher education programs complete approximately 722,000 hours of intern or student teaching experiences in P-12 schools each year.
- Psychology’s graduate students complete approximately 1,500 hours of practicum/internships as part of program requirements each year.
- Psychology’s undergraduate students complete approximately 1,200 hours of off-campus field study as part of their academic programs each year.
- By the end of their two-year program, graduate Speech-Language Pathology students will each complete a total of 400 practicum hours, totaling approximately 24,000 hours across the program each year.
- *Katelynn Alexander* (Secondary Education), a Dean’s Dozen student, was the 2012 recipient of the Kimmel Scholarship. She also received a 2012 Kimmel Student Volunteer Award.
- *Abby Helms* (Exercise Science) and *David Wiant* (SPPA) received Emerging Student Leader Awards at the Kimmel Leadership Awards Ceremony.
- *Elisabeth Jones* (Psychology), *Cassandra Sams* (SPPA), and *Zachary Sanderson* (Elementary Education), Dean’s Dozen students, were among the students recognized for selection into “Who’s Who Among Students in America” at the Kimmel Leadership Awards Ceremony.
- *Elisabeth Jones* (Psychology), a Dean's Dozen student, and a student team from SIUE participated in the 3rd Annual Hult Global Challenge in Boston. This challenge brings together a conglomeration of the brightest university minds to combat pressing social issues. SIUE’s presentation won third place (out of 16) in the Habitat for Humanity track of the competition.

- The SIUE student chapter of the National Education Association received a CLASS grant from the Illinois Education Association totaling \$1,000 for use towards community outreach. The student association is mentored by Randy Smith (C&I).
3. ***Student Research.*** In addition to their excellence in outreach, SOE's students and their faculty mentors also excel in their participation in research initiatives, allowing them to "expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals" as identified in the Goals 2021 action steps for "Individual Relevance" (see Appendix J for a complete description of Goals 2021). This Point of Pride is perhaps best exemplified through the engagement of faculty and students in the university's Undergraduate Research and Creative Activities (URCA) program, coordinated by Laura Pawlow (Psychology). During AY 12, 29 of the SOE's tenure-track faculty members, across four of the five academic departments, mentored a total of 66 URCA students, some of whom participated in the program across both the fall and spring semesters. The SOE's URCA students and their mentors were also recognized for the following:
- *Rosey Morr* (Psychology) won the Spring 2012 Research Assistant Award; she was mentored by Joel Nadler (Psychology).
 - *Megan Smith* (Psychology) won the Fall 2011 Creative Activities Assistant award; she was mentored by Caroline Pryor (C&I).
 - *Tonya Hatter* (Psychology) was nominated for the SIUE Student Assistant award.
 - *Rosey Morr, Charles Massie, Ashley Henry, and Alyssa Humphreys* were nominated for the Fall 2011 URCA Assistant award.
 - *Rosey Morr* (Psychology) has been selected as an URCA Associate for 2012/2013; Associates are comprised of a small group of 10-15 students campus-wide who complete an independent research project across an academic year.

- Faculty mentors *Betsy Mainz* (Psychology), *Dayna Henry* (KHE), *Kathryn Brady* (SECD), and *Laura Pawlow* (Psychology) were nominated for the SIUE Faculty Mentor award.
- Faculty mentor *Dan Segrist* (Psychology) was nominated for the Fall 2011 Research Mentor award.

Additional student-related research activities for AY 12 include:

- *Melissa Landwehr*, a Dean's Dozen student representing SPE, and *Katie Hirschfelder* presented their research entitled "Community Presence for Individuals with Developmental Disabilities on a University Campus" at the CEC Annual Convention. Melissa and Katie were mentored by Craig Minor (SECD), who co-authored the presentation.
- Psychology major *Kacee Aldridge* was selected to participate in the summer 2012 African American Literatures and Cultures Institute at the University of Texas at San Antonio. Kacee was among a select group of rising juniors from around the country who participated in research, mentoring, and innovative academic training.
- *Lauren Murphy*, *Charles Massie*, *Ashlee Hitchcock*, *Ginger Chico*, *Heidie Miller*, *Tristin Cooper*, *Ashley Robinson*, *Jaid Ritter*, and *Holly Reed* (PSYCH) were accepted to present their research at the May Midwestern Psychological Association's Annual Conference in Chicago. The students were mentored by Danice Brown.
- *Sara Bohall*, a graduate student in KHE, presented her work on "The Dose-Response Effects of Aerobic Exercise on Executive Function in Overweight and Obese Adults" at the 22nd Midwest Sport and Exercise Psychology Symposium.
- *David Wiant* and *Tara Thiemes* (SPPA seniors) received Competitive Grant Awards.
- *Melissa Korns* (first year SPPA graduate student) received the Council on Academic Programs and Communication Sciences and Disorders Leadership

Scholarship.

- *Kayla Schiefer* and *Tiffany Dvorak* (SPPA seniors) were awarded the Madie Landers Scholarship through the Southwestern Illinois Speech, Language, and Hearing Association.
- *Sarah Morgan*, a SPPA student and URCA Associate, co-presented a paper on “Peer-training: Increasing Social Competence in Children Who Use AAC” at the Illinois Speech-Language-Hearing Association in Rosemont, IL; Sarah was mentored by Amie King (SECD).

4. ***International Initiatives.*** In the fall of 2011, an ad hoc SOE International Committee was formed, facilitated by Associate Dean Mary Weishaar. The work of this committee clearly aligns with the Goals 2021 objective for “International Recognition.” During the year, the Committee has reviewed the recommendations of the SIUE Campus Internationalization Task Force and began the process of identifying the international work that is in the process of implementation within the School. Reports on international activities were also added to the monthly Dean’s Memos. The School’s current internationalization activities include the following (more complete information can be found in Appendix K):

- *Eva Ferguson* (Psychology) presented at the annual International Committee of Adlerian Summer Schools and Institutes (ICASSI), which was held in Druskininkai, Lithuania.
- *Stephanie McAndrews* (C&I), program director for Literacy Education, was invited to provide a series of professional development activities in Guatemala.
- *Mary Weishaar* (Dean’s Office) and *Philip Weishaar* (SECD) visited Cuba as part of the international People to People initiative.
- *Ralph Cordova* (C&I) was invited to visit Finland during the summer of 2012 and work with its former Director of Assessment within the Finnish Ministry of Education, Dr. Kristiina Kumpulainen. Dr. Kumpulainen, Ralph, and prominent Finnish scholars engaged in a multi-phased process that culminated

in transcultural ethnographic research on educational practices that support K-12 students in becoming literate in both digital and interdisciplinary literacies.

- *Tianlong Yu* (EDL) received a "Taishan Scholar" research grant (\$10,000) from the Shandong provincial department of education in China for his project examining moral education in Chinese schools under the framework of world citizenship. He was also invited to lecture at Nanjing Normal University on his research project in September 2011, and served as a coordinator and interpreter for Nel Noddings' first visit to China in November 2011.
- *Mary Weishaar* (Dean's Office) is engaged in an informal partnership with Open International University of Human Development, Kyiv, Ukraine focusing on the education of people with disabilities.
- For the third summer, *Faustina Blankson* (KHE) led a group of students to Ghana to work with various health and human services organizations.
- The SOE is currently exploring possible student teaching partnerships with the University of Brighton and the University of Glasgow.
- The first recipient of the Dremuk-Watts Fellowship, *Yu-Tung Chen*, is attending SIUE's master's program in Special Education on a new two-year fellowship. Yu-Teng is a special educator from Taiwan.

The School's most notable initiative related to internationalization has been the establishment of a partnership with Northwest Normal University (NWNNU) in China. The initial pilot for this partnership, an "International Training Program in Pedagogy," will begin in the fall of 2012 with the arrival of four NWNNU faculty members who will be hosted by the SOE for the academic semester. While at SIUE, the NWNNU scholars will be visiting classes, participating in seminars, and learning about American culture while sharing their expertise and experiences with SIUE faculty, staff, and students. This initiative is led by Mary Weishaar (Dean's Office), Yuliang Liu (EDL), Huaibo Xin (KHE), and Gretchen Fricke (OCECA). A full description of this initiative is provided in Appendix L.

5. ***Enrollment Management.*** As noted in the Introduction of this Report (pgs. 2-3), the School has experienced a rapid shift in enrollment patterns due in large part to pressures on educator preparation programs. These challenges have emerged from the state's newly adopted cut scores for the required Test of Academic Proficiency (formally the Basic Skills Test), which have dramatically decreased the pool of potential candidates into teacher preparation state-wide. Also impacting enrollments has been the state's economic challenges, which have led to the reduction of the teaching workforce across the state. As a result, enrollments in both the undergraduate and graduate educator preparation programs have decreased sharply, with the greatest impact being reflected in the undergraduate programs. Specifically, in a one-year period between the fall of 2010 and fall of 2011, undergraduate enrollments in educator preparation programs fell from 46% of the SOE's total enrollment to just 35%.

Despite the drop in undergraduate teacher education candidates, the School's human science programs, specifically those in Psychology, Exercise Science, and Community Health, have simultaneously increased and have allowed the School's overall undergraduate enrollments to become stable. This dramatic achievement has been possible through the faculty and staff's successful recruitment activities, rapid realignment of academic advisement, willingness to expand course sizes and availability of course options, and use of social media to inform prospective students of various program options. The School's successful enrollment management is embedded in the Goals 2021 objective, "Individual Relevance" specifically through the stated action steps to "implement an enrollment management system that enhances student access and retention" and to "design programs that reflect the realities of career opportunities and the employability of students." The SOE's faculty, staff, and administration are to be commended for their remarkable and successful efforts related to enrollment management.

6. ***SIUE East St. Louis Charter High School (CHS).*** In its second year of transition, the SIUE East St. Louis Charter High School has been focusing on a

“Failure is Not An Option” program under the leadership of the school’s new director, Veronica Washington. This academically rigorous program aligns with the Goals 2021 objective of “Individual Relevance,” and also reflects the School’s overall commitment to community outreach embedded in the goal of “Regional Responsiveness.” As part of the “Failure is Not An Option” program, CHS students and faculty have been engaged in the following:

- an additional 0-hour morning period to allow time to complete assignments and receive focused tutoring;
- a weekly ACT Prep Class required of all Juniors to enhance skills in tested areas of the curriculum;
- the implementation of the Student Alternative Center, led by the CHS Social Worker, to redirect and monitor students’ behavior and identify strategies for success;
- a four-week spring Junior Academy held on Saturdays to prepare students for state exams;
- focused professional development on the Danielson framework that will become embedded state-wide into the new performance evaluation system for teachers and administrators, and on the Common Core standards that have been adopted by the state;
- the development of 20 “non-negotiable” words that provide a common language across all classrooms and content areas in order to enhance students’ higher level thinking concepts; and
- the creation of “Power Mondays” that encourage students to dress for success to promote excellence and motivation to succeed.

As a result of these and other initiatives instituted at the CHS, the faculty and students are recognized for several achievements for the 2012 academic year:

- The school-wide attendance rate for AY 12 was 90%.
- The graduation rate for both AY 2011 and AY 2012 was 100%.
- Twenty percent of the Juniors scored 20 or above on the spring 2012 administration of the ACT.

- Forty eight percent of the Juniors increased their ACT scores between February 2012 and April 2012.
- The average ACT scores of current Juniors increased from 16.78 in February to 17.32 in April; this is up from the average of 15.46 from April of 2011.
- The CHS Robotics Team placed 5th internationally in the summer 2011 competition, and won a Judges Choice Award at the spring 2012 regional Botball competition.
- Brandon Rice, a CHS Junior, was named the 2012 Joseph Cunningham Fellow.



Charter High School Robotics Team

II. STRATEGIC PLAN



Individual Relevance



Regional Responsiveness



International Recognition

II. A. ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

SOE Goals 2021

Individual Relevance, Regional Responsiveness, International Recognition

In August 2011, the SOE's Administrative Team finalized the School's 10-year strategic planning, entitled "Goals 2021." This plan incorporates the School's previous guiding principles of *Accountability, Access, Diversity, Outreach, and Quality*, builds upon previous strategic planning exercises, and reflects the strategic goals of the University and SIUE's Academic Affairs. A "white paper" describing the development and focus of Goals 2021, which was shared during the SOE Administrative Retreat in August 2011 and summarized with the SOE's faculty and staff at the August opening meeting, is provided in Appendix L. This document is also available to the SOE's faculty and staff through the School's shared drive.

Integral to the development of Goals 2021 is its alignment with the School's initial strategic planning exercise, conducted during AY 11, which resulted in the revision of the SOE's mission and development of a specific vision statement for the School. The vision statement, formally approved by the SOE faculty in the fall of 2011, is defined as *Innovating, Excelling, Leading*. Also critical in the development of Goals 2021 are those issues, challenges, and opportunities related to institutional and state contexts, described more fully in Appendix J, which provided further direction and imperatives for the School's future planning. These contexts include current challenges related to the state's mandates related to educator preparation testing and program redesign as described previously in this Report, the University's initiatives related to Interdisciplinary Health Sciences, and the Illinois Public Agenda.

Table 25 provides an overview of the alignment between the broad themes of Goals 2021 and the state- and university-wide goals that have guided this work. Also included is the alignment with the School's strategic planning themes from the previous academic year.

Table 25. Alignment of Goals 2021

<i>IL Public Agenda Goals</i>	<i>SIU System Goals (AY12)</i>	<i>SIUE Academic Imperatives (AY12)</i>	<i>SOE Annual Planning Goals (AY11)</i>	<i>SOE Strategic Planning Themes (AY11)</i>	<i>Goals 2021 Themes (AY12)</i>
<ul style="list-style-type: none"> • Educational attainment • College affordability • Post-secondary credentials (economy & globalization) • Educational, research, & innovation integration 	<ul style="list-style-type: none"> • Citizenship preparation • Accessibility • Affordability • Diversity (<i>future</i>) • Global education (<i>future</i>) 	<ul style="list-style-type: none"> • Academic quality/ Effective assessment • Student Success • Enrollment management • Educational outreach • Faculty development • International (<i>new</i>) • Retention (<i>new</i>) • Technology (<i>new</i>) 	<ul style="list-style-type: none"> • Accountability • Student Access • Diversity • Fiscal management • Leadership development • Community outreach • Interdisciplinary initiatives • CHS governance 	<ul style="list-style-type: none"> • Accountability • Diversity • Leadership • Outreach 	<ul style="list-style-type: none"> • Individual relevance • Regional responsiveness • International recognition

Table 26 provides an overview of the specific action steps related to each of the themes identified with Goals 2021, as they are aligned with SIUE's long-term strategic goals. These action steps are guiding the strategic work within the School of Education, as it continues to define itself over the next decade through its vision of *Innovating, Excelling, Leading*.

Table 26. SIUE and SOE Strategic Plan: Overview

SIUE Strategic Goals	SOE Goals 2021
<p><i>Long-Term Goal 1: Engaged Students and Capable Graduates.</i> Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.</p> <p><i>Long-Term Goal 2: Innovative High Quality Programs.</i> Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.</p> <p><i>Long-Term Goal 3: Committed Faculty and Staff.</i> Recruit and support a diverse faculty and staff known for providing the highest quality educational</p>	<ul style="list-style-type: none"> • <i>Individual Relevance</i> <ul style="list-style-type: none"> ○ enhance the diversity of the School's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies; ○ augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues; ○ promote and support the leadership of faculty in research, service, and teaching and identify clear roles and appropriate compensation for faculty leaders across the School; ○ strive for more meaningful accountability through the integration of roles and responsibilities for teaching, research/scholarship, and service; ○ identify communication strategies that increase knowledge sharing and problem solving, and promote interdisciplinary dialogue across the School's academic units; ○ provide opportunities for professional development to enhance the professional goals and leadership of staff; ○ develop a comprehensive data system and cycle of continuous improvement to support individual and programmatic accountability; ○ enhance student retention through faculty engagement

<p>opportunity, scholarship, and service.</p> <p>Long-Term Goal 4: Harmonious Campus Climate. Foster an harmonious student-centered campus characterized by integrity, cooperation, open dialogue and mutual respect among individuals with different backgrounds, cultures, and perspectives.</p> <p>Long-Term Goal 6: Sound Physical and Financial Assets. Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.</p>	<p>while sustaining and increasing academic quality;</p> <ul style="list-style-type: none"> ○ embed a thorough understanding of 21st-century learners, including the role and impact of technology, into program design; ○ prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace; ○ expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals; ○ implement an enrollment management system that enhances student access and retention, is fiscally responsible, and is responsive to competition; ○ design programs that reflect the realities of career opportunities and the employability of students including dual and/or interdisciplinary degrees, integrated bachelor's and master's degree programs, and focused certificates; ○ implement academic programs specific to the development of leaders; ○ and integrate goals established through the Illinois Public Agenda that include: <ul style="list-style-type: none"> ● increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse), ● accelerated degrees programs that shorten the time to completion while maintaining quality and high professional standards, ● expanded use of technology to increase access particularly for non-traditional and rural students, and the removal of transfer barriers between the associate's and bachelor's degrees.
<p>Long-Term Goal 5: Active Community Engagement. Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.</p>	<ul style="list-style-type: none"> ● Regional Responsiveness <ul style="list-style-type: none"> ○ implement distinctive programs in the area of human sciences that align with the University's mission and respond to the emerging needs of the state and region; ○ integrate service and practica/internships across all programs that place students and faculty within the community to enrich academic experiences and provide support to the community at the point of need; ○ identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming; ○ systematically coordinate the School's outreach clinics to ensure increased access and highest quality of service for the community, and expand the School's outreach clinics to include service within East St. Louis; ○ prepare professionals to respond to the needs of English Language Learners and their families; ○ engage faculty and students in research to better understand and actively support the unique needs of diverse populations; ○ engage in state-wide P-20 planning and activities, including the proactive integration of initiatives into appropriate academic programs; ○ assist the academic and professional development

	<p>initiatives of the SIUE East St. Louis Charter High School that support all students in meeting state standards and becoming college- and career-ready;</p> <ul style="list-style-type: none"> ○ and integrate goals established through the Illinois Public Agenda that include: <ul style="list-style-type: none"> • strengthening the quality of preparation of teachers and school leaders particularly for low-performing schools, • establishing focused “professional development sites” at partnering schools/districts, • engaging with the Illinois Math and Science Academy (IMSA) in preparing students and teachers in STEM disciplines, and • supporting the economic development of the state through the preparation of a high-quality workforce and research efforts that inform state policies and practices.
<p><i>Long-Term Goal 7: Excellent Reputation.</i> Participate and excel in actions that earn national recognition for quality.</p>	<ul style="list-style-type: none"> • <i>International Recognition</i> <ul style="list-style-type: none"> ○ achieve formal national/international recognition and/or honors for academic programs across the spectrum of educator preparation and human sciences that reflect their distinctiveness and quality; ○ systematically integrate global consciousness in all academic programs that has diversity and social justice as a central theme; ○ integrate innovative curricular practices focused on internationalization; ○ enhance the recognition of faculty for their leadership in scholarship and broad impact on their areas of discipline, including productivity in competitive external grants and a concerted approach to interdisciplinary research; ○ establish formalized partnerships with international institutions of higher education; ○ provide opportunities for students across the SOE to engage in international academic and service activities that are embedded in program design; ○ design opportunities for international students to participate in and/or graduate from the SOE through partnerships with universities outside of the U.S. and/or focused web-based degrees; ○ engage in STEM research, academic programs, and service that includes interdisciplinary partnerships across SIUE and internationally; ○ and integrate the goals established through the Illinois Public Agenda that include the implementation of cutting-edge programs that prepare students for success in a global economy.

II. B. ANALYSIS OF PROGRESS IN ACHIEVING GOALS

1. Progress Towards Meeting Goals

Goals 2021 were introduced at the SOE Administrative Team Retreat in August of 2011, refined, and shared with the full faculty and staff at the SOE's opening meeting in August. Department chairs were charged to integrate Goals 2021 into their unit's strategic planning processes, and a special faculty meeting was held on November 4, 2011 to focus on brainstorming recommended action steps for priority focus for the 2012 and 2013 academic years; notes from this faculty meeting are included in Appendix M. The plan was also shared with the School of Education's Executive Advisory Board in the fall of 2011 for input and feedback. A January 2012 Administrative Team retreat was held that focused on the implementation of Goals 2021. A particular focus of this retreat was on programmatic changes and brainstorming related to resource management to align with action steps and programmatic priorities.

In addition to strategic planning discussions and alignment with the school-wide Goals 2021 that is occurring within academic departments, efforts have been made to clearly communicate progress in the implementation of Goals 2021 through discussions at SOE meetings and summaries provided through the Dean's Dialogue memos, which are distributed electronically to all SOE and CHS faculty and staff approximately every six weeks. The memos and Goals 2021 "white paper" are accessible to all SOE faculty and staff through the shared drive, and an overview is publically communicated through the SOE's website at <http://www.siue.edu/education/about/pdf/Goals2021.pdf>.

The section below provides a summary of the activities completed during AY 12 related to Goals 2021, as organized by its three broad themes: Individual Relevance, Regional Responsiveness, and International Recognition. This summary includes school-wide initiatives as well as those being implemented within individual academic departments. A more comprehensive overview is provided in Appendix N.

Goals 2021 Theme 1: Individual Relevance

- Barbara O'Donnell (Dean's Office) is facilitating efforts to develop a "high achiever" program to recruit freshmen with high academic potential directly into the major (see Appendix O).
- Based on the new Illinois Professional Teaching Standards, the Student Teaching Evaluation instrument was revised. The new instrument is comprised of 25 questions which measure teacher candidate performance and dispositions. The instrument scale was also modified to better clarify teacher candidates' performance levels. This new instrument will be used beginning in the fall of 2012.
- In collaboration with the Office of the Provost, Dr. David Palumbo, a nationally recognized expert in technology, was invited to campus to offer workshops to faculty on "Envisioning the Future of University Teaching and Learning."
- All teacher preparation programs in C&I worked on redesigning programs to meet new state mandates. An important part of that redesign work was the decision to increase accessibility to multiple certifications.
- As a result of Stephen Marlette's work with the SIUE STEM Center, and through discussions with C&I graduate faculty, a STEM pedagogy strand for the master's degree in C&I has been proposed that is pending approval from the graduate council.
- The SOE continues to update technology in the School's classrooms and labs to enhance instructional experiences for students and to maximize experiences for these digital learners. (See Appendix P for a complete summary of the SOE's instructional technology activity for AY 12.)
- The SOE's interdisciplinary IT Task Force conducted a semester-long study in which members explored the expanded use of instructional technology for a variety of student groups.
- In the Fall 2011 semester, various undergraduate advising processes in Psychology were streamlined and a graduate assistant was appointed to support the advisor. These improvements were important for ensuring that students

interested in psychology did not leave the major due to difficulty scheduling classes.

- The Department of Psychology has developed a system for surveying bachelor's degree recipients five months after graduation to understand these graduates' job-search experiences and obtain feedback about how the department might be able to better prepare them for the job market.
- The Department of Kinesiology and Health Education (KHE) has enhanced online/hybrid course offerings; selected coursework at both undergraduate and graduate levels moved online.
- The Department of SECD changed its introductory Special Education course, SPE 200, to SPE 100 to allow access to more underclassmen and to provide information on the major earlier in students' academic career; the paperwork is still in the approval process.

Goals 2021 Theme 2: Regional Responsiveness

- Gloria Reading (C&I) served as Faculty in Residence at the SIUE East St. Louis Charter High School. Dr. Reading's responsibility focused on working with Charter School administrators and faculty to plan and implement high quality professional development.
- Stephen Marlette (C&I) and Liza Cummins (C&I) were involved with The Math Connections Program, an initiative spearheaded by the Monroe-Randolph Regional Office of Education that seeks to increase the mathematical content knowledge of 50 elementary teachers and strengthen their classroom teaching techniques.
- The Boeing Teacher Candidate Institute in the summer of 2011 reflected a partnership among the Department of C&I, Boeing, and IMSA.
- Through a Dean's Grant, the Core Faculty integrated principles of effective practices with English Language Learners (ELLs) into undergraduate foundations courses to prepare students to teach in the region's diverse public schools.
- A new Superintendent cohort was developed in response to educational leadership needs in the region.

- In response to a regional demand, and in collaboration with SIUE's Student Affairs, EDL faculty developed the first draft of a needs assessment for a Master's Degree in College Student Personnel.
- Laurie Puchner (EDL) received a Community Action Grant to develop a critical media literacy curriculum at Collinsville Middle School.
- David Knowlton (EDL) developed an IT course in Healthcare Informatics for the interdisciplinary campus-wide partnership with BJC. Cindy Nordstrom (PSYCH) also taught a course for this initiative.
- The Department of SECD received approval from the Continuing Education Board of the American Speech-Language-Hearing Association to offer CEU credits in support of the professional and leadership development of regional professionals.
- SECD hosted its annual Debra Hoge Memorial Lecture Series on the topic of bullying, which provided critical professional development training for over 200 educators and other professionals in the region.
- KHE faculty and students provided educational/preventive/rehabilitative community outreach activities through the Weight Management Program. In addition, Physical Education/Teacher Education students worked with children attending the Early Childhood Center.
- Jeffrey Herrick (KHE) and graduate assistants provided physiological assessments (body composition, cardiovascular endurance) to community residents in the Exercise Physiology Laboratory.
- Nicole Klein (KHE) served as a consultant to Edwardsville School District #7 regarding their Health curriculum.
- The SECD faculty provided outreach workshops in collaboration with the Central Institute for the Deaf.
- The SPPA clinic director scheduled brown bag lunches with area professionals to increase collaboration.

Goals 2021 Theme 3: International Recognition

- The SOE created a new ad hoc committee on Internationalization.

- The SOE initiated a partnership with Northwest Normal University (NWNNU) in China. In the fall of 2012, four faculty members from NWNNU will be hosted by the SOE as part of a new “International Training Program in Pedagogy” initiative.
- Mary Weishaar (Dean’s Office) and Philip Weishaar (SECD) visited Cuba in June of 2012 as part of the international People to People program. This trip has the potential of aligning with SIUE’s new Cuban Caribbean Center initiative.
- BBC featured KHE’s Weight Management Clinic for an upcoming documentary.
- Stephanie McAndrews (C&I), program director for Literacy Education, was invited to provide a series of professional development activities in Guatemala. The purpose of the workshops was to improve literacy education throughout Guatemala. Stephanie has been invited to return to Guatemala next year to present at a conference that will be attended by educators across Latin America.
- Tianlong Yu (EDL) spent a sabbatical year in China.
- EDAD faculty developed curriculum around an international theme for a second cohort of Ed.D. students, focusing on “Educational Leadership for the 21st Century: Meeting Global Challenges at Home.”

2. Strategies to Achieve Unfilled Goals

Goals 2021 is considered as a long-term planning process that will guide the work of the School through the next decade. As indicated in the summary of the work accomplished during AY 12 in Section II.B.1, above, the SOE has made appropriate progress in each of the broad areas defined through Goals 2021. Because Goals 2021 is intended as a long-range planning process, it is not expected that each of the identified “action steps” be completed within one academic year.

During AY 13, the focus for strategic planning will be on diversity, specifically as it relates to the broad themes of Individual Relevance, Regional Responsiveness, and International Recognition as outlined through Goals 2021. Table 27 overviews the identified action steps, and their related goals, that will be recommended as specific areas of focus for the school- and unit-wide planning activities in AY 12. These action steps will be reviewed by the SOE’s Administrative Team in the summer of 2012 and finalized

with the School's faculty and staff in the fall, during which time the initial recommendations for specific action steps and strategies will be identified. It is also anticipated that the SOE's ad hoc Diversity Committee will play a critical role in guiding some of the identified school-wide work in diversity for AY 13.

Table 27. Goals 2021 "Action Steps" Related to Diversity

Goal 1: Individual Relevance
<ul style="list-style-type: none"> • Enhance the diversity of the School's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies • Augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues • Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace • Integrate goals established through the Illinois Public Agenda that include: <ul style="list-style-type: none"> ○ increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse)
Goal 2: Regional Responsiveness
<ul style="list-style-type: none"> • Identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming • Systematically coordinate the School's outreach clinics to ensure increased access and highest quality of service for the community, and expand the School's outreach clinics to include service within East St. Louis • Prepare professionals to respond to the needs of English Language Learners and their families • Engage faculty and students in research to better understand and actively support the unique needs of diverse populations • Assist the academic and professional development initiatives of the SIUE East St. Louis Charter High School that support all students in meeting state standards and becoming college- and career-ready • Integrate goals established through the Illinois Public Agenda that include: <ul style="list-style-type: none"> ○ strengthening the quality of preparation of teachers and school leaders particularly for low-performing schools
Goal 3: International Recognition
<ul style="list-style-type: none"> • Systematically integrate global consciousness in all academic programs that has diversity and social justice as a central theme • Integrate innovative curricular practices focused on internationalization • Establish formalized partnerships with international institutions of higher education • Provide opportunities for students across the SOE to engage in international academic and service activities that are embedded in program design

- Design opportunities for international students to participate in and/or graduate from the SOE through partnerships with universities outside of the U.S. and/or focused web-based degrees
- Integrate the goals established through the Illinois Public Agenda that include the implementation of cutting-edge programs that prepare students for success in a global economy

3. Overall Progress in Achieving the Strategic Plan

As indicated previously, Goals 2021 is intended as a long-term strategic planning process that is guiding the work of the School over the next 10 years. Therefore, it is not anticipated that each of the identified “action steps” be achieved within a single academic year. In fact, it is intended that Goals 2021 be a living document that will be continually revised to align with the University’s new strategic plan, which is anticipated to be developed under the incoming Chancellor, and to reflect unanticipated future challenges and opportunities related to state/federal policy and realities of workforce demand.

Table 28 provides an overview of Goals 2021, its initial “action steps,” and specific examples of progress achieved during AY 12 as well as those action steps that were not addressed. This Table is not meant to be comprehensive, but instead provides a summary of some of the highlights achieved by the SOE’s faculty, staff, and students during the initial year of the implementation of Goals 2021.

Table 28. Goals 2021 Initiatives AY 12

<i>Goal 1: Individual Relevance</i>		
	Action Step	AY 12 Initiative
	<i>Enhance the diversity of the School's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies</i>	<ul style="list-style-type: none"> • The SOE continues to revise the faculty hiring manual, with the goal of increasing the pool of diverse candidates.
	<i>Augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues</i>	<ul style="list-style-type: none"> • A presentation on diversity was given at the May 2012 SOE faculty meeting.
	<i>Strive for more meaningful accountability through the integration of roles and responsibilities for teaching, research/scholarship, and service</i>	<ul style="list-style-type: none"> • Discussions are ongoing within the SOE Administrative Team regarding the roles of Program Directors.

	<i>Identify communication strategies that increase knowledge sharing and problem solving, and promote interdisciplinary dialogue across the School's academic units</i>	<ul style="list-style-type: none"> Interdisciplinary Task Force groups were formed to explore issues related to the IT programs and to determine the feasibility of restructuring within the SOE.
	<i>Provide opportunities for professional development to enhance the professional goals and leadership of staff</i>	<ul style="list-style-type: none"> To be addressed
	<i>Develop a comprehensive data system and cycle of continuous improvement to support individual and programmatic accountability</i>	<ul style="list-style-type: none"> The current data system is being revised to incorporate new state requirements for annual reporting.
	<i>Enhance student retention through faculty engagement while sustaining and increasing academic quality</i>	<ul style="list-style-type: none"> In December 2011, a "Department Chair's Letter of Concern" was developed for voluntary use by faculty who want to send underachieving students in their courses an early and strong message about improving their performance. This letter is designed to alert students with poor grades early in the semester that (a) they need to act quickly to improve their chances of passing the course, (b) the responsibility to improve is theirs and (c) the professor and many campus services are available to help them.
	<i>Embed a thorough understanding of 21st-century learners, including the role and impact of technology, into program design</i>	<ul style="list-style-type: none"> In collaboration with the Office of the Provost, Dr. David Palumbo, a nationally recognized expert in technology, was invited to campus to offer workshops to faculty on "Envisioning the Future of University Teaching and Learning." Under the leadership of the School's Technology Committee, a series of "Appy Hours" was introduced to provide SOE faculty with the opportunity to engage in focused and hands-on dialogue related to the successful integration of new applications into instruction.
	<i>Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</i>	<ul style="list-style-type: none"> To be addressed
	<i>Expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals</i>	<ul style="list-style-type: none"> The Robert J. McLaughlin Honors Academy in Psychology is designed to provide the department's strongest undergraduates with a rigorous, individualized and independent research experience prior to graduation.

	<i>Implement an enrollment management system that enhances student access and retention, is fiscally responsible, and is responsive to competition</i>	<ul style="list-style-type: none"> Enrollment management was a continual point of discussion for the SOE's Administrative Team.
	<i>Design programs that reflect the realities of career opportunities and the employability of students including dual and/or interdisciplinary degrees, integrated bachelor's and master's degree programs, and focused certificates</i>	<ul style="list-style-type: none"> The IT Task Force conducted a semester-long study in which members explored the expanded use of instructional technology for a variety of student groups. The Department of Psychology developed a system for surveying bachelor's degree recipients five months after graduation to understand these graduates' job-search experiences and obtain feedback about how the department might be able to better prepare them for the job market. The Department of Psychology has begun developing a database of potential career mentors for students; the database consists of working professionals who have expressed a willingness to mentor students in specific career paths. All teacher preparation programs in C&I worked on redesigning programs to meet new state mandates; an important part of that redesign work was the decision to increase accessibility to multiple certifications.
	<i>Implement academic programs specific to the development of leaders</i>	<ul style="list-style-type: none"> The EDAD faculty gained approval for a new Principal program and planned for the opening of a new Superintendent Cohort in Belleville; both programs focus on leadership development.
	<i>Integrate goals established through the Illinois Public Agenda that include:</i> <ul style="list-style-type: none"> <i>increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse),</i> <i>accelerated degrees programs that shorten the time to completion while maintaining quality and high professional standards,</i> <i>expanded use of technology to increase access particularly for non-traditional and rural students, and</i> <i>the removal of transfer barriers between the associate's and bachelor's degrees</i> 	<ul style="list-style-type: none"> Two C&I programs—EchOS and MAT—continue to provide increased access for underrepresented groups of students. Project S.H.A.R.E. (Social Health & Academic Readiness Enrichment) promotes the academic readiness of preschool-aged children attending the St. Clair County Head Start program; promoting academic readiness prior to kindergarten is the first step to setting the stage for successful years in primary and secondary (and higher) education. In 2011, the Psychology and KHE Departments began promoting a “three years to graduation” plan for undergraduates.

Goal 2: Regional Responsiveness		
	Action Step	AY 12 Initiative
	<i>Implement distinctive programs in the area of human sciences that align with the University's mission and respond to the emerging needs of the state and region</i>	<ul style="list-style-type: none"> In response to a regional demand, EDL faculty developed the first draft of a Needs Assessment for a Master's Degree in College Student Personnel.
	<i>Integrate service and practica/internships across all programs that place students and faculty within the community to enrich academic experiences and provide support to the community at the point of need</i>	<ul style="list-style-type: none"> The Elementary Education program embarked on a partnership with Highland School District; University instructors held classes in school district classrooms and collaborated with Highland teachers to provide students with on-site experiences to reinforce their learning In the Spring of 2012, the Departments of EDL and PSYCH submitted paperwork for zero-credit internship and co-op courses that will be administered through the Career Development Center.
	<i>Identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming</i>	<ul style="list-style-type: none"> Stephen Marlette (C&I) and Liza Cummins (C&I) were involved with The Math Connections Program, an initiative spearheaded by Monroe-Randolph Regional Office of Education that seeks to increase the mathematical content knowledge of 50 elementary teachers and strengthen their classroom teaching techniques. Laurie Puchner (EDL) received a Community Action Grant to develop a critical media literacy curriculum at Collinsville Middle School.
	<i>Systematically coordinate the School's outreach clinics to ensure increased access and highest quality of service for the community, and expand the School's outreach clinics to include service within East St. Louis</i>	<ul style="list-style-type: none"> To be addressed
	<i>Prepare professionals to respond to the needs of English Language Learners and their families</i>	<ul style="list-style-type: none"> Through a Dean's Grant, the Core Faculty integrated ELL into undergraduate EPFR courses to prepare students to teach in the region's diverse public schools.
	<i>Engage faculty and students in research to better understand and actively support the unique needs of diverse populations</i>	<ul style="list-style-type: none"> To be addressed

	<i>Engage in state-wide P-20 planning and activities, including the proactive integration of initiatives into appropriate academic programs</i>	<ul style="list-style-type: none"> • C&I Department faculty participated in a number of state-wide meetings designed to determine new certification levels in early childhood, elementary, middle-level, and secondary education. • The SOE Dean represents Higher Education on ISBE's Performance Evaluation Advisory Council, and has been named to the P-20 Council's newly formed P-12 Educator Licensure Steering Committee.
	<i>Assist the academic and professional development initiatives of the SIUE East St. Louis Charter High School that support all students in meeting state standards and becoming college- and career-ready</i>	<ul style="list-style-type: none"> • Gloria Reading (C&I) served as Faculty in Residence at the SIUE-East St. Louis Charter High School; her responsibility focused on working with Charter School administrators and faculty to plan and implement high quality professional development • Stephen Marlette (C&I) is developing professional development for the CHS STEM initiatives
	<i>Integrate goals established through the Illinois Public Agenda that include:</i> <ul style="list-style-type: none"> • <i>strengthening the quality of preparation of teachers and school leaders particularly for low-performing schools,</i> • <i>establishing focused "professional development sites" at partnering schools/districts,</i> • <i>engaging with the Illinois Math and Science Academy (IMSA) in preparing students and teachers in STEM disciplines, and</i> • <i>supporting the economic development of the state through the preparation of a high-quality workforce and research efforts that inform state policies and practices</i> 	<ul style="list-style-type: none"> • The Boeing Teacher Candidate Institute in the summer of 2011 reflected a partnership among the Department of C&I, Boeing, and IMSA. • Laurie Puchner (EDL) received a Community Action Grant to develop a critical media literacy curriculum at Collinsville Middle School. • SECD hosted its annual Debra Hoge Memorial Lecture Series on the topic of bullying, which provided critical professional development training for over 200 educators and other professionals in the region.
Goal 3: International Recognition		
	Action Step	AY 12 Initiative
	<i>Achieve formal national/international recognition and/or honors for academic programs across the spectrum of educator preparation and human sciences that reflect their distinctiveness and quality</i>	<ul style="list-style-type: none"> • All educator preparation programs are fully recognized by their national Specialized Professional Associations

	<i>Systematically integrate global consciousness in all academic programs that has diversity and social justice as a central theme</i>	<ul style="list-style-type: none"> • To be addressed
	<i>Integrate innovative curricular practices focused on internationalization</i>	<ul style="list-style-type: none"> • To be addressed
	<i>Enhance the recognition of faculty for their leadership in scholarship and broad impact on their areas of discipline, including productivity in competitive external grants and a concerted approach to interdisciplinary research</i>	<ul style="list-style-type: none"> • Stephanie McAndrews (C&I), program director for Literacy Education, was invited to provide a series of professional development activities in Guatemala. • Tianlong Yu (EDL) spent a sabbatical year in China. • Ralph Cordova (C&I) was invited to Finland to initiate collaborative research related to the PBWP.
	<i>Establish formalized partnerships with international institutions of higher education</i>	<ul style="list-style-type: none"> • A partnership is being established with Northwest Normal University in China.
	<i>Provide opportunities for students across the SOE to engage in international academic and service activities that are embedded in program design</i>	<ul style="list-style-type: none"> • A summer abroad program in Ghana is offered through KHE. • Preliminary discussions are underway for study abroad programs for teacher education in England and Scotland.
	<i>Design opportunities for international students to participate in and/or graduate from the SOE through partnerships with universities outside of the U.S. and/or focused web-based degrees</i>	<ul style="list-style-type: none"> • A new scholarship was established for international graduate students in special education; the first recipient began classes in the fall of 2011.
	<i>Engage in STEM research, academic programs, and service that includes interdisciplinary partnerships across SIUE and internationally</i>	<ul style="list-style-type: none"> • As a result of Stephen Marlette's work with the SIUE STEM Center, and through discussions with C&I graduate faculty, a STEM pedagogy strand for the master's degree in C&I has been proposed that is pending approval at the graduate council.
	<i>Integrate the goals established through the Illinois Public Agenda that include the implementation of cutting-edge programs that prepare students for success in a global economy</i>	<ul style="list-style-type: none"> • David Knowlton (EDL) developed an IT course in Healthcare Informatics for the interdisciplinary campus-wide partnership with BJC; Cindy Nordstrom (PSYCH) also taught a course for this initiative.

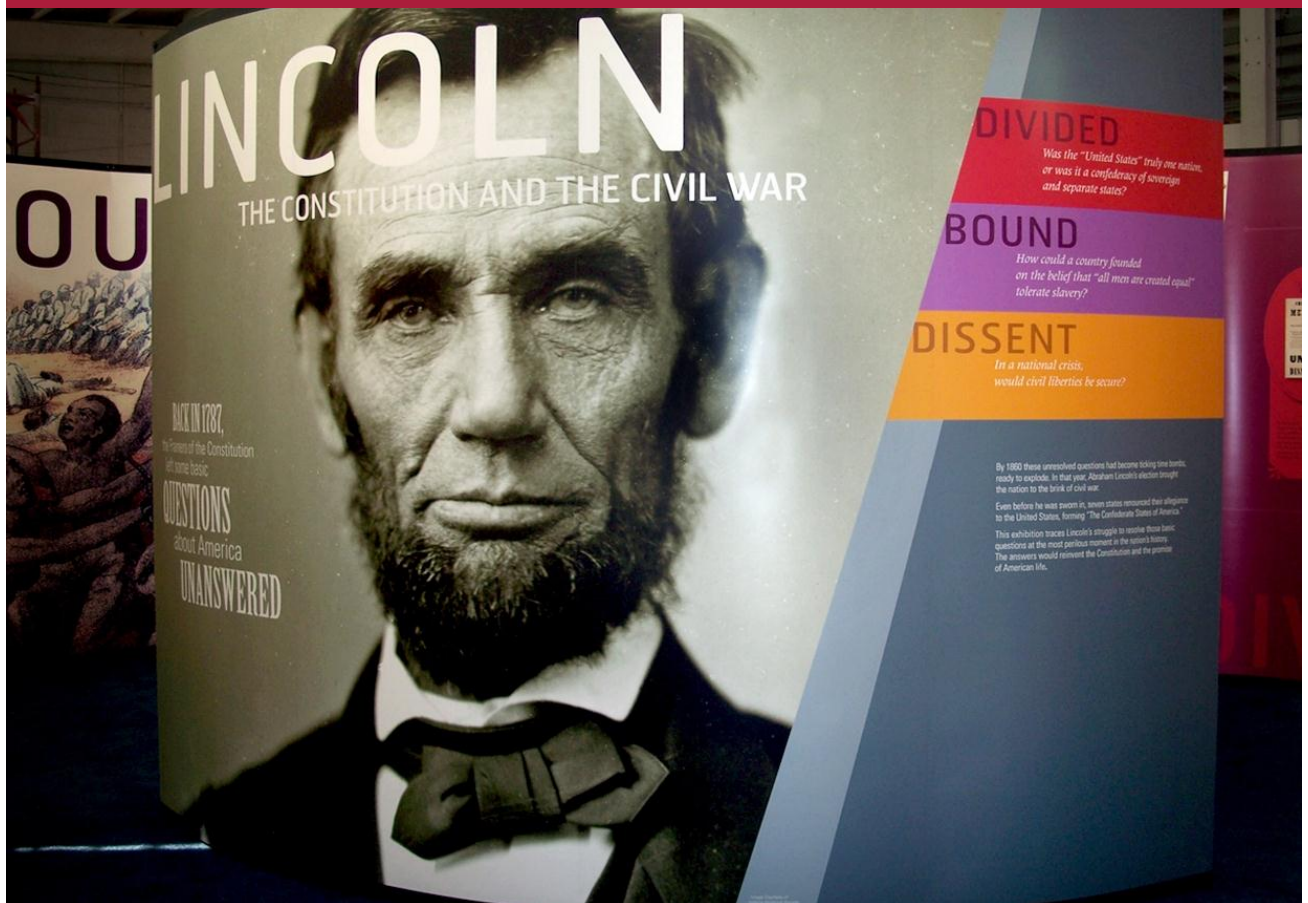
II. C. UPDATES TO THE STRATEGIC PLAN

As noted in the previous sections of this Report, the SOE is engaged in a new strategic planning process, identified as Goals 2021. This long-term planning builds upon, and replaces, previous planning initiatives engaged by the School and has had the input of the School's Administrative Team, Executive Advisory Council, faculty, and staff. A complete description of Goals 2021 was provided in Appendix J.



2012 SOE Honors Day Award Recipients

III. UNIVERSITY STRATEGIC PLAN APPENDIX MATERIALS



III. A. LISTS OF ACTIVITIES

1. External Awards for Curricular Innovation

During AY 2012 the SOE did not receive any external awards for curricular innovation.

2. External Grants for Curricular Innovation

A summary of external grants related to curricular innovation is provided in Table 29.

Table 29. External Grants for Curricular Innovation

Project Title	Agency/Sponsor	Unit	Award Amount
Piasa Bluffs Writing Project	National Writing Project	C&I	\$35,000
Humor as a Pedagogical Tool in Psychology	Society for the Teaching of Psychology	PSYCH	\$1,500
State Personnel Development Grant: IL IHE Partnership	Illinois State Board of Education	SECD	\$200,000
Abraham Lincoln and the Forging of Modern America	National Endowment for the Humanities	C&I	\$160,518
Expanding Girls' Entrance into STEM Fields through Critical Media Literacy Education	American Association of University Women	EDL/ CAS	\$5,596
Total			\$402,614

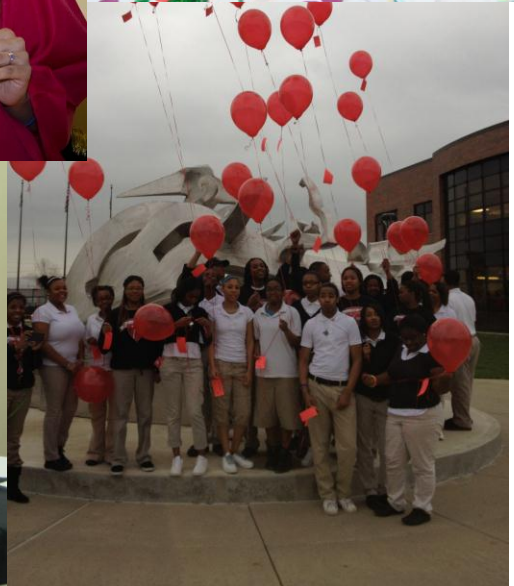
3. Program Recognition Awards from External Groups

All of the School's educator preparation programs have received national recognition from their Specialized Professional Associations.

The Department of Special Education and Communication Disorders has been approved by the Continuing Education Board (CEB) of the American Speech-Language-Hearing Association to offer continuing education courses for speech-language pathologists, audiologists, and speech, language, and hearing scientists.



IV. APPENDICES



APPENDIX A: Basic Skills Task Force Summary

Summary - Basic Skills Task Force 2011-2012 (now called Test of Academic Performance or TAP)

The Task Force consisted of 14 members representing faculty, administrators from the SOE and CAS, and student services professional staff from across the university. The Task Force was jointly chaired by Larry LaFond (CAS) and Mary Weishaar (SOE).

Between August 2011 and April 2012, the Task Force met 11 times. In December, 2011, an interim report was submitted to the Provost.

Background: The IL Basic Skills Test is required prior to program entry for students in all teacher preparation programs and covers subject area content in Language Arts, Reading Comprehension, Writing, and Mathematics. Because of new State-mandated cut scores, the pass-rate statewide (and at SIUE) markedly decreased (at SIUE from about 85% to 25% on the first attempt). It is important to note that the test is currently undergoing significant changes, including new cut scores, thus making it challenging to implement effective and helpful strategies for students.

Accomplishments:

- Worked to clarify the nature and extent of the problem
- Developed a structure to address important issues of the TAP
 - Initial approach: Communication with *all* students
 - Proactive approach: Resources and suggested strategies for *all* students as they prepare for the test
 - Reactive approach: If the student takes the test and fails one or more sections, development of an *individualized* action plan
- Initiated a cultural shift with prospective students by developing a proactive, clear, and effective message about the TAP and a communication plan
 - Crafted a clear, concise message about the TAP that will be conveyed to new freshman interested in education at Springboard (mid-May, 2012) – Draft attached
 - The same message will be placed on the SOE teacher education program pages and distributed to key audiences, e.g., general advisement, CAS advisors, faculty (summer 2012)
 - Video messages (with students) will be prepared and distributed through the SOE web site program pages, tweets, and you-tube (summer 2012)
- Initiated two pilot special study skills classes (through Instructional Services during Spring semester) focused on TAP preparation; an additional section is planned for summer 2012
- Currently collecting and analyzing assessment data on the students enrolled in the study skills class; will track student progress on the TAP

Prepared by: Mary Weishaar, SOE Associate Dean

PREPARING FOR THE TAP

Did you know that to obtain a teaching license in the State of Illinois candidates must pass the Test of Academic Proficiency? The TAP consists of subareas in Reading Comprehension, Language Arts, Mathematics, and Writing.

Statistics indicate that test preparation for the TAP is essential to success, especially if you scored below 26 on the ACT.

Follow these simple steps to prepare for the TAP.

Take the practice test

www.icts.nesinc.com/IL_practest_opener.asp

Did you score higher than 80% correct on all four areas?

YES

NO

Study for the test!

There are many resources available to help you study.



Take the TAP

Register at www.icts.nesinc.com and take the TAP test.

Your test results will be emailed to you within 4-6 weeks.

Did you pass all four content areas?

NO

YES

Meet with your Advisor

Don't be discouraged! Many students find themselves in this situation, and advisors in the School of Education and the College of Arts and Sciences (for secondary education students) are ready to help.

Your SOE or CAS Advisor may suggest numerous resources to help you better prepare for the TAP.

Congratulations!

Declare your teacher education major at SIUE.

APPENDIX C: SOE Unit Assessment Data Summary

DATA SUMMARY

School of Education Unit Assessment System 2010-2011 Initial Programs

The following data tables demonstrate that the School of Education's Initial Programs admit academically capable teacher candidates who are knowledgeable about the content they are preparing to teach. As these candidates progress through their programs of study, they continue to grow academically and professionally.

Program Admission and Basic Skills Test Results:

Assessments: Admission Grade Point Average(GPA), Basic Skills Test Score, CI200/SPE 200/400 Grade

Criterion for passing: Each program determined the required grade point average for admission to a program. For most programs, the required GPA is 2.5. All candidates must pass the Illinois Basic Skills Test prior to admission to teacher education. Programs specify the required grade for the entry-level course, CI 200 or SPE 200. Most programs require a grade of "C" in one of these courses. Two programs, physical education and special education, require a grade of "B".

Teacher Education Programs and Findings:

Early Childhood

Entering GPA for Early Childhood Education students includes any transfer work and is calculated at the time the student is admitted to the teacher education program. Entering GPA for the Fall 2006 cohort is slightly lower because a change was made in the way late applications were handled. There were several students who applied after the deadline who had a higher GPA, but they were placed on a waiting list.

NOTE: Data are based on cohorts determined by the date the student was *admitted* to the various program.

Admission GPA:

Cohort	Students	Range	Mean
Fall 2005	27	2.83 – 3.95	3.35
Fall 2006	30	2.53 – 4.00	3.21
Fall 2007	21	2.63 – 3.57	3.12
Fall 2008	30	2.71 – 3.93	3.28
Fall 2009	46	2.51 – 3.83	3.08
Fall 2010	30	2.57 – 3.86	3.23
Fall 2011	19	2.60 – 4.00	3.20

Admission GPA - Off Campus Cohort (EChOs)

Cohort	Students	Range	Mean
Fall 2008	10	2.52 – 3.85	2.96
Fall 2009	15	2.46 – 3.67	3.07
Fall 2010	9*	2.36 – 3.58	2.73

*16 additional students were accepted into the program as non-certification students.

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
Fall 2005	242 – 286	260.48	240	100%
Fall 2006	240 – 280	260.50	240	100%
Fall 2007	244 – 280	256.91	240	100%
Fall 2008	241 – 290	261.33	240	100%
Fall 2009	240 – 286	257.52	240	100%
Fall 2010	241 – 285	263.36	240	100%
Fall 2011	244 – 278	258.58	240	100%

Basic Skills Score – Off Campus Cohort (EChOS)

Cohort	Range	Mean	Cut Score	Pass Rate
Fall 2008	246 – 290	262.10	240	100%
Fall 2009	240 – 295	258.93	240	100%
Fall 2010	241 – 272	254.66	240	100%

CI 200 Grade:

Cohort	A	B	C	Transfer
Fall 2005	20	1	0	6
Fall 2006	16	2	0	12
Fall 2007	14	1	1	5
Fall 2008	21	1	0	8
Fall 2009	31	2	0	13
Fall 2010	18	3	0	8

Elementary Education

Data are based on cohorts determined by the date the student was *admitted* to the various program.

Entering GPA for Elementary Education students includes any transfer work and is calculated at the time the student is admitted to the teacher education program.

Professional Education GPA for Elementary Education students is calculated using SPE 400, ART 300A, KIN 330, EPFR 320, EPFR 315, CI 311, CI 312, CI 337, CI 413, CI 415, CI 442, CI 411, CI 307, CI 338, CI 343 and CI 445. Professional Education GPA will be collected after the Fall semester prior to the Spring student teaching semester.

Entering GPA:

Cohort	Students	Range	Mean
Fall 2005	115	2.69 – 4.00	3.30
Fall 2006	120	2.62 – 4.00	3.35
Fall 2007	114	2.55 – 4.00	3.29
Fall 2008	120	2.66 – 4.00	3.34
Fall 2009	114	2.50 – 3.96	3.21
Fall 2010	115	2.51 – 4.00	3.27
Fall 2011	78	2.51 – 4.00	3.18

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
Fall 2005	240 – 299	261.30	240	100%
Fall 2006	241 – 293	263.02	240	100%
Fall 2007	240 – 297	264.61	240	100%
Fall 2008	240 – 286	262.48	240	100%
Fall 2009	240 – 287	264.14	240	100%
Fall 2010	240 – 292	263.71	240	100%
Fall 2011*	240 – 288	259.62	240	100%

*Students in this cohort may have taken either the older test (096) or the newer test (300).

CI 200 Grade:

Cohort	A	B	C	Transfer
Fall 2005	73	9	0	33
Fall 2006	76	8	1	31
Fall 2007	68	5	1	40
Fall 2008	88	5	1	66
Fall 2009	74	6	0	34
Fall 2010	83	3	0	29
Fall 2011	51	3	0	24

Special Education

Data are based on cohorts determined by the date the student was *admitted* to the various program. Up until the Fall 2007 cohort, students progressed at their own pace with students reaching the student teaching semester at different times. Beginning in Fall 2007, students progress through the program at the same pace. Entering GPA for Special Education students includes any transfer work.

Entering GPA:

Cohort	Students	Range	Mean
2005-2006	45	2.50 – 4.00	3.04
2006-2007	29	2.50 – 4.00	3.12
2007-2008	46	2.50 – 4.00	3.13
2008-2009	44	2.50 – 3.90	3.12
2009-2010	35	2.50 – 3.80	3.11
2010-2011	29	2.50 – 3.90	3.12

Entering GPA- Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	Students	Range	Mean
2009	6	2.5 – 3.5	2.88

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
2005-2006	242 – 286	259.33	240	100%
2006-2007	240 – 283	258.07	240	100%
2007-2008	240 – 281	260.30	240	100%
2008-2009	241 – 285	263.69	240	100%
2009-2010	240 – 287	259.00	240	100%
2010-2011*	242 – 290	260.86	240	100%

*Students in this cohort may have taken either the older test (096) or the newer test (300).

Basic Skills Score – Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	Range	Mean	Cut Score	Pass Rate
2009	240 – 277	247.66	240	100%

Note: Beginning in Fall 2006, the Special Education Program began offering a SPE 200 course as an introduction to Special Education. The program had previously used the grade in SPE 400, Exceptional Child, as the course required for admission to the program.

SPE 400/SPE 200 Grade:

Cohort	A	B	C	Transfer
2005-2006	34	9	0	2
2006-2007	22	5	0	2
2007-2008	20	14	0	12
2008-2009	17	17	0	10
2009-2010	14	10	0	11
2010-2011	19	7	0	1

SPE 400/SPE 200 Grade - Off Campus Cohort (Grow Your Own-E. St. Louis)

Cohort	A	B	C	Transfer
2009	0	0	0	6

Secondary Education (Excludes PE and Health)

Data are based on cohorts determined by the date the student was *admitted* to the student teaching semester of the various Secondary education programs. Entering GPA for Secondary Education students excludes any transfer work. Professional Education GPA for Secondary Education students is calculated using EPFR 315, EPFR 320, SPE 400, CI 440 and CI 315a. Art Education and Kinesiology students do not take CI 440 or CI 315a. Health Education and Music Education students do not take CI 315a.

Data for 2005 – 2008 includes all secondary education programs (including PE and Health Ed). Data for 2008-2009 and forward includes just the programs that fall under Secondary

Education (i.e., Art, Biology, Chemistry, Earth and Space, English, Foreign Languages, Geography, History, Math, Music, Physics, Political Science and Theater).

Entering GPA:

Cohort	Students	Range	Mean
2005-2006	132	2.50 – 4.00	3.31
2006-2007	122	2.50 – 4.00	3.31
2007-2008	138	2.50 – 4.00	3.16
2008-2009	132	2.50 – 4.00	3.25
2009-2010	123	2.50 – 4.00	3.27
2010-2011	117	2.50 – 4.00	3.27

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
2005-2006	240-290	265.51	240	100%
2006-2007	244-296	263.77	240	100%
2007-2008	240-289	262.49	240	100%
2008-2009	242-296	268.51	240	100%
2009-2010	240-296	268.31	240	100%
2010-2011	242 – 291	271.25	240	100%

CI 200 Grade:

Cohort	A	B	C	Transfer
2005-2006	83	14	0	35
2006-2007	78	10	0	34
2007-2008	90	19	0	29
2008-2009	111	10	1	10
2009-2010	98	6	0	19
2010-2011	94	2	1	20

Physical Education

Data are based on cohorts determined by the date the student was *admitted* to the student teaching semester of the various Secondary education programs. Entering GPA for Secondary Education students excludes any transfer work. Professional Education GPA for Secondary Education students is calculated using EPFR 315, EPFR 320, SPE 400, CI 440 and CI 315a. Art Education and Kinesiology students do not take CI 440 or CI 315a. Health Education and Music Education students do not take CI 315a.

Entering GPA:

Cohort	Students	Range	Mean
2008-2009	28	2.5 – 4.0	2.98
2009-2010	36	2.3 – 4.0*	2.95
2010-2011	32	2.5 – 4.0	3.15

*2 students with low GPA's from previous institutions were given conditional admission. Both have earned over 3.0 GPA's since that time.

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
2008-2009	240 – 284	256	240	100%
2009-2010	240 – 287	260.16	240	100%
2010-2011	241 – 285	257.31	240	100%

CI 200 Grade:

Cohort	A	B	C	Transfer
2008-2009	16			12
2009-2010	20	1	1	14
2010-2011	22	10	0	0

Health Education

Data are based on cohorts determined by the date the student was *admitted* to the student teaching semester of the various Secondary education programs. Entering GPA for Secondary Education students excludes any transfer work. Professional Education GPA for Secondary Education students is calculated using EPFR 315, EPFR 320, SPE 400, CI 440 and CI 315a. Art Education and Kinesiology students do not take CI 440 or CI 315a. Health Education and Music Education students do not take CI 315a.

Entering GPA:

Cohort	Students	Range	Mean
2008-2009	9	2.6 – 3.7	3.18
2009-2010	9	2.5 – 3.9	3.40
2010-2011	5	2.7 – 3.7	3.03

Basic Skills Score:

Cohort	Range	Mean	Cut Score	Pass Rate
2008-2009	243 – 276	257.78	240	100%
2009-2010	242 – 277	261.44	240	100%
2010-2011	240 – 276	257.40	240	100%

CI 200 Grade:

Cohort	A	B	C	Transfer
2008-2009	6	1	0	2
2009-2010	5	0	0	4
2010-2011	5	0	0	0

What did we learn about our candidates?

Last year, the Illinois State Board of Education instituted significantly higher cut scores for the Illinois Basic Skills Test (required for students to enter any initial educator preparation program). In past years, SIUE students displayed above 85% pass rates on this test, which was consistent with state averages. Since the new cut scores were imposed, the state pass rates, as well as those at SIUE, have diminished significantly. From June 2010 through February 2011, the SIUE pass rate was

approximately 25.8% (consistent throughout Illinois). This change in cut scores significantly impacted the number of candidates entering educator preparation programs.

Twenty-two percent of on-campus candidates transferred CI200/SPE 200 from community colleges when they entered their teacher education programs. This percentage is less than previous years (32% last year), indicating that more students are taking this course on campus. Candidates continued to display high grades in the required early entry course, CI 200 or SPE 200. This data suggests that our candidates display strong general education knowledge and skills that form the foundation for educator preparation.

Actions to take based on data:

SIUE is instituting programs to better prepare students to pass the required Basic Skills Test. The School purchased specialized software for students to independently prepare to pass the test. OCECA is also distributing a resource list to all pre-candidates in educator preparation programs. The resource list focuses on test preparation and includes ICTS practice test and study guide information, SIUE campus resources, Basic Skills Test preparation online program, local test preparation courses, on-campus resources for test anxiety, and tutoring resources. In addition, the Dean has organized a university-wide task force to plan interventions, in collaboration with Instructional Services, Student Advisement, etc. This issue is a continuing concern throughout our educator preparation programs. At this time, our cohort groups have been reduced in number. This change, coupled with the national economic situation, has impacted the number of candidates in educator preparation programs across SIUE and the state.

Content Area Test Results:

All candidates must pass the Illinois Content Test within their areas of certification in order to be eligible for student teaching. Each content test is divided into subareas. The subarea mean scores are listed by program on the SOE shared drive for program access.

Assessment	Criterion for passing	Findings	What did we learn about our candidates?	Actions to Take Based on Data
IL Content Test - standardized criterion-references tests (by content area) that are tied to State standards	Must pass – overall score must be 240 or above	100% pass rate; See chart below for overall means by content area; Subscores for each content area are listed in the shared drive (SOE Data) – listed by program.-see also	Candidates possess appropriate content knowledge	None at the unit level; program level faculty should review objectives associated with subtest scores below 240; clarify

		appeals by students to continue to student teaching if not passed content test (1 out of 7 students allowed to have extended field experience until test passed)		and consistently apply rule about not student teaching without passing the content test; remind students earlier in the program about test dates
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Content Area and Number of Candidates (Programs not listed did not have test scores)	Findings – Overall mean*
Biology (n=15)	256 (1 subscore, “physical science”, below 240)
Chemistry (n=4)	253 (1 subscore, “earth systems & the universe”, below 240; improvement noted in “stoichiometry & chemical reactions; after 3 years of <240, score improved to >240)
Early Childhood (n=51)	256 (all subscores above 240)
Earth and Space Science (n=3)	248 (1 subscore, “the earth & atmosphere”, <240; represents a pattern of 4 years in a row)
Elementary (109)	265 (all subscores above 240)
Foreign Language-Spanish (n=4)	280 (2 subscores, “cultural knowledge” & “oral expression”, below 240)
English/Language Arts (n=19)	267 (all subscores above 240)
History (n=24)	266 (all subscores above 240)
Mathematics (n=14)	272 (all subscores above 240)
Music (n=15)	272 (all subscores above 240)
Physical education (n=34)	256 (all subscores above 240; improvement noted in “health-related physical fitness; out of 4 years, score was >240 for past 2 years)
Physics (n=1)	261 (1 subscore, “life science”, below 240) Note: this program will be discontinued because of low enrollment
Political science (n=3)	261 (all subscores above 240)
Special Education (n=41)	268 (all subscores above 240) Note: on General Curriculum Test “social sciences” mean below 240 for 2 nd year
Theater (n=3)	265 (1 subscore, “history & literature of theatre”, below 240; 2 nd year in a row)
Visual arts (n=12)	264 (all subscores above 240)

***Note: Means below 240 may indicate area of relative weakness and are considered “red flag”**

All programs had overall mean subscores overall of 240 or above. 10 of 16 programs displayed all subscores above 240. Subarea scores below 240 might indicate areas of relative weakness.

It is recommended that program faculty review the objectives associated with mean subarea scores below 240 to determine possible reasons for these scores. It is especially important for faculty to conduct a thorough review where there are patterns of subscores below 240. Appropriate action, if needed, can then be considered by program faculty.

Assessment: Assessment of Professional Teaching (APT)

All candidates must pass the State-administered Assessment of Professional Teaching (APT) prior to certification. The APT is designed to assess candidates' pedagogical knowledge. The six subareas addressed include: foundations, characteristics, and assessment; planning and delivering instruction; managing the learning environment; collaboration, communication, and professionalism; language arts; and educational technology. In addition, candidates must respond to constructed response questions focusing on pedagogy knowledge and skills.

Criteria for passing:

Overall scores of 240 or above are considered passing. Because subarea (100-300) scores are on the same scale, subarea scores below 240 could suggest areas of relative weakness.

Findings:

Early Childhood:

N=51; Mean Subarea scores were above 240 in Subareas 1-6, with exception of Subarea 7 (19/51 candidates had scores <240 in Area 7)

Elementary:

N=107; Mean Subarea scores were above 240

Physical Education

N=32; Mean Subarea scores were above 240 in Subareas 1-6, with exception of Subarea 7 (11/32 candidates had scores <240 in Area 7); In Subarea 1, 10/32 candidates had scores <240, In Subarea 5, 9/32 candidates had scores <240

Special Education

N=40; Mean Subarea scores were above 240; In Subarea 7, 15/40 candidates had scores <240

Secondary Education

N=111; 37/111 candidates had scores below 240 in Subarea 7

All Subarea scores by program are located on the SOE Shared Drive (SOE Data)

Note: Scaled Score of 240 or above indicates satisfactory performance
Subarea 1=Foundations, Characteristics, and Assessment; Subarea 2=Planning and Delivering Instruction; Subarea 3=Managing the Learning Environment; Subarea 4=Collaboration, Communication, and Professionalism; Subarea 5=Language Arts; Subarea 6=Educational Technology; Subarea 7=Constructed Response on Pedagogy

What did we learn about our candidates?

There appeared to be a pattern of candidate scores <240 in Subarea 7, Constructed Response in Pedagogy. No other unit-level assessment pattern of Subarea scores <240 was apparent.

Actions to take based on data:

Programs should review the objectives associated with each Subarea, especially Subarea 7, Constructed Response in Pedagogy. If appropriate, action at the program level should occur to increase these scores. Faculty should also review program-level data for other Subareas, review associated test objectives, and determine what, if any, action should occur. See http://www.icts.nesinc.com/IL_studyguide_opener.asp for test information.

Prepared by: Barbara O'Donnell, SOE Associate Dean

APPENDIX D: IT Task Force Intermediate Report

Memo

To: Bette Bergeron, Dean

From: IT Task Force Members

Yuliang Liu (Chair)

David Knowlton

Craig Miner

Linda Morice

Joel Nadler

Wayne Nelson

Laurie Puchner

Alison Reeves

[Melissa Thomeczek—on sabbatical Spring 2012]

Re: Preliminary Report of the IT Task Force

Date: May 11, 2012

The IT Task Force met five times in the spring semester of 2012.

✚ Feb. 23, 2012

✚ March 15, 2012

✚ March 29, 2012

✚ April 19, 2012

✚ May 3, 2012

We have considered carefully your charge, as stated in your February 10 memo. The IT Task force has discussed in detail each item from your charge. In what follows, we offer some preliminary recommendations with rationale.

Recommendation A: The IT Task Force should work with SOE chairs and program directors to explore the feasibility of interdisciplinary opportunities within the school, including the offering of IT electives that could be taken by students from other SOE programs.

Rationale for Recommendation A: The four IT faculty members represent a resource that is potentially very significant to the SOE. At present, this resource is under-utilized because these IT faculty members are limited by departmental structures that tend to isolate them. That is, their contact with SOE students is largely confined to those who are pursuing a master's degree in IT. Electives for undergraduate majors and other graduate programs within the SOE remain largely unexplored, in spite of the fact, for example, that the SOE has a pressing need to prepare k-12 candidates and in-service educators who can integrate technology into their instructional practice.

A second possible interdisciplinary opportunity is related to the potential need to credential various audiences in the area of online pedagogy. Some evidence suggests that K-12 certified teachers may well need knowledge, skills, and credentialing in the areas of online pedagogy. Perhaps a credential in the area of online pedagogy also could be useful to current SIUE students who do not pass the basic skills test and thus are ineligible to enter teacher certification programs but who still want an educational credential. Exploring the feasibility of an educational credential in online teaching could also attract instructors in a variety of higher education contexts.

Recommendation B: Related to Recommendation A, the IT Task Force recommends that the SOE Dean's Office, Department of Educational Leadership Administration, and the IT Program Director actively advocate for IT being given appropriate credit for interdisciplinary (both within the SOE and across the university) contributions.

Rationale for Recommendation B: The ability to equitably gain the full benefit of IT's contributions in interdisciplinary efforts may depend on a re-thinking of the way SIUE affords credit for student enrollment. Because the enrollment system credits the IT program based only on their own program enrollment, proactive language that argues the need for a broader approach to giving credit should be developed; once that language is agreed to, all levels of SOE administration should vigorously support the argument for crediting interdisciplinary initiatives and advocate its adoption at the university level.

For IT to be successful in serving other SOE programs, IT would need to be appropriately credited for any electives or other inter-school programs that they offered. Furthermore, this recommendation refers to currently-approved interdisciplinary initiatives—such as the New Freshman Seminar course (Digital Learning in the University, IT100) and IT's special topics course (Instructional Design and Media Selection for Healthcare Informatics, IT 590) that contributes to the University's Master's of Science in Healthcare Informatics. Without IT, these interdisciplinary contributions would not exist in their current form. Therefore, it is important for SOE administration to support due “credit” for these interdisciplinary contributions to the extent that their contributions strengthen other programs.

Recommendation C: The IT program should remain diligent toward ensuring that the format and delivery of IT courses meet students' perceived needs and use best practices for promoting student learning.

Rationale for Recommendation C: Currently, the IT program consists mostly of online courses. Other courses are field-experience courses. In the recent past, IT rarely has offered traditional, face-to-face courses. While not all IT students prefer online and field-experience courses, it seems that most students appreciate the flexible nature of the online and field-based learning experiences. Certainly, IT should keep in mind students' preferences about course format. The IT Task force should assist IT in ensuring that faculty members have thought through appropriate pedagogical practices for various course formats. For example, literature suggests that strong online courses are designed and facilitated in ways that (a) ensure a sense of community among students, (b) include constant feedback from the faculty member to students, and (c) result in timely communication. Particularly because negative student impressions and perceptions can lead to a variety of problems, including enrollment problems and the sacrificing of student learning, sound pedagogy is an imperative.

On a related note, it should be pointed out that just because online courses and field-based courses are appropriate for IT majors, they may not be appropriate for electives and other interdisciplinary initiatives. In all cases, faculty members should combine a consideration of students' needs with the preservation of sound pedagogical practices. Such a consideration should not rule out any possibilities for course offerings. For example, cohort models, face-to-face courses on or off campus, team-teaching approaches with novel distributions of teaching assignments—all should be considered based on their contextual appropriateness.

Recommendation D: The IT program should re-assess the demand and viability of current emphasis offerings within the program.

Rationale for Recommendation D: Currently, the IT program has four emphases areas—Educational Technologies (ET), Instructional Design & Performance Improvement (ID&PI), Interactive Multimedia (IM), and Library Information Specialist (LIS). The IT program also offers a post-baccalaureate certificate in “Web-Based Learning.” Questions have been raised about the viability of two emphases within the program—the IM and LIS emphases. In regard to IM, the coursework is quite similar to ID&PI, making IM potentially needlessly redundant. In regard to LIS, this emphasis was created several years ago in response to anticipated state requirements for the endorsement of school librarians. Those anticipated needs did not come to fruition, resulting in a program that is under enrolled but that requires at least nine hours of dedicated courses (and accompanying costs) that otherwise would not be necessary. The viability of this program needs to be reconsidered. Using SOE resources, such as those at the disposal of Bill Porzukowiak, can help the IT Program and IT Task Force make this decision.

While questions about the viability of IM and LIS are most prominent, the IT faculty should use these questions as an opportunity to reconsider the viability of other current emphasis areas, as well. Perhaps other areas of emphasis need to be modified to better meet the needs of potential students.

Recommendation E: The IT Task Force should continue its work next academic year.

Rationale for Recommendation E: IT faculty members have benefitted from additional voices of input. As IT begins implementing these recommendations, the IT Task Force should stay intact, meeting regularly. Perhaps the constitution of this Task Force should change and evolve as the needs of IT change. For example, a committed member from C&I who is aware of teacher preparation needs would be useful. But, for the foreseeable future, the task force should remain in place.

APPENDIX E: SOE Research Citations

SOE Research Citations *Calendar Year 2011*

SOE faculty are indicated in **blue**.

SOE/SIUE Co-authors from other academic units are listed in **green**.

Articles

Peer-Reviewed

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- Brewer, G. A., Knight, J. B., Marsh, R. L., **Meeks, J. T.**, & Clark-Foos, A. (2011). On the role of imagery in implementation intentions. *Consciousness and Cognition*, 20, 901-907.
- Brown, D. L.**, **Jewell, J. D.**, Stevens, A. L., Crawford, J. L., & Thompson, R. (2011). Suicidal risk in adolescent residential treatment: Being female is more important than a depression diagnosis. *Journal of Child and Family Studies*.
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- Wooten, J.S.**, Biggerstaff, K.D. & Ben-Ezra, V. (2011). A Single 1-hr session of moderate-intensity aerobic exercise does not modify lipids and lipoproteins in normolipidemic obese women. *Applied Physiology, Nutrition, and Metabolism*, 36(5), 715-722.

Other/Invited Articles

- Ferguson, E. D.** (2011). Adlerian psychology and social equality, *The Newsletter from the Center of Adlerian Studies*, April, 31-32.
- Jewell, J. D.** & Plate, G. (2011). *Children First Foundation Parenting Education Curriculum.* (Available from the Children First Foundation, 2600 W. Main St., Suite 200, Belleville, IL 62226).
- Pomerantz, A. M.** (2011). Instructor's Resources CD-ROM to accompany *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2011). Student Study Website to accompany *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage. (Available online at <http://www.sagepub.com/pomerantzcpstudy/>)

Reeves, A. (2011). Book Review: Rhodes and Bailey, *Wanted—Correspondence: Women's Letters to a Union Soldier*. [Review of the book *Wanted—Correspondence: Women's Letters to a Union Soldier*, by N.L. Rhodes & L.E. Bailey]. *Vitae Scholasticae*, Vol. 28, Number 1.

Books

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DeVitis, J., & **Yu, T.** (Eds.). (2011). *Character and moral education: A reader*. NY: Peter Lang.

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage.

Storey, K., & **Miner, C.** (2011). *Systematic instruction of functional skills for students and adults with disabilities*. Springfield, IL: Thomas.

Book Chapters

Peer-Reviewed

Brown, D. L., Griffin-Fennell, F., & Johnson, R. W. (2011). Women's Mental Health: Considering Multiple Dimensions of Social Identity and Diversity. In Lundberg-Love, P., Nadal, K. L., & Paludi, M. A. (Eds.) *Women and Mental Disorders*. Santa Barbara, CA: Praeger Publishers.

Ferguson, E. D. (2011). Mutual respect relates to the need to belong and contribute. In P. Prina, A. Millar, C. Shelley, & K. John (Eds.), *UK Adlerian Year Book 2011*, pp. 78 -90. Cambridge, England: Adlerian Society (of the United Kingdom) and the Institute for Individual Psychology.

Jewell, J. D. & Pepin, N. (2011). Adolescent Egocentrism. In S. Goldstein & J. Naglieri (Eds.), *Encyclopedia of Child Development and Behavior*. New York, NY: Springer.

Jewell, J. D. (2011). Cognitive Therapy. In S. Goldstein & J. Naglieri (Eds.), *Encyclopedia of Child Development and Behavior*. New York, NY: Springer.

Klein, N.A., Markowitz, L.J., Puchner, L. & Anderson, J.K. (2011). Undressing the hidden curriculum: Sexuality education and middle school literature. In D. Carlson & D. Roseboro (Eds.), *The Sexuality Curriculum and Youth Culture*. New York: Peter Lang Publishing Group.

Liu, Y. (2011). Chapter 29: Instructor feedback, learner satisfaction, and online learning. In H. H. Yang, & S. C. Yuen (Eds.), *Handbook of Research on Practices and Outcomes in Virtual*

Worlds and Environment. (pp. 536-550) (ISBN: 978-1-60960-762-3). Hershey PA: IGI Global.

Logue, J. (2011). Cultural and Subjective Operations of Ignorance and Resistance in Sexuality-Related Curricula. In Joe L. DeVitis and Tianlong Yu (Eds.), *Character and Moral Education: A Reader*. New York: Peter Lang Publishing Inc.

Pawlow, L. (2011). The What to Wear/What not to Wear Fashion Show. In T. Lara, M. Pope, & C.W. Minor (eds), *Experiential Activities for Teaching Career Counseling and for Facilitating Career Groups (Volume III)*. Broken Arrow, OK: NCDA.

Other/Invited

DeVitis, J., & **Yu, T.** (2011). The “moral poverty” of character education. In J. DeVitis & T. Yu (Eds.), *Character and moral education: A reader*. NY: Peter Lang.

Pomerantz, A. M. (2011). *Instructor's Resources CD-ROM to accompany Clinical Psychology: Science, Practice, and Culture (2nd ed.)*. Thousand Oaks, CA: Sage.

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Wakefield, K. & **Hupp, S. D. A.** (2011). Cognitive-behavioral therapy. In S. Goldstein & J. A. Naglieri (Eds.) *Encyclopedia of Child Development and Behavior*. Springer.

Yu, T. (2011). *Chinese translation of Nel Noddings' (2005) The challenge to care in schools (2nd ed.)*. Beijing: Educational Science Publishing House.

Yu, T. (2011). The social construction of morality and moral education reform. In C. Tan (Ed.), *Handbook of moral education*. Shanghai: East China Normal University Press (Published in Chinese).

Conference Presentations

Peer-Reviewed

Bedwell, D. R., **Segrist, D. J., Pomerantz, A. M., Dudley, M. G.,** & Berghoff, C.R. (November, 2011). *Social support and impulsiveness as predictors of pathological video game play*. Paper presented at the 45th annual convention of the Association of Behavioral and Cognitive Therapies, Toronto, ON, Canada.

Bedwell, D. R., **Segrist, D. J., Pomerantz, A. M., Dudley, M. G., & Berghoff, C. R.** (2011, August). *Identifying lack of social support and impulsivity as predictors of pathological video game play*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

- Bergeron, B. S.,** & Bradbury-Wolff, M. (2011, May). *RTI2 and Strategies-Based Learning: Making Powerful Connections in Early Literacy Interventions and Instruction*. 56th Annual IRA Convention, Orlando, FL.
- Breck, S. E. & Krim, J. S.,** (2011, October), *Practiced Based Teaching*. Presentation for the Annual Meeting of the Association of Teacher Educators, Denver, CO.
- Brown, D. L. & Pomerantz, A. M.** (2011, August). *Multicultural incompetence and other unethical behaviors: Perceptions of therapist practices*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Chleboun, S. & King, A.** (November, 2011). *Moving beyond grades: Formative assessment in graduate education*. American Speech-Language and Hearing Association Convention. San Diego, CA.
- Cobb, D., Bartels, L.,** Ozcan, T., **Rose, P., & Scott, V. G.** (November 2011). *Valuing People Through an Improved Process for Student Evaluation of Teaching (SET)*. Paper presented at Assessment Institute in Indianapolis, IN.
- Combs, M.W., Koetting, J. R., **Breck, S.E.,** Gilles, H., (2011, October), *Living and Learning in the 21st Century: The Renewed Importance of Curricular Conversations*. Presentation for the Annual Meeting of the Association of Teacher Educators, Denver, CO
- Crompton, J. & **Panico, J.,** (2011). *College Students' Perceptions of Stuttering*. Illinois Speech-Language-Hearing Association Convention, Chicago, IL.
- Dawson, J., **Pawlow, L., Brown, D., & Pomerantz, A.** (2011, May). *Diet Types and Relationship to Preferred Treatment for Psychological Disorders*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Deeney, T., Applegate, M., Dubert, L., Laster, B., Cobb, J., Dozier, C., Eeg, M., Gauty-Porter, D., Gurvitz, D, **McAndrews, S.,** Milby, T., Ryan, T., Sargent, S., and Swanson, M. (2011, November). *Accessible methodologies across 15 clinical sites: Linking reading clinics/literacy labs and teacher practice. Video Taping for assessing teacher performance*. Paper presented at Literacy Research Association Annual Conference, Jacksonville, FL.
- Dogbe, D. S., & **Denkyirah, A. M.** (2011). *Social inclusion of persons with blindness and visual impairments: A comparison of educational services for persons with blindness and visual impairments at the University of Education, Winneba and Ball State University, Indiana*. Paper presented at the 5th Africa Forum – Access Africa: Exploiting the full benefit of social inclusion for all persons, Accra – Ghana: Ghana Institute of Management and Public Administration, July 3-8, 2011.
- Dudley, M. G.** (January, 2011). *The contribution of toy marketing to the social construction of gender stereotypes*. Society for Personality and Social Psychology, San Antonio, TX.
- Dyson, S., **Hupp, S., Jewell, J., & Everett, G.** (2011, February). *Assessing parental thoughts with the stressful parent thoughts scale (SPTS)*. Poster session, annual conference, National Association of School Psychologists, San Francisco, California.

- Eagan, K. & **Chleboun, S.** (February, 2011). *The effects of on-line blogging for people with Aphasia*. Illinois Speech-language-Hearing Association Convention, Rosemont, IL.
- Ferguson, E. D.** (2011). "Hundred years: Adlerian psychology is stronger than ever." Paper presented and videotaped May 13, 2011 at the annual convention of the North American Society of Adlerian Psychology, in Victoria, B.C., Canada.
- Forbringer, L.** (2011, April) Response to intervention: Math interventions for struggling learners. Workshop presented at the 43rd National Council of Supervisors of Mathematics (NCSM) Annual Conference, Indianapolis, IN.
- Forbringer, L.** (2011, April). *Response to intervention: Math interventions for struggling learners*. Workshop presented at the Council for Exceptional Children's 2011 Conference and Expo, National Harbor, MD.
- Frison, S., & **Xin, H.** (2011, October). *Dual involvement in the juvenile justice and behavioral health systems and related factors*, presented at the Office of Juvenile Justice and Delinquency Prevention's 2011 National Conference for Children's Justice and Safety, Washington, DC.
- Fry, M., & **Wilkinson, A.** (2011, October). "Exercise in Visual Literacy with Images of the Japanese American Internment Collections at the Library of Congress." Illinois Council for the Social Studies Fall Conference. Harper College, Palatine, IL.
- Fuchs, W.**, Bergstrom, M., & Mundschenk, N. (2011). *Lessons learned from large-scale Response-to-Intervention professional development, capacity building, and implementation*. Annual Conference for Council for Exceptional Children. April 2011.
- Fuchs, W.** & **Weishaar, P.** (2011). *Comparing preservice teachers' knowledge of critical features of Response to Intervention*. Annual Conference for Council for Exceptional Children. April 2011.
- Fuchs, W.**, Morrison, D., & Hauerwas, L. (2011). *IHE Blueprint for incorporating RtI in teacher preparation programs-Development, review, case examples, and implications for use*. Annual Conference for Teacher Education Division. November 2011.
- Gapin, J.I., Lox, C.L., Kirk, E.P., Herrick, J.E.**, Stapleton, J.N., & Gavin, S.L. (June, 2011). *Effects of a weight management intervention on locus of control in overweight and obese adults*. North American Society for the Psychology of Sport and Physical Activity, Burlington, VT.
- Gapin, J.I., Lox, C.L.**, Stapleton, J.N., Humphries, A., & Kunkle, K. (June, 2011). *Body image and weight concerns of collegiate wrestlers: A season long examination*. North American Society for the Psychology of Sport and Physical Activity, Burlington, VT.
- Gavin, S.L., Kirk, E.P.**, Novotny, L.M., **Lox, C.L.**, & **Herrick, J.E.** (June, 2011). *Leptin resistance is improved through weight loss independent of changes in leptin's soluble receptor*. American College of Sports Medicine, Denver, CO.

- Goebel, G. & Klein, N.A.** (2011, October). *Weaving in wellness: An interdisciplinary approach to health education*. Presentation to the 85th American School Health Association Annual Conference, Louisville, KY. Presented by 1st author.
- Grammer, R., Hurley, K., **Lox, C.**, & **Rose, P.**, & **Herrick, J.** (October 2011). *The effects of an exercise program on young girls' self-perceptions*. First National Conference on Girls and Women in Sport and Physical Activity, Greensboro, NC.
- Harsy, J. D., **Everett, G. E.**, **Hupp, S. D. A.**, & **Jewell, J. D.** (2011, February). *Improving fraction skills through the Look, Ask, Pick mnemonic. Participant Interaction Exchange (PIE)* Session presented at the 43rd Annual Convention, National Association of School Psychologists, San Francisco, CA.
- Hartzell, R., **Henry, D.**, Kinney, M., Yarber, W., & Crosby, R. (February 2011) *Sexual health issues among women with genital piercings*. Presented at the International Society for the Study of Women's Sexual Health Annual Meeting, Scottsdale, AZ.
- Henry, D. S.** (November 2011). *Effects of a college human sexuality course on couple relationships*. Presented at the Annual Conference of the National Council on Family Relations, Orlando, FL.
- Henry, D.S.** & Satinsky, S. A. (November 2011). *The potential for critical qualitative methods to enhance sex research*. Presented at the Annual Meeting of the Society for the Scientific Study of Human Sexuality, Houston, TX.
- Herrick, JE**, Franco, RL, Stewart, JK, Maher, JW, Kellum, JM, Evans, RK. (2011). *Body composition and leptin resistance following Roux-en-Y gastric bypass surgery in morbidly obese females*. Medicine and Science in Sports and Exercise. S43(5).
- Heyen, C., & **Segrist, D.** (2011, February). *Encouraging learning: Effectiveness of type of written feedback*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Hunt, J.** *School Principal Preparation Redesign in the United States: The Story of One State's Experience with Outside Influences*. Paper presented at the 16th Annual Values and Leadership Conference (U.C.E.A.). Victoria, B.C., Canada in September, 2011.
- Hunt, J.**, Grivetti, J. & Morford, L. *Your turf, my turf, or our turf: The redesign of a state's principal preparation programs*. Paper presented at the National Council of Professors of Educational Administration Annual Conference in Portland, Oregon in August 2011.
- Hunt, J.** & Watkins, S. (2011, January). *The struggle to improve principal preparation: One state's journey*. Paper presented at the 9th Annual Hawaii International Conference on Education.
- Hupp, S.** & Ross, E. (2011, April). *Preventing challenging behavior by promoting social-emotional development: Combining evidence-based programs*. Presentation made to parents, teachers, and staff at the National Head Start Association (NHSA) conference in Kansas City, MO.

- James, S., & **Fuchs, W.** (2011). *Preparing special educators to be effective reading teachers: Are we on track?* Annual Conference for Teacher Education Division. November 2011.
- Jewell, J. D., Hupp, S. D. A., & Bobrosky, C.** (November 2011). *Death or disfigurement in shock videos? Which consequence is a greater deterrent for teen driving under the influence prevention?* Poster accepted for presentation at the 45th Annual Convention, Association for Behavioral and Cognitive Therapies, Toronto, Canada.
- Kea, C., Griswold, D. & **James, S.** (2011, November). *Preservice Teachers Perceptions of Culturally Responsive Teaching in their Field Experiences: Assessing Their Conceptual Knowledge.* 2011 Annual TED Conference, Austin, TX.
- Kersten, T., Watkins, S., **Hunt, J.** & Tripses, J. *Restructuring (retooling) superintendent Leadership programs to enhance district leadership.* Paper presented at the National Council of Professors of Educational Administration Annual Conference in Portland, Oregon in August 2011.
- Kearns, B. & **Gapin, J.I.** *Assessing prevalence of eating disorders and eating disorder symptoms among lightweight and open-weight collegiate rowers.* North American Society for the Psychology of Sport and Physical Activity, Burlington, VT, 2011.
- King, A.,** Hengst, J.A., & DeThorne, L.S.(November 19, 2011). *Targeting severe speech sound impairment with an integrated multimodal intervention.* American Speech-Language-Hearing Association. San Diego, CA.
- Kirk, S. M., Fuchs, W. W., & Kirk, E. P.** (Summer, 2011). *Integrating physical activity into preschool classrooms' academic lessons promotes daily physical activity and improves literacy.* Presented: American College of Sports Medicine (ACSM) Annual Meeting, June 1, 2011.
- Kirk, E.P.,** Heden, T., **Lox, C., & Rose, P.** (June, 2011). *ACSM single-set resistance training protocol increases energy expenditure similar to three sets up to 72h.* American College of Sports Medicine, Denver, CO.
- Klein, N.A.** (2011, November). *Barry White, clickers and sexy word clouds: Three technology tools to reduce risk and increase learner engagement in discussions of sexuality.* Continuing education workshop for the 2011 Annual Meeting of the Society for the Scientific Study of Sexuality, Houston, TX.
- Krim, J.** (2011, October). *Pre-Service Elementary Educators: Authentic Assessment of Environmental Education Learning.* North American Association for Environmental Education, 40th Annual Conference, Raleigh, NC, October 2011.
- Krohn, E.,** Cole, A., Young, L., & **Jewell, J. D.** (February 2011). *Age and gender differences associated with cyberbullying and cybervictimization behaviors.* Poster presented at the 43rd annual conference, National Association of School Psychologists, San Francisco, CA.
- Knowlton, D. S.** (2011, October). *Towards a framework for ego-involved assessments in the higher education classroom.* Paper presented at the annual meeting of the Mid-Western Educational Research Association Conference, St. Louis, Missouri.

- Kurth, L., Owens, S., **Hupp, S., Everett, G., Jewell, J.** (2011, November). *The Effectiveness of "The Sleep Fairy" Behavioral Intervention in Treating Bedtime Resistance*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Liu, Y.** (March 2011). *Integrating multimedia in elementary mathematics to improve mathematical learning*. Presentation for Society for Information Technology & Teacher Education International 2011 Conference. Nashville, TN.
- Liu, Y.** (May 22-25, 2011). *How to establish international collaboration in instructional design and technologies?* Presented at the 2011 Professors of Instructional Design and Technologies (PIDT) conference. Roanoke, Virginia.
- Lowery, M. R., **Nadler, J. T.**, & Zabrowski, A.* (2011, May). *Risk-Taking and the Compensation Preference Scale*. Poster presented at the annual meeting of the Association of Psychology Science (APS), Washington, D.C.
- Maynard, D. R., Smith, P. S., **Meinz, E. J.**, Johnson, J. W., & Brooks, M. J. (2011). *Bowling skill: Is it all just practice, or do cognitive abilities play a role?* Presented at the 2011 meeting of the Midwestern Psychological Association. Chicago, IL.
- McAndrews, S.** and Dubert, L. (2011, November). *Preparing decision makers: Video analysis of text reading*. Association of Literacy Educators and Researchers, Richmond, VA.
- McAndrews, S.** and Hay, J. (2011, March). *Exploring language and literacy outside the box*. Presentation at the Illinois Reading Council Conference, Springfield, IL.
- Meeks, J. T., Rosnick, C. B.**, & MacDonald, A. *Biological Markers of Stress Moderate the Intrusive Thinking-Cognition Relationship*. Poster presented at the 23rd Annual Association for Psychological Sciences Convention, Washington, DC, May, 2011.
- Meinz, E. J.** (2011). *Using Popular Science to Encourage Critical Thinking: A Course on Gladwell's "Outliers"*. Poster accepted for presentation at the Meeting of the Association for Psychological Science, Washington DC, May 2011.
- Miner, C.** (2011, December). *Community presence project*. Presentation at 2011 Annual TASH Conference, Atlanta, GA.
- Morrison, S., **Xin, H.**, Brown, J., Ivory, S., Dent K., & Brunner, S. (2011, November). *Case management responses for post-resettlement chronic and emergency health problems among refugee arrivals: A perspective from the Triad region of North Carolina*, presented at the Annual Conference of American Public Health Association, Washington, DC.
- Morrison, S., **Xin, H.**, Brown, J., Brunner, S. (2011, November). *Contextualizing post-resettlement chronic disease and emergency care challenges through CBPR*, presented at the Refugee and Immigrant Conference: Issues and Innovations, Chicago, IL.
- Mundschenk, N., & **Fuchs, W.** (2011). *Professional Learning Communities: A Model for RTI Professional Development and Capacity Building*. Annual Conference for Teacher Education Division. November 2011.

- Nadler, J. T.**, & Stockdale, M. S. (2011, April). *Gender Bias in Workplace Appraisals: Role Congruity and Confirmation Bias*. In K. Wilson (chair), *What Do You Mean by That? Culture, Gender and Evaluations*. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology (SIOP), Chicago, IL.
- Nadler, J. T.**, & Stockdale, M. S. (2011, May). *Implicit Endorsement of Agentic and Communal Gender Expectations: The Role of Familiarity*. Poster presented at the annual meeting of the Association of Psychology Science (APS), Washington, D.C.
- Novotny, L.M., **Kirk, E.P.**, Gavin, S.L., Sharp, B.M., **Lox, C.L.**, & **Herrick, J.E.** (June, 2011). *Significant reductions in truncal adiposity do not alter the ventilatory responses to carbon dioxide in obese adults*. American College of Sports Medicine, Denver, CO.
- O'Donnell, B.** (November, 2011). *Identifying Pivotal Moves and Language in Elementary Mathematical Dialogue Strategies through On-line Video Analysis (WebDiver)*. Paper accepted for presentation at the 49th Biennial Kappa Delta Pi Convo 2011, Indianapolis, IN.
- O'Donnell, B.**, & **Taylor, A.** (2011). *Identifying pivotal moves and language in elementary mathematical discussion strategies*. Paper presented at the Eighth Qualitative Research Conference. University of Missouri – St Louis, MO.
- Pawlow, L.** (2011, May). *The What to Wear/What Not to Wear Fashion Show*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pawlow, L.** (2011, May). *The Impact of Weight-Loss Provider Weight on Perceived Professional Effectiveness*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pawlow, L.**, & **Scott, V.** (2011, June). *The Undergraduate Research and Creative Activities Program at SIUE*. Poster presented at the Gateways to Best Practices for Undergraduate Research Program Directors annual meeting, St. Louis, MO.
- Pryor, C.R.**, Mullen, C.A., Harris, Browne-Ferigno, T., Harris, S. (April, 2011). *Perspectives on the Editor's Mentoring Role in Publication: Insights on Learning for Democracy: A Journal of Thought and Practice*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Pryor, C. R.**, Hudak, G. M., Gause, C. P., & Brown, K. S. (April, 2011, April). *Journal talks: Learning for Democracy: An International Journal of Thought and Practice*. Roundtable discussion presented at the meeting of the American Educational Research Association, New Orleans.
- Pryor, B.W., & **Pryor, C.R.** (October, 2011). *Reason, Emotion, and Decision-making: A Theory for Measuring, Understanding, and Influencing Behavioral Decisions*. Workshop presented at the meeting of the Mid-Western Educational Research Association. St. Louis, MO.
- Pryor, C.R.**, & Pryor, B.W. (October, 2011). *Teaching Lincoln, K-12 An NEH Program: Evaluating Utility, Knowledge Gain, and Intention to Teach*. Paper presented at the meeting of the Mid-Western Educational Research Association. St. Louis, MO.

- Pryor, C. R.**, & Brown, K.A.(with SIUE undergraduate student Smith, M). (October, 2011). *Editors' perceptions on the themes in Learning for democracy: A journal of thought and practice*. A panel presentation at the meeting of the Mid-Western Educational Research Association. St. Louis, MO.
- Puchner, L.** & **Markowitz, L.** "Teacher education for diversity, discourse, and change over time: A case study of two preservice teachers." Presented at the 2011 Annual Meeting of the American Educational Studies Association, St. Louis, MO, November 6, 2011.
- Reeves, A.** & **Thomeczek, M.** (2011, March). *Exploring aspiring principal's educational beliefs through a social justice framework*. Paper presented at the 2011 Qualitative Research Conference (QuaRC), St. Louis, MO.
- Rose, P.**, & Hall, L. (January, 2011). *Consequences of breaking the salary taboo: Evidence of diminished trust in an apparently materialistic leader*. Poster presented at the 2011 Meeting of the Society for Personality and Social Psychology, San Antonio, TX.
- Rose, P.**, & **Segrist, D. J.** (October, 2011). *Facets of distress tolerance as predictors of buying in response to self-esteem threats*. Poster presented at the 2011 North American Association for Consumer Research Conference, St. Louis, MO.
- Rosnick, C. B., Meeks, J. T.**, Kelly, A., & Blackhurst, J. (2011, November). *Intrusive Thinking Moderates the Age-Cognition Relationship: Type of Intrusive Thinking Matters*. Poster presented at the 64th Annual Gerontological Society of America Scientific Meeting, Boston, MA.
- Rosnick, C. B., Meeks, J. T.**, Stift, A., & Veogtle, M. (2011, May). *Salivary alpha amylase mediates the relationship between intrusive thinking and cognition*. Poster presented at the 23rd Annual Association for Psychological Sciences Convention, Washington, DC.
- Santos, A., **Pomerantz, A., Pettibone, J., & Segrist, D.J.** (2011, August). *When Clients Drop Out: How Do Psychologists Respond to Premature or Unilateral Termination*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Sashidharan, T., **Pawlow, L.**, & **Pettibone, J.** (2011, May). *An Examination of Racial Bias in the Beck Depression Inventory-II*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D.** (2011, March), *Psychology as a discipline and occupation: A fields of Psychology assignment*. Presented at the annual meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- Segrist, D.J.**, & Jordan-Fleming, M.K. (2011, August). *Ego-identity predicts the perceived role of alcohol in college*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Smith, K.*, Meyer, S.*, & **Nadler, J. T.** (2011, May). *Gender, Personality, and Sexism: Examining Implicit and Explicit Gender Bias*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.

- Smith, R., DeWeese, D.**, (August 2011) *"Crossing the lines: Emergent challenges and opportunities when student teachers supervision and assessment is shared by College of Arts and School of Education Faculty"* ATE Spring 2011 Summer Conference, Philadelphia, Pennsylvania.
- Smith, R., DeWeese, D.**, (April 2011) *"Collaborative supervision of student teachers: Working through the challenges of communication, assessment, and supportive dialogue."* Midwest ATE Spring 2011 Conference, Lafayette, Indiana.
- Stockdale, M. S., & **Nadler, J. T.** (2011, December). *Situating Sexual Harassment in the Broader Context of Interpersonal Violence: Research, Theory and Policy Implications*. Presentation presented at the Defense Equal Opportunity Management Institute's (DEOMI) 8th Biennial Equal Opportunity, Diversity, and Culture Research Symposium, Melbourne, FL.
- Sullivan SA, **Kirk E.P.**, Patterson BW, Klein S. (2011, May). *Effect of endurance exercise on NAFLD*. Presented: American Gastroenterology Society Digestive Disease Week, Chicago, IL, May 7-11, 2011. * *Selected as Abstract of Distinction- Top 1% of all abstracts selected from over 2100 abstracts.*
- Tenbarge, C., **Hupp, S., Jewell, D.** (2011, November). *Assessing Maladaptive Thinking Regarding Impaired Driving Using Samples From a Drug Court and a Traffic Court*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Tillery, A., Davenport, B., Baracamontes, C., Wallace, W., **Hupp, S., Everett, G., Jewell, J.** (2011, November). *Examination of Children's Aggressive Behavior Toward a Bobo Doll After Playing Wii Boxing or Wii Tennis*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Vanderpool, C. & **Bartels, L.K.** (April 2011). *Effects of gender-role congruency on salary negotiation outcomes*. Poster presented at Society for Industrial and Organizational Psychology Conference in Chicago, IL.
- VanTuyle, V.** & Watkins, S. (February 17, 2011). *Derailed Superintendents: Red-Flag Warning Signs (Board/Superintendent Issues Focus Zone)*. American Association of School Administrators National Conference on Education, Denver, CO.
- VanTuyle, V.** & Watkins, S. (February 17, 2011). *Professorships: Tools and Techniques for Getting and Keeping One (Job Central Focus Zone)*. American Association of School Administrators National Conference on Education. Denver, CO.
- VanTuyle, V.** & Watkins, S. (April 9, 2011). *Motivations and Barriers: Running and Serving on School Boards (Meet the Experts Session)*. 71st Annual Conference National School Board Association. San Francisco, CA.
- VanTuyle, V.** & Watkins, S. (August 3, 2011). *Superintendents: Preparation for Improving Access to Research and Resources* (Roundtable Presentation: Promising Practices for Access and Equity). National Council of Professors of Educational Administration 65th Annual Summer Conference. Portland, OR.

- VanTuyle, V.** & Watkins, S. (August 4, 2011). *Blazing the Trail from Public School Superintendent to Educational Leadership Professor: Mentoring and Networking, the Keys to Success*. (Roundtable Presentation: Promising Practices for Access and Equity). National Council of Professors of Educational administration 65th Annual Summer Conference. Portland, OR .
- VanTuyle, V.** & Watkins, S. (October 3, 2011). *Mentoring Women in Higher Education: Strategies to Excel*. Women in Educational Leadership Conference. Lincoln, NE.
- VanTuyle, V.** & Watkins, S. (October 29, 2011). *Abandoned Learners in Rural America: High Ability Learners* (Professional Development Presentation). 103rd NREA Convention & Research Symposium. Hilton Head, SC.
- VanTuyle, V.** & Watkins, S. (October 29, 2011). *Thrive, Survive, or Die as a Rural School Administrator: Lessons from the Field* (Professional Development Presentation). 103rd NREA Convention & Research Symposium. Hilton Head, SC.
- VanTuyle, V.** & Watkins, S. (November 19, 2011). *Running and Serving on Illinois School Boards: Motivations and Barriers*. (Carousel of Panels). (ASB/IASA/IASBO 79th Joint Annual Conference. Chicago, IL.
- Wakefield, K., **Hupp, S., Jewell, J., Pomerantz, A.** (2011, November). *Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common Disorders of Childhood*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Watkins, S. & **Hunt, J.** (2011, January). *Subject and grade level acceleration: A well researched option educational administrators need to employ to catapult student achievement*. Paper presented at the 9th Annual Hawaii International Conference on Education.
- Watkins, S. & **VanTuyle, V.** (August 3, 2011). *Preparing Leaders to Understand the Motivations and Challenges of School Board Members* (Concurrent Session). National Council of Professors of Educational Administration 65th Annual Summer Conference. Portland, OR.
- Watkins, S. & **VanTuyle, V.** (October 3, 2011). *The Female District Office Executive: Don't Get Thrown Under the Bus!* Women in Educational Leadership Conference. Lincoln, NE.
- Webb-Bradley, T. & **Brown, D. L.** (2011, February). *The Role of Gendered Racial Socialization in the Sexual Decision-Making of Black Women*. Roundtable presented at the 27th annual Winter Roundtable on Cultural Psychology and Education. New York, NY
- Weighlin, L., **Herrick, J. Kirk, S., and Kirk, E.P.** *Innovative practices in Air Force Health Promotion*. Presented: Armed Forces Public Health Conference, Hampton Roads, VA, March 18-25, 2011.
- Wester, K, Skalac, P., Himschoot, A., **Marlette, S.**, Bell, T. Powers, D., Groves, J. (2011, October). *ISTA Career Building with Teacher Educators*, Illinois Science Teachers Association Annual Conference.

- Wester, K, Skalac, P., Himschoot, A., **Marlette, S.**, Bell, T. Powers, D., Groves, J. (2011, October). Special Session for Pre-Service Candidates, Illinois Science Teachers Association Annual Conference.
- Will, K. *, Meyer, S. *, & **Nadler, J. T.** (2011, May). *Don't Ask, Don't Tell: Effects of Terminology on Public Opinion*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Wozenilek, A. C., **Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J.** (2011, August). *When clients drop out: How do psychologists respond to premature or unilateral termination?* Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Yu, T.** (2011, November). *Obama and antiracist education*. Paper presented at the Annual Meeting of the American Educational Studies Association, St. Louis, MO.
- Yu, T.** (2011, November). *Marketizing teacher preparation, marginalizing critical education*. Paper presented at the Annual Meeting of the American Educational Studies Association, St. Louis, MO.
- Yu, T.** (2011, October). *Enacting for world citizens in Chinese schools: A moral imperative*. Paper presented at the Annual Meeting of the Association for Moral Education, Nanjing, China.
- Yu, T.**, & Yu, H. (2011, April). *The dualism of "superior man" versus "inferior man" in Confucian ethics*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Other/Invited Presentations

- Córdova, R.**, Jung, D. Schon, N., Swank, P., **Taylor, A.**, (2011). *The CoLab is at the Intersection of Education and Design: ResponsiveDesign, a Prototyping Habit of Mind for Professional and Site Development*. Paper presented at the Annual Meeting of the National Writing Project, Chicago, IL.
- Córdova, R. & Taylor, A.** (2011). *The CoLab: A Prototyping Community Constructing Cultures of Creativity and Innovation*. Presentation given to Stanford University's Hasso Platner School of Design, d.School. Stanford University. Palo Alto, CA.
- Córdova, R.** (2011). *21st Century Schools and Professional Learning Communities as Problem-Solving Places with Prototyping Mindsets*. Paper presented at South Coast Writing Project 33rd Annual Summer Institute in Composition and Critical Literacy. Santa Barbara, CA.
- Ferguson, E. D.** (2011). "Rudolf Dreikurs' contribution to the development of Individual Psychology," Invited Keynote address presented July 16, 2011 at the International Association of Individual Psychology Congress in Vienna, Austria.
- Hunt, J.** (2011, April). *A recommendation for urgency in educational biography: The case of Cleveland Hammonds*. President's Address at the 28th Annual Meeting of the International Society for Educational Biography.

- Hunt, J.** (2011, September). *Discussing race with Caucasian students: A case study from a graduate school administration program*. Paper presented at the 2011 Meeting of the Society of Philosophy and History of Education in San Antonio, TX .
- King, A.** (April 1, 2011). *Targeting severe speech sound impairment with an integrated multimodal intervention*. Speech and Hearing Science Proseminar; University of Illinois. Champaign, IL.
- King, A.** (September 29, 2011). *Strategies to prevent inappropriate AAC abandonment*. Southwestern Illinois Speech Language Hearing Association Fall Conference 2011. Fairview Heights, IL.
- McAndrews, S. L.** (2011, May). *Strategies for engaging children in authentic language and literacy experiences*. Presentation at the Illinois Library Association Youth Services Forum, Edwardsville, IL.
- Meinz, E.J., & Hambrick, D. Z.** (2011). *The Underpinnings of Skilled Performance: The Case of Music*. Invited talk given at The Science of Student Success Conference (presented by the Learning and the Brain group, sponsored by Northwestern University and the University of Chicago). May, 2011.
- Pomerantz, A. M.** (2011, February). *"So, Am I Normal?" Educating Intro Psych Students about Psychological Disorders*. Invited paper presented at Worth Publishers' Rules of Engagement Symposium: How to Get Your Students Actively Involved in the Classroom. San Diego, CA.
- Reading, G.** (2011). *Charter Schools: An International Perspective*. Moderator. Oxford, England: Oxford Round Table.
- Yu, T.** (2011, September). *Educating for world citizens in Chinese schools: Moral education in a cosmopolitan age*. Nanjing Normal University, Nanjing, China.
- Yu, T.** (2011, September). *Social construction of morality and reform of moral education*. Nanjing Normal University, Nanjing, China .
- Yu, T.** (2011, May). *Educating for world citizenship: A cross-cultural analysis*. Center for Character and Citizenship, University of Missouri, St. Louis.

Proceedings/Abstracts/Other

Peer-Reviewed

- Bailey BW, **Smith BK**, Sullivan DK, Donnelly JE. (2011). The effect of dairy consumption during weight loss maintenance on metabolic risk factors for ischemic heart disease. *Obesity*.
- Butler MG, **Smith B**, Lee J, Schmoll C, Moore W, Donnelly JE. (2011). *Growth hormone effects in adults with Prader-Willi Syndrome*. Annual Prader-Willi Syndrome Association National Conference Annual, 2011.

- Fuchs, W.** (2011). *Starting the year on a positive note: Four simple rules from a happy teacher*. Kappa Delta Pi website, Undergraduate section.
- Gavin, L., **Kirk, E.P.**, Novotny, L., **Lox, C.**, **Herrick, J.** (2011). Leptin resistance is improved through weight loss independent of changes in leptin's soluble receptor. *Medicine and Science in Sport and Exercise* 42:5, S461, Supplement.
- Kirk, E.P.**, Heden, T., **Lox, C.**, **Rose, P.**, Reid, S. (2011). ACSM Single set resistance training protocol increases energy expenditure similar to three sets up to 72h. *Medicine and Science in Sport and Exercise* 43:5, S182, Supplement.
- Kirk, S.**, **Fuchs, W.**, **Kirk, E.P.** (2011). Integrating physical activity into preschool classroom's academic lessons promotes daily physical activity and improves literacy. *Medicine and Science in Sport and Exercise* 42:5, S201, Supplement.
- Liu, Y.** (2011). Integrating multimedia in elementary mathematics to improve mathematical learning. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 466-470). Chesapeake, VA: AACE.
- Novotny, L., **Kirk, E.P.**, Gavin, S., Sharp, B., **Lox, C.**, **Herrick, J.** (2011). Significant reductions in truncal adiposity does not alter ventilatory response to CO₂ in obese adults. *Medicine and Science in Sport and Exercise* 42:5, S532, Supplement.
- Singh M, Gupta N, Lee J, Gaddam S, **Smith BK**, Sullivan DK, Wani SB, Rastogi A, Bansal A, Donnelly JE, Sharma P. (2011). Temporal effects of weight change on gastroesophageal reflux disease in obese subjects: A large prospective study. *Gastroenterology*. 2011.
- Smith B**, Honas J, Lee J, Betts J, Sullivan D, Donnelly J. (2011). Long-term aerobic exercise training does not increase energy intake in overweight and obese young adults. *FASEB*. Abstract A135 Section 774.3 p240, 2011.
- Sullivan SA, **Kirk E.P.**, Patterson BW, Klein S. (2011). Effect of endurance exercise on non-alcoholic fatty liver disease. *Gastroenterology*. May, Supplement. * *Selected as Poster/Abstract of Distinction- Top 1% of all posters/abstracts selected from over 2100 poster/abstracts.*

APPENDIX F: SOE Student Outreach Summary AY 12

**SOE Student Outreach Summary
AY 2012**

	Project/Agency	Number of Students	Number of Hours (Approx.)	Outcome
Classes with Volunteer Services				
	Service Learning Project (C&I)	120	480	Teacher Candidates tutor students in a variety of settings including the Edwardsville Detention Center, after school programs, etc.
	Early Childhood family meetings (C&I)	50	50	Provide adult/child family activities
	Students volunteer 12 hours at a health-related agency (KHE)	70	840	Time spent in community agency/org.
	Group Dynamics & Individual Behavior (PSYCH)	30	300	Fundraising for various charities of the students' choosing
	Field Study in Psychology (PSYCH)	40	260	Implemented a violence prevention program for children involved in St. Clair County Head Start
	Research in Psychology (PSYCH)	15	60	Students implemented a relaxation skills training program for detainees in the Madison County Juvenile Detention Center
	Organization & Development (PSYCH)	10	20	Development of a client satisfaction survey for Madison Co Probation
	Functional Curriculum Methods (SECD)	33	165	Development of Learning Materials for Students with Severe and Multiple Disabilities
	Clinical Procedures for the Hearing Impaired (SECD)	16	64	Free hearing screenings to local community
Service Learning Classes				
	Literacy in Nature Camp at Watershed nature Center (C&I)	7	70	Reading and Writing about nature for K-3 children
	Cougar Literacy Clinic (C&I)	8-16	672	Reading and Writing Tutoring for K-12 children
	Writing a grant for a community organization (KHE)	16	300	Grant provided to community organization
	Sexuality Education Lesson (KHE)	12	180	Sexuality education lesson provided to class/community group
	Planning, implementing and evaluating a health education program in the community (KHE)	21	500	Health education program for community, presentation to faculty and students, project binder of project and evaluation
	Personal Training software (KHE)	3	120	Free Personal Fitness Training Software at Highland IL YMCA; software provided and automatic and client centered guide for exercise prescription

Academic Student Organizations				
	Lewis and Clark Reading Council	8-10	220	Students attend & present at conferences, and provide leadership for reading organization
	Illinois Reading Council	10-12	280	Students attend & present at conferences, and provide leadership for reading organization
	Eta Sigma Gamma—Health Education Honorary Society	12	3,600	Internship projects, contributions, assignments
	Exercise Science Club-Commit to Be Fit Competition	23	230	Support for campus-wide fitness
	Kappa Delta Pi (KDP)- St. Louis Food Bank	8	256	Members sort and box food for needy families
	KDP—Ronald McDonald House	6	384	Members prepare and serve meals to families of hospitalized children
	KDP—Healing through the Arts; St. John’s Mercy Hospital	6	144	Members travel to this St. Louis hospital to assist hospitalized children in creating an art project
	KDP—Community Hope Center	10	240	Members travel to Cottage Hills to sort food, clothes, toys, household goods
	KDP—Rosewood Care Center	15	60	Members take pets to visit with the residents at this facility
	KDP—Literacy Alive	21	84	KDP promotes literacy to a low income school by teaching themed lessons and supplying each student with a book to take home
	KDP—UrbanFUTURE Tutoring	4	80	Each member is assigned to tutor one student one hour per week for a semester
	KDP—SOE Open House	8	32	Members help with registration and facilitation of the open house
	KDP—Breakfast with Santa	50	150	Members hosted an event for local children – providing them with seasonal activities, a book, and picture with Santa
	KDP—Kreitner Elementary School Math Night	11	33	Members helped direct math activities and projects
	KDP—Up ‘til Dawn Challenge	8	80	Members raised money for St. Jude’s Children’s Hospital
	KDP—E. Morris Elementary School Family Fun Night	12	36	Members worked jointly with the Student IEA to direct activities and projects at this family night
	KDP—YMCA Fall Festival	17	51	Members helped YMCA staff direct fall activities and projects
	Psychology Club	20	400	Assisting at Edwardsville Children’s Museum, raising funds for the Alzheimer’s Association through an annual walk
	Psi Chi	10	100	Food drive for the Glen-Ed Pantry; toys for needy children during the holidays (through Salvation Army)

	Student Chapter of the Council for Exceptional Children (SCEC)—Polar Plunge	8	32	Fundraiser for disability organizations
	SCEC—Fundraiser for the Foundation for Autism Services Today & Tomorrow	2	8	Helped raise funds for autism research and awareness
	SCEC—Italian Fest; Collinsville	2	8	Provided services to festival to support local community
	SCEC—Prom for individuals with disabilities; St. Louis	7	28	Volunteered prom night; students gained additional experience interacting with indiv. with disabilities
	SCEC—Special Olympics	14	56	Provided volunteer services during events; supported local Special Olympics activities. Increased visibility of SIUE students with local agencies and families
	SCEC—Parents' Night Out; Franklins School, Belleville	5	20	Provided child care services to children so parents could have evening out
	SCEC—Childcare for parent support group at LeClaire Christian Church	3	9	Provided free child care so parents could attend support meeting
	SCEC—BeDell ARC Prom	1	4	Volunteered to help plan and attend prom for students with disabilities
	SCEC—Bowling w/ Socially and Educationally Engaged Community (SEEC)	8	24	Community presence project
	SCEC—Fitness w/ SEEC	3	3	Community presence project
	SCEC—Edwardsville Turkey Trot	1	2	Community presence project
	SCEC—Basketball w/ SEEC	11	44	Community presence project
	SCEC—Holiday party w/ SEEC	8	40	Created holiday cards; delivered to Meridian Village Living Center
	SCEC—Cinderella at SIUE	3	6	Community presence project
	SCEC—Relay & Run	2	8	Fundraiser for Downs Syndrome research
	SCEC—Late Night Bingo	5	15	Community presence project
	NSSLHA	80	320	Annual dinner to raise funds for literacy awareness research
	Dean's Dozen	8-12	50	Provided support for New Student Welcome, Education FIC Welcome, Fall Preview, SOE Open House
Other:				
	Department of Psychology	30	30	Psiathlon race, raising approx. \$1,500 for Camp Rainbow
	Department of SECD	40	40	Walk for Autism; fundraiser for autism research
Total			11,288	

OCECA Annual Report 2011-2012 Academic Year

The Office of Clinical Experiences, Certification and Advisement (OCECA) exists to serve students throughout all facets of their undergraduate initial teacher education programs at Southern Illinois University Edwardsville. It is my pleasure to report on some of the activities of the office during the 2011-2012 academic year. This is not a comprehensive list of activities, but rather a sampling of activities to give a feel for the functions and accomplishments of the office.

Awards

- Five year service recognition – *Rhona Crail*

Staffing Changes

- Retirements:
 - Irene Pendleton (July 1)
 - Lorrie Stricklin (Oct 1)
 - Beverly Ahrens (Nov 14)
 - Pamela Feters (May 1)
- Resignations:
 - Lisa Hempen (May)
- New Hires:
 - Monica Kempland, KIN Advisor
 - Craig Skinner, ELE/ECH Advisor
 - Lindsey Loyd, Office Support Associate
- Open Searches:
 - Two advising positions are currently in the search process

Committees on which we've served

- State Wide
 - IACTE Certification Subcommittee – *Gretchen Fricke*
- University Wide
 - SIUE Transfer Advisory Group – *all advisors*
 - Academic Admissions Appeals Committee (campus wide) – *Elaine Farrar*
 - Academic Advising Counsel – *Gretchen Fricke*
 - Preview Planning Committee – *Gretchen Fricke*
 - Suspension Appeals Committee – *Gretchen Fricke*
 - Professional Development and Staffing Committee for Advising – *Monica Kempland*
 - Health Professions Advising Team (HPAT) – *Monica Kempland*
 - Basic Skills/Test of Academic Proficiency Task Force – *Gretchen Fricke*
 - Served as chair of the Academic Advising (General Advising, 2 positions) Search Force – *Gretchen Fricke*
 - Served as chair of the CAS Advising (2 positions) Search Force – *Gretchen Fricke*
- School of Education
 - School wide
 - SOE Executive Committee – *Gretchen Fricke, Bill Porzukowiak, Angie White*

- Joint Council for Teacher Preparation – *Gretchen Fricke, Bill Porzukowiak*
- P-12 Working Group – *Gretchen Fricke, Bill Porzukowiak, Angie White*
- Undergraduate Retention Working Group – *Gretchen Fricke, all advisors*
- Dean’s Dozen Selection Committee – *Gretchen Fricke*
- School of Education Scholarship Committee – *Gretchen Fricke*
- Assessment and Accreditation Leadership Team – *Gretchen Fricke*
- SOE Advising Search Committees – *Bill Porzukowiak, Kelly Atkins, Lisa Hempen, Gretchen Fricke*
- Departmental
 - Secondary Education/MAT – *Bill Porzukowiak*
 - Curriculum and Instruction – *Angie White*

Professional Development

While our budget was increased this year to include professional development opportunities, travel restrictions at SIUE prevented advisors from attending NACADA conferences. We’ve supplemented our professional development with opportunities presented locally.

- Attended Criminal Background Check Training Symposium (September) – *Gretchen Fricke*
- Attended ISBE Certification Update meeting (March) – *Gretchen Fricke, Rhona Crail*
- Attended workshop on writing surveys presented by Paul Rose – *Pamela Fetters*
- Attended SafeZone training – *Rhona Crail, Monica Kempland, Craig Skinner*
- Attended Americans with Disabilities training – *Gretchen Fricke*
- Attended Connections NOW customer service training – *Gretchen Fricke, Angie White, Craig Skinner, Elaine Farrar, Pamela Fetters, Monica Kempland, Rhona Crail*
- Attended Team Building Skills through the School of Business Project Management Workshop Series – *Gretchen Fricke*
- Attended ARGOS training for new Admissions Procedures – *Angie White*

Presentations

- “No Child Left Behind” to CI 200 classes – *Bill Porzukowiak*
- Getting a Job to special education candidates – *Bill Porzukowiak*
- Scheduled to present “Networking” to MAT candidates - *Bill Porzukowiak*
- Conceptual Framework/Dispositions to all CI 200 classes – *Gretchen Fricke*
- The IEP Process from a parent’s perspective to special education candidates – *Gretchen Fricke*
- An overview of undergraduate certification programs at SIUE to all CI 200 classes – *Pamela Fetters, Lisa Hempen, Elaine Farrar*
- Review of important deadlines, requirements and reminders for CI 315a and CI 315b secondary education students – *Pam Fetters and Elaine Farrar*
- Attended Undergraduate Certification Meetings encouraging graduates to return and enroll in Graduate MSed Programs or classes leading to additional endorsements/certifications – *Angie White*
- Presented “Student Development on an Advisee’s Journey Toward Self-Authorship” at the SIUE Professional Development Day for the Advising Community – *Monica Kempland*
- Co-Presented “Utilizing Technology in Improving Advising Efficiency” at the SIUE Professional Development Day for the Advising Community – *Monica Kempland*

- Presented a “Student Success in Exercise Science” session in the KIN 275 class – *Monica Kempland*
- Co-Presented an adoption workshop for teachers and staff at the SIUE Early Childhood Center – *Gretchen Fricke with Alison Reeves*

Advising Highlights

- “Featured Book Review” of the Fall 2011 *NACADA Journal*, Volume 31, Issue 2, pp. 81-89. (<http://www.nacada.ksu.edu/Journal/Volume-Thirty-One-Issue-2.htm>) Baxter Magolda, M. B. (2004). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus. 356 pp., \$24.95 (paperback). ISBN 978-1-57922-091-4. – *Monica Kempland*
- Developed a comprehensive Endorsement Manual to be used by all teacher education advisors – *Pamela Fetters*
- Worked on the University wide Curriculum, Advising and Program Planning (CAPP) initiative to implement degree audit – *all advisors*
- Developed curriculum guides to align current programs with Lincoln Plan requirements – *all advisors*
- Continue to maintain and update Academic Program Profiles, working closely with University Marketing staff – *all staff*
- Learning to implement first phase of the Lincoln Plan, SIUE’s new general education curriculum – *all staff*

Undergraduate Program Outreach

- New Student Welcome, shared information on programs – *Gretchen Fricke (with Dean’s Dozen)*
- Attended Prairie Hall Education Focused Interest Community’s Welcome Reception – *Gretchen Fricke, Lisa Hempen (with Dean’s Dozen)*
- Community College Day, presented information specific to the transfer student population to representatives from local community colleges – *Lisa Hempen, Pamela Fetters, Elaine Farrar, Monica Kempland, Kelly Atkins*
- Transformation, met with prospective students on campus for Transformation activities – *Lorrie Stricklin, Lisa Hempen, Pamela Fetters, Elaine Farrar, Monica Kempland, Kelly Atkins*
- School of Education Open House, hosted information table and assisted program faculty with presentations – *all staff*
- School of Education PREVIEW, hosted information table and assisted program faculty with presentations – *all staff*
- Developed a School of Education presentation for a focused Springboard session – *all staff*
- Continue to work with College of Arts and Sciences on advising of CAS Secondary Education majors within CAS, utilize list serve to aid in communication and participated in training new staff – *Gretchen Fricke, Pamela Fetters, Elaine Farrar*
- Attended Multicultural Reception held by Admissions – *Gretchen Fricke*

Graduate Program Outreach

- Triad Teachers’ In-service, hosted information table – *Angie White*
- Hoge Conference, hosted information table – *Angie White*
- Informational meetings in the following locations - *Angie White, Bill Porzukowiak*
 - Belleville ROE (TAH Grant)

- Belleville EDAD/Superintendent
- Belleville Whiteside/Type 75
- Alton EDAD/Superintendent
- Alton EDAD/Type 75
- Centralia/Superintendent
- Highland Piasa Bluffs Writing Project Sign up Class
- Collinsville An Adventure of the American Mind Sign up Class
- Arranged for classrooms for off-campus programs at Alton High School, Jersey High School, South Roxana Elementary School, Staunton School, SWIC in Granite City, SWIC in Red Bud and Whiteside School in Belleville - *Bill Porzukowiak*
- Continue to improve/update Graduate Newsletter for current off-campus students – *Angie White*
- Successfully have maintained or increased enrollment numbers despite numerous teacher layoffs – *Angie White*
- Developed, delivered and mailed flyers for the Belleville & Alton Educational Administration program in conjunction with Educational Outreach – *Bill Porzukowiak, Angie White (with Mary Ettling)*
- Developed, delivered and mailed flyers for Belleville, Alton, and Centralia Superintendent program in conjunction with Educational Outreach – *Bill Porzukowiak, Angie White (with Mary Ettling)*
- Developed and mailed information to Illinois schools within a 40 mile radius of SIUE promoting the new off-campus superintendent program, which is now scheduled to start this fall in Belleville- *Angie White, Bill Porzukowiak*
- Developed and maintained an e-mail list of over 26,000 (up from 20,000 last year) local educators and sent numerous e-mail messages about SIUE events and opportunities – *Bill Porzukowiak*
- Assist over 300 students with registration and enrollment in classes – *Angie White*

Special/New Populations

- Participated in the planning, recruiting, advising and administering of the following off campus populations: – *Angie White, Bill Porzukowiak, Gretchen Fricke, Lorrie Stricklin, Lisa Hempen*
 - Curriculum and Instruction, Jerseyville, SU11-SP13
 - Curriculum and Instruction/History, Belleville, SU10-SP12
 - Curriculum and Instruction/History, Belleville, SU11-SP13
 - Curriculum and Instruction/History, Belleville, SU12-SP14
 - ECHOS, Granite City, F09-SP12
 - ECHOS, East St. Louis, SU10-F12
 - ECHOS, Roxana, F11-SP14
 - Educational Leadership, Alton, SP12-F13
 - Educational Leadership, Belleville Whiteside, SP10-SP12
 - Educational Leadership, Belleville, SP12-F13, 2 sections
 - Educational Leadership, Staunton, SU11-SP13, 2 sections
 - Educational Leadership, Red Bud, SP11-SP13
 - MAT, Edwardsville, SU11-SP12

Technology-related projects

- Continued implementation and improvement of new database for placement tracking – *Gretchen Fricke, Bill Porzukowiak, Nancy Waltz*

- Continued to improve process of e-mailing placement confirmation letters to cooperating teachers and teacher candidates – *Bill Porzukowiak, Nancy Waltz*
- Implementation of providing registration PIN numbers and other pertinent information to EDAD Graduate Students via e-mail, working to add additional majors – *Angie White*
- Update assessment reporting procedure for Graduate Programs late June 2012 to be run late spring of every year – *Angie White and Binod Pokhrel*
- Update/improve Graduate Database where most of the data will come from Banner via ARGOS report, eliminate columns not needed from initial creation and reduce duplicate data entry – *Angie White*
- Responded to approximately 780 (up from 100 last year) emails/month on the general OCECA help desk email (ocecahelpdesk@siue.edu) – *Rhona Crail, Lindsey Loyd*
- Streamlined the record-keeping process by implementing an Access Database of student records and moving to a paperless filing system in the Kinesiology and Health Education Advising Office – *Monica Kempland*

University-School Partnerships/Field Placements

- Obtained pictures, printed and distributed **383** new ID badges for the school year – *Gretchen Fricke, Nancy Waltz, Rhona Crail*
- Confirmed **1,775** field placements during the 2011-12 school year, representing **297** individual schools and **100** districts – *Bill Porzukowiak, Nancy Waltz*
- Issued **3,847** credit hours in tuition waivers, representing **1,705** actual waivers, to cooperating teachers to date for the academic year– *Nancy Waltz and Gretchen Fricke*
- Processed approximately 1,000 tuition waivers redeemed by cooperating teachers– *Beverly Ahrens, Rhona Crail*
- Continued monitoring Secondary Education program students to ensure CI 315A placements include a high school, a middle school and a diverse school setting – *Gretchen Fricke*
- Met periodically with groups of supervisors and helped trouble shoot various placement issues – *Bill Porzukowiak*
- Attended St. Clair and Madison County Administrators Meetings – *Bill Porzukowiak*
- Maintained information on location schools and districts – *Bill Porzukowiak*
- Updated School Partner contracts for **45** school districts – *Bill Porzukowiak*
- Served as a community member for the North Central Review of Scott Elementary School in the Mascoutah School District - *Bill Porzukowiak*
- Participated in the Opening Day Session for Belleville District 118 - *Bill Porzukowiak*
- Processed criminal background checks on **429** students – *Gretchen Fricke, Rhona Crail*
- Tracked compliance of new safety education state requirement for **447** students – *Gretchen Fricke, Nancy Waltz*
- Tracked compliance of new DCFC Mandated Reporter requirement for **478** student teachers (started Fall 2010) – *Gretchen Fricke, Rhona Crail*
- Held first CI 315A field placement meeting to inform students of placement process, will look to holding similar meetings in future (spring 2012) – *Gretchen Fricke, Nancy Waltz, Pamela Fетters, Elaine Farrar*

Certification Highlights

- Certification by entitlement: Processed 382 entitlement certifications throughout the year, plus numerous out of state certifications – *Beverly Ahrens, Rhona Crail*
- Developed individual plans for 42 individuals seeking subsequent certification through SIUE (up from 26 last year) – *Gretchen Fricke*

- Continue to track major changes to certification that will impact our students

Other Important Highlights

- Continued to offer expanded service hours: the OCECA office is now open 7:30 – 5:30 every day in the summer and 7:30 – 5:30 Monday through Thursday (8-4:30 on Fridays) during the school year providing better service to both undergraduate and graduate students – *all staff*
- Worked with other Directors of Advising across campus to develop a pilot plan for students on academic probation – *Gretchen Fricke, with Cheryle Tucker-Lowe, Brian Hinterscher and Loen Graceson-Martin*
- Serving as a member of the leadership team for the SOE International Training Program in Pedagogy – *Gretchen Fricke, Mary Weishaar, Yuliang Liu and Huaibo Xin*

Reporting Functions

- Teacher Data Warehouse annual submission – *Gretchen Fricke (working with Institutional Research)*
- Completed yearly Title II reporting – *Gretchen Fricke*
- Assisted with ISBE annual Reports – *Gretchen Fricke (with Barbara O'Donnell)*
- Completed PEDS annual report – *Gretchen Fricke (with help from Mary Weishaar, Institutional Research and Anne Moore)*
- Completed yearly unit assessment data – *all staff*

Dean's Dozen

- Presented at New Student Welcome
- Hosted School of Education table at Welcome Week activities
- Attended Prairie Hall Education Focused Interest Community's Welcome Reception
- Alyssa Humphreys was selected to the student commencement speaker at Fall graduation.
- Assisted recruitment activities at both Fall Preview dates
- Participated in a luncheon with the Deans
- Presented a panel with the Dean at the School of Education Open House
- Alyssa Humphreys, Dean's Dozen, was selected to be the student speaker at the December 2011 School of Education Commencement
- Changed selection process to invite qualified students to apply, resulting in a much broader pool.
- Committee members for 10-11:
 - *CI - Gloria Reading, Bill Searcy, Randy Smith*
 - *EDL – Jennifer Logue*
 - *PSY – Danice Brown*
 - *KHE – Dave Cluphf, Jeff Herrick, Nicole Klein*
 - *SECD – Craig Miner, James Panico*
 - *Mary Weishaar, Angela Thorp*

Association for School and Community Careers

- This group is transitioning through some identity issues. New leadership has been identified for next year and we look forward to increasing the group's presence and activities.

Prepared by: Gretchen Fricke, Director, OCECA

APPENDIX H: Charter High School FIR Report

TO: Dr. Bette Bergeron/Dean
FROM: Dr. Gloria Reading/Faculty in Residence
DATE: 4 May 2012
RE: SIUE/ESL Charter High School

It has been my pleasure and honor to serve as *Faculty in Residence* to the SIUE/ESL Charter High School during the 2011-12 academic year. I spend every Friday at the Charter High School.

Because I was new, I felt it was important to be proactive in building relationships with faculty. I accomplished this goal by working with the director to organize an individual appointment for a personal conference with each faculty member. The investment of time to lay a foundation of friendship and support was well worth it.

Throughout the year, I attended several faculty meetings in an attempt to give the university a “face” and personalize our commitment to the Charter High School. I also was present for the evening Open House as well as a community/faculty meeting that was also held during the evening.

My first project for the school was to bring an *Artist in Residence* for the day. I spent considerable time working with faculty member, Mr. Colin Neumeyer, on this project. Through an Illinois authors’ website, we became aware of Mr. Reggie Legend, a young, African American published poet. We brought Mr. Legend here for the day. His visit began with a dinner at my home during which time the faculty and the poet had the opportunity to meet each other on an informal basis. The evening was a success.

For the school day, Mr. Legend was scheduled into Language Arts classrooms for the purpose of presenting lessons that integrated into the curriculum. His focus was writing, reading, and life skills. During one hour, he interacted with behaviorally challenged students who were recommended by the social worker. He also conducted an all-school assembly in which he related with our high school students dynamically and meaningfully. The day was well spent and 100% of faculty evaluations reflected a staff that viewed the day as valuable and effective for students.

Plans for professional development for teachers are in process for the 2012-13 school year. This will be a year-long focus on improving instruction and developing deeper insight into the challenges of working with students from high poverty areas.

APPENDIX I: SOE Points of Pride

SOE Points of Pride
AY 2012

Departmental Points of Pride

Nicole Klein (KHE) was the recipient of the 2012 SIUE Teaching Excellence Award. Nicole was recognized at the May 2012 Commencement ceremony and will be invited as the special commencement speaker in December. The Teaching Excellence Awards Committee commended Nicole for her depth of understanding of effective pedagogy, constructive feedback that “gently guided students toward continuous improvement,” her high expectations, and her deep respect for students. It is clearly evident that Nicole’s success in the classroom reflects her deep commitment to academic excellence.

Jennifer Gapin, KHE, is the recipient of The Vaughnie Lindsay New Investigator Award for FY 2013. This award is made to tenure-track SIUE faculty members to recognize and support individual programs of research or creative activities. These awards recognize faculty members whose research or creative activities have the promise of making significant contributions to their fields of study and to SIUE in general. Jen’s Vaughnie Lindsay project will explore the effects of acute exercise on executive function in children diagnosed with ADHD. With a small sample group, Dr. Gapin hopes to collect enough significant data that can be used to obtain funding for a larger study to explore exercise as a non-pharmaceutical intervention for children with ADHD.

The Educational Leadership faculty received national recognition, without conditions, by the Educational Leadership Constituent Council for the superintendency program.

The Educational Administration Alumni committee hosted an alumni networking reception on April 29 at Birger Hall. The event was a collaborative effort between the SOE’s Educational Administration Program and the SIUE Alumni Association.

Wendy Fuchs (SECD) is the PI on an Illinois IHE Partnership State Personnel Development Grant through the Illinois State Board of Education. SIUE will be taking the lead with several institutional partners across the state to develop and implement training related to Response to Intervention.

Caroline Pryor (C&I), has been notified that the NEH Summer Institute (2012) has been funded for an unprecedented fifth year. Workshop dates are June 25-29, 2012 and July 16-20, 2012. Teachers from across the US will study at SIUE.

The American Library Association, in partnership with NEH (Caroline Pryor, C&I) will host “Lincoln and the Constitution” in collaboration with SIUE’s Library running June 20-August 3, 2012.

The following received New Directions Awards:

- Danice Brown (Psychology): “African American Female Sexuality: The Interaction of Race and Gender”

- Thad Meeks & Chris Rosnick (Psychology): “The Relationship Between Stress, Intrusive Thinking and Cognitive Performance in Middle-Aged Males and Females”
- Caroline Pryor (C&I): “Enhanced Evaluation for National Endowment for the Humanities Workshop for School Teachers”

Ralph Cordova, Ann Taylor, Barb O'Donnell, Cindy McAndrews, Kathy Costello, and Dawn Jung (C&I) led a professional development workshop for 110 3rd, 4th, and 5th grade teachers in Alton. The team used the Responsive Design model to “invite teachers to explore and envision how they can harness the Common Core Standards in mathematics to enact their vision for their students.”

The Family Resource Center in Cougar Village received the “Collaboration of the Year Award”. This award is given to one university housing facility campus wide for collaborating with the university departments. This year, the Family Resource Center won for collaboration with the Psychology Department. Dr. Stephen Hupp and Dr. Laura Pawlow came to the FRC for career day and talked about being a psychologist. Dr. Hupp’s field study students also came to the FRC on a regular basis. Dr. Jeremy Jewell’s lab students also played a crucial role by giving presentations, volunteering and organizing fun events like scavenger hunts.

Liz McKenney (Psychology) received an 18-month program development and evaluation grant from a local school district to assist with evidence-based teaching techniques for students with Autism Spectrum Disorders (ASD). Liz will use her expertise to help the school district develop highly structured classroom environments and teach academic, social, and language skills for students with ASD.

Mike Dudley (Psychology) was invited by Lori Rosenthal of Yale University to present at a symposium at the upcoming Social Psychological Study of Social Issues (SPSSI) June conference in North Carolina. He will be presenting recently published data and ongoing research concerning the endorsement of polyculturalism and sexual prejudice.

Dan Segrist (Psychology) was nominated for the fall 2011 URCA Faculty Mentor award.

Eva Ferguson (Psychology) is continuing her role as a Visiting Scholar at UC Berkeley.

The following faculty received STEP grants for FY 2013:

- Cathy Daus (Psychology)- “Examining the emotional labor and emotional intelligence of jobs using the Occupational Network, O*Net”
- Josh Wooten (KHE)- “The regulatory role of oxysterols in adipocyte inflammation and insulin resistance”
- Bryan Smith (KHE)- “Comparison of weight management programs: The traditional clinic vs. an at-home, minimal contact program”
- Liz McKenney (Psychology)- “Defining success for students with ASD: What teachers think and what students do”

The Department of Special Education and Communication Disorders has been approved by the Continuing Education Board (CEB) of the American Speech-Language-Hearing Association to

offer continuing education courses for speech-language pathologists, audiologists, and speech, language, and hearing scientists. This is an exciting opportunity to enhance community engagement with the department.

During the summer of 2011, Jen Gapin (KHE) held a three-week summer camp for young children that have been diagnosed with ADHD. The focus for the camp was examining the impact of exercise on symptoms of ADHD in children.

Betsy Mainz (PSYCH) was recognized for her recent op-ed piece in the New York Times, based on her research on cognitive abilities; this piece was co-authored by David Hambrick.

The Department of Kinesiology and Health Education (KHE) was voted the Most Spirited Department as part of the university's Catch the Cougar Spirit competition.

Caroline Pryor (C&I) has been elected as the incoming Chair of the Democratic Citizenship in Education SIG of AERA.

The Department of Special Education and Communication Disorders (SECD) hosted its annual *Debra Reichert-Hoge Memorial Lecture Series* on April 27, 2012 with over 225 participants. The theme was "Bullying in the Schools: Effective Strategies for Prevention and Intervention." The conference featured Dr. Dorothy Espelage, a Professor of Child Development at the University of Illinois Urbana-Champaign, who spoke on "Getting Smart About School-Based Bully Prevention." Dr. Chad Rose from Sam Houston University shared his expertise on bullying as it relates to students with disabilities. SOE faculty also presented during afternoon break-out sessions, including Michael Dudley (PSYCH), Amie King (SECD), Allison Fahs (SECD), Elizabeth McKenney (PSYCH), Kathy Brady (SECD), and Susanne James (SECD).

As part of a partnership between Speech-Language Pathology and the Central Institute of the Deaf- St. Louis, two continuing education workshops were presented on campus for teachers and speech-language pathologists: *Targeting Speech Skills for a Child Who Is Deaf or Hard of Hearing: From Assessment to Intervention*; and *Strategies for Teachers in the Mainstream: Creating a Supportive Learning Environment for a Student Who Is Deaf or Hard of Hearing*.

The Educational Leadership department has received the official notice from the state's Certification Board that the *Principal Preparation program* redesign is the first that has been approved under the new regulations. Those involved in this endeavor, include Alison Reeves and Vicki Van Tuyle, who prepared and presented the report.

School-Wide Points of Pride

The SIUE Teaching with Primary Sources program is one of twenty-nine educational consortiums nationally. The program began in 2002 offering professional development to K-12th grade educators in surrounding counties. The program, in its 10th year, has worked with 665 educators through workshops, institutes, and graduate level courses within their schools and on the SIU campus.

The *Teaching with Primary Sources* grant program directed by Amy Wilkinson (Dean's Office) collaborated with Rowena McClinton (CAS) to offer an IL Trail of Tears experience for pre-service and in-service teachers on April 20- 21. Educators were introduced to ways they can incorporate complex experiences of ethnic groups, such as the Cherokees who were forced to migrate to Indian Territory, into their curriculum. Participants gained an understanding of continuity and social and cultural changes in history during the Cherokee Trail of Tears through a field trip experience, documents (various primary sources), and interactions with historians and colleagues.

The School of Education is in the process of establishing a unique partnership with Northwest Normal University in China. This fall, the School will be hosting four faculty members from NWNNU, who will be expanding their awareness in how English is used in the classroom, enhancing their pedagogical practices, and preparing to teach their respective disciplines in English once they return to China. This experience will also allow the SOE's faculty, staff, and students to gain a deeper understanding of higher education in China, develop a model for training international faculty in pedagogy, and provide possible future partnerships for collaborative research. The initiative's leadership team includes Mary Weishaar, Yuliang Liu, Huaibo Xin, and Gretchen Fricke.

Dr. David B. Palumbo, a nationally recognized expert in technology integration for education at all levels, and an experienced leader in the design and development of a variety of educational systems and products, presented a seminar entitled "Envisioning the Future of University Teaching and Learning" on March 2. Various issues and trends were discussed, including digital literacy for students and faculty, and trends in collaborative, networked, and game-based approaches to learning and teaching. Dr. Palumbo's ideas led to a discussion of issues facing SIUE faculty as they attempt to provide meaningful educational experiences for students.

Student Points of Pride

Yu-Tung Chen, an international student from Taiwan, is enrolled in the Special Education master's program. She is a special education teacher in Taiwan, and is eager to share her new expertise with her school when she returns home in two years. Her passions include gaining knowledge that will help her support her students back in Taiwan, perfecting her English, and gaining a deeper understanding of American culture.

Ninety students were recently inducted into *Kappa Delta Pi*, the international honor society in education. KDP students are actively engaged in a variety of service initiatives, and held their annual "Breakfast with Santa" to raise money for "Literacy Alive," through which KDP provided books for a local school. This year's partnering school is Webster Elementary in Collinsville, and the theme for Literacy Alive is "American Heroes," in commemoration of the 10th anniversary of 9/11. In addition, two KDP student officers presented their research related to their field practices at the annual KDP Conference in Indianapolis. KDP's faculty advisors are Barbara O'Donnell and Cindy McAndrews.

Megan Smith was selected as the fall 2011 URCA Creative Activities Assistant of the semester.

Melissa Landwehr, a Dean's Dozen student representing SPE, and Katie Hirschfelder presented their research entitled "Community Presence for Individuals with Developmental Disabilities on a University Campus" at the CEC Annual Convention. Melissa and Katie are mentored by Craig Minor (SECD), who co-authored the presentation.

Alyssa Humphreys, a Dean's Dozen student representing KHE, was chosen as the commencement speaker for December 2011.

Jane Franko-York, an SOE alum, is in the final four of The Great American Teach Off national competition. Jane is currently a fifth grade teacher in Granite City.

Psychology major Kacee Aldridge, was selected to participate summer 2012 at the African American Literatures and Cultures Institute at the University of Texas at San Antonio. Kacee was among a select group of rising juniors from around the country who participated in research, mentoring, and innovative academic training.

Lauren Murphy, Charles Massie, Ashlee Hitchcock, Ginger Chico, Heidie Miller, Tristin Cooper, Ashley Robinson, Jaid Ritter, and Holly Reed (PSYCH) were accepted to present their research at the May Midwestern Psychological Association's Annual Conference in Chicago. These student are mentored by Danice Brown.

Sara Bohall, a graduate student in KHE, presented her work on "The Dose-Response Effects of Aerobic Exercise on Executive Function in Overweight and Obese Adults" at the 22nd Midwest Sport and Exercise Psychology Symposium.

Katelynn Alexander (Secondary Education), a Dean's Dozen student, was the 2012 recipient of the Kimmel Scholarship. She also received a 2012 Kimmel Student Volunteer Award.

Abby Helms (Exercise Science) and David Wiant (SPPA) received Emerging Student Leader Awards at the Kimmel Leadership Awards Ceremony.

Elisabeth Jones (Psychology), Cassandra Sams (SPPA), and Zachary Sanderson (Elementary Education), Dean's Dozen students, were among the students recognized for selection into "Who's Who Among Students in America" at the Kimmel Leadership Awards Ceremony.

Elisabeth Jones, a Dean's Dozen student, and a team from SIUE participated in the 3rd Annual Hult Global Challenge held in Boston. The competition involves the brightest university minds in combatting pressing social issues. SIUE's presentation won third place (out of 16) in the Habitat for Humanity track of the competition.

Rosey Morr (Psychology) received the spring 2012 URCA Research Assistant of the Semester. Rosey is mentored by Joel Nadler.

David Wiant and Tara Thiemes (SPPA seniors) received Competitive Grant Awards.

Melissa Kornis (1st year SPPA grad) received the Council on Academic Programs and Communication Sciences and Disorders Leadership Scholarship.

Kayla Schiefer and Tiffany Dvorak (SPPA seniors) were awarded the Madie Landers Scholarship through the Southwestern Illinois Speech, Language, and Hearing Association.

Sarah Morgan, an SPPA student and URCA Associate, co-presented a paper on "Peer-training: Increasing social competence in children who use AAC" at the Illinois Speech-Language-Hearing Association in Rosemont, IL; Sarah was mentored by Amie King (SECD).

Allison Tipton (SPPA) was selected as the student commencement speaker at the School's May 5th ceremony.

The SIUE 2012 Senior Standout Awards were presented; out of the 30 students recognized across campus, 13 are affiliated with the SOE: Emily Bub, Elementary Education; Hollie Godard, Elementary Education; Stephanie Green, Elementary Education; Crystal Harris, Psychology; Ashley Henry, Health Education; Kelsey Hines, Speech-Language Pathology and Audiology; Melissa Landwehr, Special Education; Darcy Phillips, Speech-Language Pathology and Audiology; Nathan Roth, Health Education; Lauren Schaefer, Elementary Education; Courtney Taube, Elementary Education; Victoria Taylor, Biology - Secondary Education; Allie Tipton, Speech-Language Pathology and Audiology.

Psi Chi, an honorary psychological society, hosted its annual Christmas Angel Giving Tree in December. Students/faculty hosted a record of over 60 children with extremely generous gift bags full of clothes, toys, books, and necessities (e.g., diapers, formula). Psi Chi also sponsored a food drive for the Glen-Ed Food Pantry in November, which generated over eight computer-paper boxes of donations. Psi Chi's faculty mentor is Pat Pearson.

The *SIUE Exercise Science Club* organized the First Annual Faculty & Staff "Commit to be Fit" Contest, which was open to the entire campus community. The eight-week contest ran from January 30th through March 26th, and concluded with the First Annual Quad Walk on April 4th.

Charter School Points of Pride

Gina Washington (CHS) presented to the St. Louis Education Summit held in February at the University of MO St. Louis.

The SIUE Charter High School Robotics Team earned fifth place in the 2011 national tournament held in Anaheim. The Robotics Team was mentored by graduate students in SIUE's National Society of Black Engineers.

Brandon Rice (CHS Junior) has been named the 2012 Joseph Cunningham Fellow. Brandon will have an opportunity to intern and learn about the Executive and Judicial Branches of the federal government. Brandon was chosen after submitting an application and essay to Judge David Herndon, Chief United States District Judge.

The Charter High School (CHS) hosted a ribbon cutting ceremony on February 23rd to celebrate the opening of its nearly \$1 million cutting-edge science, technology, engineering, and mathematics classroom. The William Frederick Graebe Sr. STEM Learning Center features 3-D scanning and printing capabilities, SIUE's first LCD video wall, a 70" multi-touch SMART interactive LCD board, DVR recording system, and access to laptops and iPads for students and faculty as they engage in hands-on, "minds-on" instruction. Its fabrication laboratory will provide students with the ability to design and create prototypes that can be tested in the lab. The facility will be used for CHS math and science instruction as well as for professional development for area teachers and enrichment opportunities for students in District 189.

Ten CHS students were selected to attend the MLK Luncheon on the SIUE campus.

In April 2012 the Charter High School robotics team competed in the Greater St. Louis Regional Botball Tournament, held on the SIUE campus. The CHS team placed fourth out of 17 teams in the double elimination portion of the event, and received a Judge's Choice Award for their creative programming. Through the Botball program, students must utilize Artificial Intelligence to complete complex tasks—no remote controls.

The Charter High School (CHS) completed a very positive spring 2012 site visit from District 189. Among the many areas noted by the team were well-designed lessons, active engagement of students, use of a variety of standards to teach the curriculum, positive student rapport, effective uses of technology, high levels of expectations conveyed to students, and inclusive parental involvement.

SIUE School of Education Goals 2021

SOE Proposed Vision: *Innovating, Excelling, Leading- Together*

Goals 2021 Context:

Goals 2021 provides a 10-year strategic planning framework for the School of Education. The strategic action proposed through Goals 2021 has been established within an institutional, state, and national context that provides both challenges and new opportunities for the SOE. Change is inevitable; however, the opportunities that change provides will allow the SOE to emerge as an academic leader over the course of the next decade. As illustrated through the School's proposed vision, strategic planning within Goals 2021 will focus on *innovation, excellence, and leadership* as we engage collaboratively in determining our School's future.

School Context

Critical to the implementation of Goals 2021 is its alignment with the School's most recent strategic planning, which resulted in identifying its mission and vision, as well as with prior annual planning goals. During AY 11, the School engaged in a preliminary strategic planning exercise that resulted in the following adopted Mission:

The [School of Education] at Southern Illinois University Edwardsville engages and prepares learners by creating an inviting, collaborative and rigorous academic atmosphere; integrating theory and practice to inform teaching, scholarship and service; challenging learners to synthesize knowledge and generate diverse perspectives; stimulating critical dialogue; promoting ethical action, social justice, personal responsibility and effective leadership to serve diverse individuals, organizations and communities.

Also proposed was a Vision statement for the School, tentatively identified as:
Innovating, Excelling, Leading- Together

The specific elements embedded in the School's mission and proposed vision have been integrated into the action steps to be recommended through Goals 2021. Also aligned are the broad planning themes that were identified during AY 11, which include *leadership, accountability, and diversity* with an overarching theme of *outreach*. Together, the School's mission, proposed vision, and recommended planning goals drafted during AY 11 have been embedded into the action steps identified in Goals 2021.

In addition to the strategic planning exercise conducted in AY 11, Goals 2021 is designed to align with the planning goals that are identified each year as part of the School's Annual Report. For example, during AY 11 the following broad goals were identified to

guide the work of the School and its departments: leadership development, accountability, community outreach, diversity, student access, interdisciplinary initiatives, fiscal management, and Charter School governance (more specific information can be found in the School's Annual Report, located at <http://www.siue.edu/education/about/pdf/SOE-Annual-Report-AY2011.pdf>).

Previous strategic planning conducted within the School during AY 11, and its identified annual goals, provide a critical context and framework for Goals 2021. Also critical are issues, challenges, and opportunities related to institutional and state contexts, to be described below, which provide further direction and imperatives for the School's future planning.

Institutional Context

Goals 2021 directly reflects the mission and future vision of SIUE. As noted on SIUE's website, the institution's vision is to become a "premier Metropolitan University" that will be "recognized nationally for the excellence of its programs and development of professional and community leaders." These elements related to excellence and leadership have been incorporated into Goals 2021. Goals 2021 also clearly builds on imperatives as articulated through SIUE's Academic Affairs and SIU's system-wide goals. As shared by President Poshard during the summer 2011 Board of Trustees retreat, SIU's system-wide goals include Citizenship Preparation, Accessibility, and Affordability, with a future emphasis on Diversity and Global Education. Themes identified by SIUE's Academic Affairs, which are intended to guide planning within the institution's college and schools

(<http://www.siue.edu/provost/pdf/AnnualReport2010.pdf>), include:

- Academic Quality/Effective Assessment
- Educational Outreach
- Enrollment Management
- Student Success
- Faculty Development

New Academic Affairs imperatives for AY 12 will focus on:

- Retention
- Internationalization
- Technology

As noted in the academic imperatives both for the SIU system and SIUE's Academic Affairs, an interest in internationalization is emerging as an important institutional trend. In order to explore SIUE's future potential and goals related to internationalization, an International Task Force was created in 2009. Specific recommended goals include increasing international student enrollment and undergraduate participation in study abroad, establishing at least two programs in each school/college that engage an international partner institution, and encouraging curricular innovations that reflect internationalization.

Also of institutional focus are issues related to student retention. As will be described later in this document, it is anticipated that retention will be a critical component in the performance measures for higher education as part of new funding formulas adopted by the state. A Student Success Advisory Council was appointed by Chancellor Vandegrift in 2009, which developed specific goals related to retention and graduation rates. While the work of this Council is pending approval by the Chancellor, preliminary recommendations are framed around the following broad areas:

- Organizational Changes/Creating Accountability for Success
- Identifying At-Risk Students
- Creating a Path to Degree Completion
- Student Engagement and Interventions

These broad goals related to retention are interwoven into the strategic action steps proposed through Goals 2021.

Challenges and Opportunities: Health and Human Sciences

Also implicit in Goals 2021 is the institution's move to more clearly articulate, identify, and expand its presence in the allied health sciences. In the March 2010 final report from the interdisciplinary Baccalaureate of Health Sciences Working Group, a four-step plan is recommended that includes developing new undergraduate majors related to the health sciences, hiring a Director of Interdisciplinary Health Sciences, creating a new Department of Allied Health Sciences, and eventually establishing the School of Allied Health Sciences. The creation of non-professional health science options, particularly through new undergraduate degrees, "serve[s] the goals of meeting the demand of a growing workforce need in ancillary health careers in the metropolitan St. Louis and southern Illinois region as well as increasing the retention of students at SIUE who might not progress into current pre-professional programs" (pg. 3).

The recommendations of the Health Sciences Working Group have had a significant impact on the SOE. For example, a new interdisciplinary bachelor's degree is in the process of development in the Department of [Kinesiology and Interdisciplinary Health] (KIH), a new faculty leadership position has been created that will direct the campus' interdisciplinary health initiatives that will also be housed in KIH, and future plans are underway to identify new degree programs that reflect emerging market trends in health sciences. [KIH] has also developed a Physical Rehabilitation Science specialization within the existing B.S. in Kinesiology which, coupled with the current Exercise and Wellness curriculum, "provides students with an exceptional balance between the basic sciences and clinical applications that are critical for today's diverse careers in allied health" (pg. 8). The SOE is clearly poised to play a key leadership role in the institution's vision related to health sciences.

The emphasis on health-related majors at SIUE reflects national employment trends and projected needs. According to the U.S. Bureau of Labor Statistics (Lacey & Wright, 2009), occupations related to healthcare will generate 3.2 million new jobs through 2018, largely in response to the country's aging population. Employment in healthcare professions is expected to increase by 22.5% between 2008 and 2018. Included in these

projections are opportunities for physical therapist assistants, which are expected to increase by 33%, and technicians in medical and diagnostic labs, which show a projected increase of 39.8%. Healthcare workers at all levels of education and training are anticipated to be in continued demand (Lacey & Wright, 2009).

In addition to emerging institutional trends related to health sciences are opportunities reflective of other human sciences, including Psychology. For example, in November of 2009 the Bureau of Labor Statistics projected an 11-26% growth in the demand for psychologists in varied specializations, a 9-12% growth in the demand for various kinds of human resource professionals, and a 12-24% growth in the demand for counselors through 2018 (Lacey & Wright, 2009). These national trends are likely to impact interest in the School's Psychology majors, and provide both opportunities and challenges related to possible enrollment expansion.

Growing interest in the health and human sciences has already had a marked impact on enrollments within the School. Specifically, the proportion of the School's undergraduate enrollments in health and human science majors as compared to educator preparation majors has increased overall by 10% from fall of 2010 to 2011 (August 7, 2011 data). Most notable has been a 25% increase in Exercise and Wellness majors, 29% increase in Health Education/Community Health, and 19% increase in Psychology majors. As a result of the shifting trends within the School, and reflective of the mission of the institution, the faculty voted unanimously in the spring of 2011 to change the School's name to "School of Education and Human Sciences."

Challenges and Opportunities: State-wide Initiatives

Two specific state factors are directly reflected in the Goals 2021 initiative. The first is identified in Illinois Public Act 97-0320, signed into law on August 12, 2011. This legislation restructures the funding of higher education to focus on institutional performance measures that are likely to include enrollment, retention, graduation rates, and employability of graduates and will be determined in part based on institutional mission. Institutions, and their colleges and schools, will therefore be held accountable for these performance factors as they will be tied directly to annual budget allocations. A Performance Funding Steering Committee has been established to assist the Illinois Board of Higher Education in creating the system for allocating state resources under this new legislation. Planned initiatives within SIUE's Academic Affairs will focus specifically on the issue of retention and its relation to graduation, which are both anticipated to be primary factors in future institutional funding performance measures.

In addition to Public Act 97-0320, the most significant state-wide legislation impacting the University is the Illinois Public Agenda for College and Career Success, adopted by the Illinois Board of Higher Education in December of 2008 to guide P-20 education policy over the next decade. This Agenda has four goals: increase educational attainment to match best-performing U.S. states and world countries; ensure college affordability for students, families, and taxpayers; increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society; and,

better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. Noted specifically in the Agenda is the need to emphasize critical skills shortages, including allied health professions, in order for the state to compete in a modern economy. The SOE has the potential to become a significant contributor to this area of development through its emerging emphasis in interdisciplinary health sciences.

Additionally, the Illinois Public Agenda focuses on increased access for students in terms of region, income, ethnicity, and ability as well as for those who are considered as non-traditional and/or re-careering adults. Issues of access have been a central focus of the School's internal planning over the past three years, and it will be critical for the SOE to continue to build upon and implement these initiatives. Finally, the Agenda notes that Illinois' institutions of higher education must be central to the economic development of the state, but that these connections have not been fully translated into entrepreneurial activities that drive the state's economic recovery. As noted in the Agenda's report, "the state must capitalize on the extensive research capacity of Illinois' colleges and universities and partner with them to help them become more nimble in addressing the workforce needs of regions and employees" (IL Public Agenda, pgs. 35-36). Again, the SOE and its faculty have the potential and expertise to be a major force in the area of research that can inform and drive state and national policy.

Challenges/Opportunities: Educator Preparation

The changes that will most significantly impact the SOE and that are subsequently embedded into Goals 2021 relate to emerging trends within higher education and educator preparation, both on a state and national level, which are already having significant impacts on enrollments across the School's undergraduate and graduate programs. Some of these impacts are positive ones, which have prompted exciting new and innovative programs to be proposed and developed. Others have provided significant challenges, resulting in enrollment shifts across the School. It is therefore important for the School to fully explore these trends in order to establish priorities as it plans for the future.

The SOE has had a long and proud tradition of exceptional educator preparation programs, which were among the University's founding degrees. However, just in one year, from 2010 to 2011, undergraduate educator preparation majors in the SOE dropped from 44% of the total number of the School's undergraduate enrollment to just 34% in 2011 (July, 2011 data). It is anticipated that the distribution of teacher education majors within the SOE will continue to decline over the coming decade as factors attributed to state and national policy will for the long term permanently reduce the number of potential candidates in these programs.

Changes that are impacting undergraduate enrollments in educator preparation include the state's mandates for total program redesign as well as new policies related to certification testing, specifically with the Illinois Test of Basic Skills (ITBS), which have caused a reduction of pass rates at SIUE from 82% in 2009/2010 to just 27% in

2010/2011; SIUE's pass rates mirror state-wide trends. Because the ITBS is tied directly to program admissions per state rules, these changes have resulted in an immediate reduction in the School's undergraduate enrollments in educator preparation programs by 30% as compared with last year (July 5, 2011 data). These numbers do not include reductions in secondary education majors located within the College of Arts and Sciences, which are similarly impacted. While a campus-wide Task Force has been established to recommend strategies for addressing this specific challenge, state-wide trend data (i.e., IERC) are indicating that interventions do little to increase pass rates on this exam.

Also to be considered within the context of new ITBS rules is the impact on minority candidates, who are most affected by the changes in testing requirements. For example, in a recent test administration, only one of 16 SIUE students who indicated that they were an ethnic minority passed the ITBS. These minority data are also consistent with those of the state as reported on ISBE's website. In a recent letter sent to higher education associations responding to concerns with the ITBS, State Superintendent Koch indicated that a proposed solution to the reduction in minority candidates will be to increase funding for Teacher for America (TFA), an alternative program that does not require affiliation with institutions of higher education. According to the National Center for Education Reform, 40% of public school teachers hired in the U.S. from 2005 to 2010 were prepared through alternative programs, up from 22% from 2000 to 2004. Conversely, the proportion of teachers prepared through traditional programs has dropped from 95% in 1995 to 67% in 2010. (Feistritzer, 2011). It is anticipated that the state and national emphasis on alternative providers like TFA in lieu of traditional preparation will continue to cause a further drain on enrollments in colleges and schools of education.

In addition, ISBE has indicated that significant changes will soon be made to testing requirements for the state's content and professional exams, and that tighter controls will be required for program admissions, which will further reduce potential program completers across all educator preparation programs. Changes will also be made to certification, including revising the grade levels included in each certificate (e.g., separate certifications for K-5, 6-8, 9-12), and in the requirement of a state-wide performance evaluation for all student teachers (i.e., IL SB 1799). Also anticipated are changes in clinical practices, recommended both by ISBE and NCATE, that may require formalized "professional development site" partnerships and/or year-long student teaching "residencies." In addition to potential challenges in developing appropriate numbers of multiple field placements and in recruiting students for a program that may limit outside employment due to unpaid residencies, these mandates will further impact program requirements and redesign. It will therefore be imperative that the SOE immediately identify new programs, or substantially modify existing programs across the School, to compensate for anticipated enrollment "gaps" in educator preparation and to reflect the rapid changes in educator preparation being directed from the state.

In addition to imminent challenges to the School's undergraduate enrollments in educator preparation, challenges are also faced by its graduate programs. These have been caused in part by economic factors, which are anticipated to be short-term but which have

reduced the numbers of new teachers hired in the state as districts struggle to balance shrinking budgets. In a national survey conducted by the Center on Education Policy, 70% of schools reported funding cuts during AY 11, and 84% anticipated cuts for AY 12. In addition, 85% of districts reported that funding cuts in AY 11 included the elimination of teaching and other staff positions (CEP, 2011). Also to be considered is the anticipated loss of tuition waivers available to teachers in our immediate region, due to the decrease in the number of SIUE student teachers caused by reductions in the undergraduate educator preparation programs. Although data is not yet available on the actual effect of these reductions, the impact on graduate enrollments has the potential of being substantial.

Additional long-term factors will also impact graduate enrollments in the SOE, including a specific focus on performance in the evaluation of teachers identified through Illinois SB 7 that was signed into law by Governor Quinn in June of 2011. This legislation emphasizes performance in annual reviews of educators and substantially restructures tenure to a system that includes evidence of performance as measured by student growth. Through a proposed state-wide longitudinal data system, performance scores will also be linked back to the individual's preparation program as a measure of effectiveness of colleges and school of Education. This focus on performance outcomes in teacher and principal evaluation is reflected in national dialogue and has been consistently supported by the current Secretary of Education (e.g., Duncan, 2011).

It is anticipated that the completion of a master's degree will have a much more limited role in the promotion of teachers and is being dropped by many districts as a factor in teacher compensation. Odden and Kelley (2002) note that states are being pressured by business and policymakers to move away from the single-salary schedule that has persisted in most districts, which focuses on coursework, advanced degrees, and years of experience, in favor of compensation structures that directly link pay with performance. In addition, as has been already reflected in the state's mandated changes to graduate programs preparing school administrators, which by design reduce the number of applicable candidates for this degree, it is anticipated that future state reforms will continue to restrict the number of potential candidates for graduate degree programs. This challenge will be particularly problematic for colleges and schools of Education, as the state moves towards a focus on advanced degrees in subject area content instead of those emphasizing pedagogy. Educational leaders in Illinois have been discussing a future move towards "academies" for practicing teachers that would not necessarily require the completion of graduate coursework. In addition, substantial funding reductions for the state's induction programs (specifically, the Illinois New Teacher Collaborative) and the Regional Offices of Education will place new expectations on higher education to provide professional development for inservice teachers and administrators, shifting the roles and responsibilities of the School's educator preparation units.

Goals 2021:

Through a review of SIUE's institutional goals and context, the challenges and opportunities offered by state trends and initiatives, the emergence of human sciences within the institution and the School, and the initial strategic planning conducted during AY11, the following overarching themes are proposed for School's Goals 2021:

- Individual Relevance
- Regional Responsiveness
- International Recognition

These strategic themes are intended to be scaffolded—beginning with issues of individual leadership, access, and retention; building to regional outreach and service; and finally encompassing very broad themes of international awareness and globalization. Each integrates overarching issues of accountability, diversity, and leadership as recommended through the School's AY11 initial strategic planning exercises. Specific action steps for Goals 2021 are outlined below.

By 2021, the [School of Education] will emerge as an academic leader by actualizing the following:

- *Individual Relevance*
 - enhance the diversity of the School's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies;
 - augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues;
 - promote and support the leadership of faculty in research, service, and teaching and identify clear roles and appropriate compensation for faculty leaders across the School;
 - strive for more meaningful accountability through the integration of roles and responsibilities for teaching, research/scholarship, and service;
 - identify communication strategies that increase knowledge sharing and problem solving, and promote interdisciplinary dialogue across the School's academic units;
 - provide opportunities for professional development to enhance the professional goals and leadership of staff;
 - develop a comprehensive data system and cycle of continuous improvement to support individual and programmatic accountability;
 - enhance student retention through faculty engagement while sustaining and increasing academic quality;
 - embed a thorough understanding of 21st-century learners, including the role and impact of technology, into program design;

- prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace;
- expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals;
- implement an enrollment management system that enhances student access and retention, is fiscally responsible, and is responsive to competition;
- design programs that reflect the realities of career opportunities and the employability of students including dual and/or interdisciplinary degrees, integrated bachelor's and master's degree programs, and focused certificates;
- implement academic programs specific to the development of leaders;
- and integrate goals established through the Illinois Public Agenda that include:
 - increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse),
 - accelerated degrees programs that shorten the time to completion while maintaining quality and high professional standards,
 - expanded use of technology to increase access particularly for non-traditional and rural students, and
 - the removal of transfer barriers between the associate's and bachelor's degrees.
- *Regional Responsiveness*
 - implement distinctive programs in the area of human sciences that align with the University's mission and respond to the emerging needs of the state and region;
 - integrate service and practica/internships across all programs that place students and faculty within the community to enrich academic experiences and provide support to the community at the point of need;
 - identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming;
 - systematically coordinate the School's outreach clinics to ensure increased access and highest quality of service for the community, and expand the School's outreach clinics to include service within East St. Louis;
 - prepare professionals to respond to the needs of English Language Learners and their families;
 - engage faculty and students in research to better understand and actively support the unique needs of diverse populations;

- engage in state-wide P-20 planning and activities, including the proactive integration of initiatives into appropriate academic programs;
- assist the academic and professional development initiatives of the SIUE East St. Louis Charter High School that support all students in meeting state standards and becoming college- and career-ready;
- and integrate goals established through the Illinois Public Agenda that include:
 - strengthening the quality of preparation of teachers and school leaders particularly for low-performing schools,
 - establishing focused “professional development sites” at partnering schools/districts,
 - engaging with the Illinois Math and Science Academy (IMSA) in preparing students and teachers in STEM disciplines, and
 - supporting the economic development of the state through the preparation of a high-quality workforce and research efforts that inform state policies and practices.
- *International Recognition*
 - achieve formal national/international recognition and/or honors for academic programs across the spectrum of educator preparation and human sciences that reflect their distinctiveness and quality;
 - systematically integrate global consciousness in all academic programs that has diversity and social justice as a central theme;
 - integrate innovative curricular practices focused on internationalization;
 - enhance the recognition of faculty for their leadership in scholarship and broad impact on their areas of discipline, including productivity in competitive external grants and a concerted approach to interdisciplinary research;
 - establish formalized partnerships with international institutions of higher education;
 - provide opportunities for students across the SOE to engage in international academic and service activities that are embedded in program design;
 - design opportunities for international students to participate in and/or graduate from the SOE through partnerships with universities outside of the U.S. and/or focused web-based degrees;
 - engage in STEM research, academic programs, and service that includes interdisciplinary partnerships across SIUE and internationally;
 - and integrate the goals established through the Illinois Public Agenda that include the implementation of cutting-edge programs that prepare students for success in a global economy.

Conclusion

The direction provided through Goals 2021 builds on the School's proud tradition in preparing high-quality educators and professionals for the region, strategic planning initiated during AY 11, the vision and mission of the institution, emerging trends and needs related to the health professions and the human sciences, and state and fiscal realities that define change, challenge, and opportunities as we move forward into the next decade.

In order to conceptualize the action steps specific to Goals 2021, three overarching themes are identified: *individual relevance*, *regional responsiveness*, and *international recognition*. These are drawn directly from the broad themes identified by the SOE during the strategic planning exercises conducted in AY11 related to outreach, leadership, accountability, and diversity. They also directly align with the imperatives as outlined through the institution's vision and the state's agenda for higher education described in this report (see the chart, below).

Table 1. Alignment of Planning Goals

<i>IL Public Agenda Goals</i>	<i>SIU System Goals (AY12)</i>	<i>SIUE Academic Imperatives (AY12)</i>	<i>SOE Annual Planning Goals (AY11)</i>	<i>SOE Strategic Planning Themes (AY11)</i>	<i>Proposed Goals 2021 Themes (AY12)</i>
<ul style="list-style-type: none"> • Educational attainment • College affordability • Post-secondary credentials (economy & globalization) • Educational, research, & innovation integration 	<ul style="list-style-type: none"> • Citizenship preparation • Accessibility • Affordability • Diversity (<i>future</i>) • Global education (<i>future</i>) 	<ul style="list-style-type: none"> • Academic quality/ Effective assessment • Student Success • Enrollment management • Educational outreach • Faculty development • International (<i>new</i>) • Retention (<i>new</i>) • Technology (<i>new</i>) 	<ul style="list-style-type: none"> • Accountability • Student Access • Diversity • Fiscal management • Leadership development • Community outreach • Interdisciplinary initiatives • CHS governance 	<ul style="list-style-type: none"> • Accountability • Diversity • Leadership • Outreach 	<ul style="list-style-type: none"> • Individual relevance • Regional responsiveness • International recognition

These are energizing times for SIUE's School of Education. Challenges and new initiatives within the institution and state provide the School with unique opportunities to innovate, excel, and lead- together. Goals 2021 is offered as a framework for actualizing this exciting vision for the future.

Sources:

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Lacey, T. A., & Wright, B. (2009). *Occupational employment projections to 2018*. Accessed from: www.bls.gov/opub/mlr/2009/11/art5full.pdf.

Odden, A., & Kelley, C. (2002). *Paying teachers for what they know and do* (2nd Ed.). Thousand Oaks, CA: Corwin.

Goals 2021
Individual Relevance
Regional Responsiveness
International Recognition

APPENDIX K: SOE International Initiatives

SOE International Initiatives 2011-2012

Establishment of ad hoc SOE International Committee

Formal Partnerships

- North Western Normal University, China- the SOE will host four Chinese faculty members in the fall of 2012 as part of the initial phase of a partnership with NWNNU.
- Germany- Initial meetings were held in the spring of 2011 with Vice President Sarvela and members of The Universitat Siegen to discuss possible future partnerships. For the SOE, these partnerships were focused on special education.

Scholarship

- Eva Ferguson presents at the annual International Committee of Adlerian Summer Schools and Institutes (ICASSI), which is being held this year in Druskininkai, Lithuania.
- Journal housed at SIUE, sponsored by AERA SIG: *Democratic Citizenship in Education, Learning for Democracy: An International Journal of Thought and Practice*. Editor: Caroline R. Pryor
- Since 2004, Ralph Cordova has worked closely with nationally known Finnish scholar, Drs. Kristiina Kumpulainen and Leena Krokfors. Cordova and Kumpulainen co-developed the Cultural Landscapes Collaboratory, with Dr. Paula Parson, in 2004 in collaboration with University of California Santa Barbara's Center for Teaching for Social Justice. Since 2006, Cordova has collaborated and submitted papers at AERA with Kumpulainen and another Finnish scholar, Dr. Leena Krokfors. Ralph has recently been invited as a guest researcher at the University of Helsinki to launch a collaboration between University of Helsinki and his theoretical work on the Cultural Landscapes for Learning. While at the University of Helsinki he will participate with nationally known Finnish educational researchers to conceptualize a cross-national project that will lead to the submission of a grant proposal for funded research.
- Tianlong Yu received a "Taishan Scholar" research grant (\$10,000) from Shandong provincial department of education in China for his project examining moral education in Chinese schools under the framework of world citizenship. He was also invited to lecture at Nanjing Normal University on his research project in September 2011, and served as a coordinator and interpreter for Nel Noddings' first visit to China in November 2011.
- Mary Weishaar is conducting ongoing research on legal aspects of students with disabilities internationally (Ukraine, Eastern Europe, Cuba).
- Mary Weishaar is engaged in an informal partnership with Open International University of Human Development, Kyiv, Ukraine – joint interest in education of people with disabilities.
- Phil Weishaar and Mary Weishaar published an article in international journal (from Ukraine and Lithuania).
- Mary Weishaar is an editor for *Social Welfare: Interdisciplinary Approach* (a new peer-reviewed international journal published by two universities, one in Ukraine and one in Lithuania).

- Psychology faculty made the following presentations outside the United States:
 - Ferguson, E. D. (2011). "Rudolf Dreikurs' contribution to the development of Individual Psychology," Invited Keynote address presented July 16, 2011 at the International Association of Individual Psychology Congress in Vienna, Austria.
 - Ferguson, E. D. (2011). "Hundred years: Adlerian psychology is stronger than ever." Paper presented and videotaped May 13, 2011 at the annual convention of the North American Society of Adlerian Psychology, in Victoria, B.C., Canada.
 - Tenbarge, C., Hupp, S., Jewell, D. (2011, November). Assessing Maladaptive Thinking Regarding Impaired Driving Using Samples from a Drug Court and a Traffic Court. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
 - Tillery, A., Davenport, B., Baracamontes, C., Wallace, W., Hupp, S., Everett, G., Jewell, J. (2011, November). Examination of Children's Aggressive Behavior Toward a Bobo Doll After Playing Wii Boxing or Wii Tennis. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
 - Wakefield, K., Hupp, S., Jewell, J., Pomerantz, A. (2011, November). Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common Disorders of Childhood. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
 - Kurth, L., Owens, S., Hupp, S., Everett, G., Jewell, J. (2011, November). The Effectiveness of "The Sleep Fairy" Behavioral Intervention in Treating Bedtime Resistance. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
 - Jewell, J. D., Hupp, S. D. A., & Bobrosky, C. (November 2011). Death or disfigurement in shock videos? Which consequence is a greater deterrent for teen driving under the influence prevention? Poster accepted for presentation at the 45th Annual Convention, Association for Behavioral and Cognitive Therapies, Toronto, Canada.
- Betsy Mainz received much press in national and international outlets for an article she published in *Psychological Science*. A follow-up editorial about her research was published in the New York Times in the fall of 2011:
 - Hambrick, D. Z., & Mainz, E. J. (Nov 19, 2011). Sorry strivers, talent matters. Invited Op-Ed piece. *New York Times*.
- Research articles published by Steve Hupp, Jeremy Jewell, Paul Rose and Dan Segrist are cited in Wikipedia articles ("Frugality", "Social Norms Approach" and "Social Stories"). Traffic statistics show that the Wikipedia articles citing these research articles are visited by dozens (sometimes hundreds) of readers all over the world every day.
- In the last academic year, the following article was published by Joel Nadler in a journal that specifically markets itself to an international audience:
 - Cundiff, N. L., Nadler, J. T., & Scribner, S. (2011). Teaching evaluation: A student run consulting firm. *International Journal of Teaching and Learning in Higher Education*, 23, 109-113.
- Jessica Krim is collaborating with Kristine Hildebrandt on a five-year NSF CAREER grant which focuses on preserving languages in the Manang district in Nepal.

- Ralph Cordova (C&I) was invited to visit Finland and work with its former Director of Assessment within the Finnish Ministry of Education, Dr. Kristiina Kumpulainen. Dr. Kumpulainen, Ralph, and prominent Finnish scholars will engage a multi-phased process that will culminate in transcultural ethnographic research on educational practices that support K-12 youngsters to become literate in both digital and interdisciplinary literacies.

Academic

- Ghana Summer Travel- for the third summer, Faustina Blankson will lead a group of students to Ghana to work with various health and human services organizations.
- Student Teaching Abroad: currently in planning stages with the University of Brighton.
- Tianlong Yu taught a graduate class as a visiting professor at Shandong Normal University in China on key issues in contemporary education during the Fall 2011 semester.
- Mary Weishaar participated in a panel presentation of Fulbright Scholars in a political science course for freshmen during International Week.

Students

- Dremuk-Watts Fellowship- the first recipient, Yu-Tung Chen, is a special educator from Taiwan who is attending SIUE's master's program in Special Education on a new two-year fellowship.
- Learning Culture & Society- the LCS has had several international students in recent years, and some have done and are doing their LCS final projects in international settings. For example, one of the two students who won the LCS Final Project award is from Brazil and came to SIUE from Brazil for one year for the LCS program. She did her Final Project data collection in Kuwait, and her participants were Middle Eastern women living in Kuwait. A current student is Romanian, and her Final Project will be international in nature, with data likely collected in Eastern Europe. Another recent LCS graduate who is African American is currently teaching in Morocco. She was inspired to seek out and apply for international jobs through her LCS coursework and through collaboration with international students in the LCS program.
- In 2009, 2010 and 2011, the US Department of State, as part of a NEH funded grant, has sponsored teachers to study at the SOE project: Lincoln and the Forging of Modern America. These teachers, from South Africa, Lebanon, Egypt, Russia, Kenya, and Ghana, attended all workshops and visited Illinois historic sites as part of their visit to the US.
- Within the Clinical Adult master's program, one student is a Fulbright Scholar from Indonesia (Ruth Sumule) and another CA student is from Canada.

Outreach/Service

- Mary Weishaar is engaged with a Literacy/English Language learning project with refugees, International Institute, St. Louis, MO – direct assistance to refugees (primarily from African countries) in developing essential literacy skills needed to support citizenship in the U.S.
- Mary Weishaar mentors faculty members in their applications for Fulbright Scholar awards.

APPENDIX L: International Training Program in Pedagogy

**International Training Program in Pedagogy
Fall 2012 – DRAFT for Discussion (Weishaar-Feb. 6, 2012)**

SIUE has formed a partnership and exchange of scholars with Northwest Normal University (NWNNU), China. NWNNU proposes to send 4-6 faculty members from its institution to the SIUE School of Education during fall 2012. Goals for NWNNU include:

- exposing Chinese faculty to American style pedagogic practices,
- expanding faculty awareness of how English is utilized in the classroom,
- preparing faculty for teaching their respective disciplines in English,
- providing an immersion context for faculty to enhance their exposure to spoken English.

Goals for SIUE include:

- introducing faculty and students to higher education in China,
- identifying possible avenues of international collaboration with NWNNU,
- providing opportunities for personal interaction between SIUE and NWNNU faculty and students that will facilitate curricular and research collaboration,
- developing a successful model for training international faculty members in pedagogy.

ACTIVITIES FOR SIUE FACULTY LEADERSHIP AND IMPLEMENTATION TEAM- Faculty Development

1. Plan and deliver weekly one-hour seminar for visiting Chinese faculty
 - Possible topics: syllabi development, library resources, pedagogy
 - Seek additional topics from School of Education International Group
 - Reflection journal
 - Discussion of what each person is observing and how this is different from their home country
 - Discuss observations in classes
 - Problem-solving
 - Guest speakers
2. Schedule and organize 3 presentations (open to SOE faculty/students and campus faculty/students)-1 ½ hour each
 - *Beginning of experience*-introductory presentation by each scholar (who I am, where I live, what I do, what I hope to achieve in this experience);
 - *Middle of experience*-presentation by each scholar (my research);
 - *End of experience*-presentation by each scholar (what I learned as a result of my experience-pedagogy, disciplinary content, English language; how I will use this information in China)
3. Community outreach
 - Work with Outreach office to schedule 1-hour seminar for Lifelong Learning by visiting Chinese faculty (panel discussion with SIUE implementation/leadership team)

- Communicate with department chairpersons , program directors, and faculty to schedule presentations for students in other classes
- Other activities
- 4. Schedule each scholar to observe in 3-4 classes each week in his/her field
- 5. Cultural Activities
 - Baseball game (Cardinals, Grizzlies)
 - Campus sports events (soccer)
 - International Week activities
 - Campus arts activities
 - Holiday
 - Introduction to SIUE International Hospitality Program members
 - Other

LEADERSHIP

1. Mary Weishaar, Associate Dean, School of Education: Primary responsibility for coordinating all aspects of the program
2. Yuliang Liu, Professor, Department of Educational Leadership (.25): Primary contact person for NWNu administrators; assist in all aspects of the program; help with language and context issues; problem-solving

IMPLEMENTATION

1. Faculty Member (.25): Lead two major activities; attend regular leadership team meetings beginning spring 2012; assist in planning other activities; attend activities, as needed; problem-solving
2. Faculty Member (.25): Lead two major activities; attend regular leadership team meetings beginning spring 2012; assist in planning other activities; attend activities, as needed; problem-solving

SUPPORT

1. Graduate assistant: assigned to support all team members (official assignment: Mary Weishaar)
 - Assist in development of master calendar
 - Attend and assist with weekly seminars
 - Attend and assist with lectures
 - Coordinate outreach
 - Attend and assist with cultural activities
 - Coordinate additional faculty development opportunities with Provost's office (existing seminars)
 - Assist in coordination of each person's weekly schedule (observe 3-4 classes, seminar, faculty development through Provost's office, Outreach, other)

- Problem-solve as issues arise
- Maintain master calendar
- 2. Part-time clerical support from Dean's office
 - Update and maintain master schedule
 - Answer general questions
 - Coordinate and schedule space needs (e.g., rooms for presentations and seminars)
 - Invite faculty and students to presentations and events
 - Schedule and assist in coordination of events
 - Problem-solve as issues arise
- 3. Office of International Programs: Provide comprehensive orientation, coordinate housing arrangements, assign faculty to non-school of education courses (if needed) for observation, airport transportation
- 4. Work Space provided by School of Education
 - 2 offices (3 faculty members in each office)
 - Laptops for check-out
 - Availability to print copies
 - Access to basic office supplies
 - Access to telephone

HOW LEADERSHIP AND IMPLEMENTATION TEAMS WOULD FUNCTION

- Team meetings will be held every other week during spring semester 2012, beginning mid-March (after spring break); weekly and as needed from August 1-Sept. 15; Every other week and as needed between Sept. 15 and end of semester.
- Team members will develop a master calendar of all activities, plan, and carry out all aspects of program. Other activities might be added later, as appropriate.

Funds Needed

- Graduate assistant
- Yuliang Liu (summer stipend-\$500 plus one fall course buy-out)
- Mary Weishaar
- Faculty Member (summer stipend-\$500 plus one fall course buy-out)
- Faculty Member (summer stipend-\$500 plus one fall course buy-out)
- Miscellaneous funds (sporting events, holiday, receptions, mileage reimbursement for planned cultural activities, etc.)

ROLES

Each SIUE faculty member will assume the leadership of one major activity. Program leaders would assist in planning and participate in activities, as appropriate.

- Weekly seminar
- Organization of 3 formal presentations by visiting Chinese faculty; organization/monitoring of regular faculty course observations, with assistance from the Office of International Programs for placements outside the School of Education.

Each SIUE faculty member would assume the leadership of one additional activity. Program leaders would assist in planning and participate in activities, as appropriate.

- Planning, coordinating, and participating in cultural activities
- Planning, coordinating, and participating in outreach activities.

ASSESSMENT PLAN-TO BE DETERMINED BY LEADERSHIP AND IMPLEMENTATION TEAM

- Early assessment
- Mid-Point assessment
- End-of-Project assessment

HOW FACULTY MEMBERS WOULD BE CHOSEN

- Level of interest and/or experience in international activities
- Availability and willingness – to attend spring meetings; to attend fall meetings, lectures, seminars, activities; to problem-solve on an as-needed basis; availability August 1 for meetings on a regular basis
- Evidence of organizational skill, excellent communication, flexibility, willingness to assist in activities outside the scope of the stated duties

Prepared by: Mary Weishaar, Associate Dean

APPENDIX M: Goals 2021- Priority Brainstorming

Goals 2021
Priority Brainstorming/Recommended Action Steps (Years 1 & 2)
SOE Faculty Meeting
November 4, 2011

Individual Relevance

- *Priority Goal #1:*
 - integrate goals established through the Illinois Public Agenda that include:
 - increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse),
 - accelerated degrees programs that shorten the time to completion while maintaining quality and high professional standards,
 - expanded use of technology to increase access particularly for non-traditional and rural students, and
 - the removal of transfer barriers between the associate's and bachelor's degrees
- *Priority Goal #2:*
 - promote and support the leadership of faculty in research, service, and teaching and identify clear roles and appropriate compensation for faculty leaders across the School
- *Priority Goal #3:*
 - embed a thorough understanding of 21st-century learners, including the role and impact of technology, into program design
- *Priority Goal #4:*
 - design programs that reflect the realities of career opportunities and the employability of students including dual and/or interdisciplinary degrees, integrated bachelor's and master's degree programs, and focused certificates
- *Priority Goal #5:*
 - prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace
 - expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals

Regional Responsiveness

- *Priority Goal #1:*
 - identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming
- *Action Steps:*
 - Quality facilities (i.e., Scott Air Force Base)

- Quality experiences (i.e., across the river)
- Increased enrollment (satellite facilities; i.e., Scott AFB, ESL)
- *Priority Goal #2:*
 - assist the academic and professional development initiatives of the SIUE East St. Louis Charter High School that support all students in meeting state standards and becoming college- and career-ready
- *Action Steps:*
 - Commitment to diversity of experiences for SIUE students and faculty.
 - Expansion of SOE faculty involvement.
 - Commitment for academic excellence.
- *Priority Goal #3:*
 - systematically coordinate the School's outreach clinics to ensure increased access and highest quality of service for the community, and expand the School's outreach clinics to include service within East St. Louis
- *Action Steps:*
 - Program quality
 - Innovation
 - Collaboration (SLP, Rdg, ABC)

International Recognition

- *Priority Goals #1:*
 - integrate innovative curricular practices focused on internationalization
 - establish formalized partnerships with international institutions of higher education
- *Action Step:*
 - Request information regarding internationalization efforts in curricular practices, scholarship, etc. already taking place or under consideration.
- *Priority Goal #2:*
 - establish formalized partnerships with international institutions of higher education
- *Action Steps:*
 - Let the international ad hoc informal committee continue its work.
- *Priority Goal #3:*
 - enhance the recognition of faculty for their leadership in scholarship and broad impact on their areas of discipline, including productivity in competitive external grants and a concerted approach to interdisciplinary research
- *Action Steps:*
 - Increase opportunities for faculty to present their international scholarship to peers in the school or university.
 - Open travel funds for international conferences.
 - Increase internationalization presence on our website.
 - Create ways to recognize international activities by faculty.

APPENDIX N: Goals 2021- Summary of Actions AY 12

SOE Goals 2021
Summary of Actions AY 12

Individual Relevance

- The SOE Undergraduate Task Force continues to focus its work on increasing student access and retention.
- Barbara O'Donnell (Dean's Office) is facilitating efforts to develop a "high achiever" program to recruit students with high academic potential directly into the major.
- The Elementary Education Program piloted the Teacher Performance Assessment (TPA) with 112 undergraduate teacher candidates. The TPA will be required for licensure in the State of Illinois starting fall 2015. In this extensive project, teacher candidates planned 3-5 lessons, videotaped their teaching, assessed student learning and engagement, and analyzed their teaching. The program is using data collected this year to make significant program changes that will prepare candidates for a successful TPA experience.
- Based on the new Illinois Professional Teaching Standards, the Student Teaching Evaluation instrument was revised. The new instrument is composed of 25 questions which measure teacher candidate performance and dispositions. Teacher preparation programs were given the option to add questions that relate specifically to their SPA. The instrument scale was also modified to better clarify teacher candidates' performance levels. This new instrument will be used beginning fall semester 2012.
- The State Educator Preparation and Licensure Board (SEPLB) has revamped the Academic Year Annual Program Reports. In response to changes made, SIUE's teacher education programs have undergone realignment of program assessments to new state requirements.
- In collaboration with the Office of the Provost, Dr. David Palumbo, a national recognized expert in technology, was invited to campus to offer workshops to faculty on "Envisioning the Future of University Teaching and Learning."
- Under the leadership of the School's Technology Committee, a series of "Appy Hours" were introduced to provide SOE faculty with the opportunity to engage in focused and hands-on dialogue related to the successful integration of new applications into instruction.
- The SOE continues to update technology in the School's classrooms and labs to enhance instructional experiences for students.
- Two C&I programs—EchOS and MAT—continued to provide increased access for underrepresented groups of students. While increasing access for non-traditional students, both programs had cohorts that met or collaborated with schools and agencies in East St. Louis.
- All teacher preparation programs in C&I worked on redesigning programs to meet new state mandates. An important part of that redesign work was the decision to increase accessibility to multiple certifications.
- As a result of Stephen Marlette's work with the SIUE STEM Center, and through discussions with C&I graduate faculty, a STEM pedagogy strand for the master's degree in C&I has been proposed that is pending approval at the graduate council.
- LCS and EDAD faculty completed graduate program reviews, analyzed the findings, and planned next steps for improvement of their instructional programs.

- Laurie Puchner (EDL) and Jennifer Logue (EDL) gave a presentation on diversity to the SOE faculty.
- The new Superintendent cohort was developed in response to educational leadership needs in the region.
- The EDAD faculty gained approval for a new Principal program and planned for the opening of a new Superintendent Cohort in Belleville. Both programs focus on leadership development.
- The IT Task Force conducted a semester-long study in which members explored the expanded use of instructional technology for a variety of student groups.
- Project S.H.A.R.E. (Social Health & Academic Readiness Enrichment) promotes the academic readiness of preschool-aged children attending the St. Clair County Head Start program. The large majority of children in this Head Start program are minorities. The program is run by undergraduate and graduate students (some of whom are also minorities) attending SIUE. Promoting academic readiness prior to kindergarten is the first step to setting the stage for successful years in primary and secondary (and higher) education.
- Danice Brown (PSYCH) regularly conducts professional development training to enhance the multicultural competence of SIUE faculty members and other professionals (so that they, in turn, can more effectively prepare minority, disabled and female students for professional life). Some of Dr. Brown's more recent workshops include:
 - *Fostering Diversity in the Classroom: Pedagogical Suggestions*—(Faculty Development Workshop, 2/12)
 - *Leadership Challenges for Minorities*—(Workshop for Kimmel Leadership, 11/11)
- Through the university's Undergraduate Research and Creative Activities Program, approximately 30 psychology majors collaborate with professors on research every semester.
- Approximately 25 psychology majors presented research at the Midwestern Psychological Association Meeting in Chicago in May 2011 and May 2012.
- In 2011, the Psychology Department began promoting a "three years to graduation" plan for undergraduates.
- The Psychology Club (a nearly "open-admission" student group) and Psi Chi (a selective honors society chapter) both give students an opportunity to engage with the discipline, the faculty and peers in the major. These groups participate in charitable, educational and fun activities of many kinds. Research suggests that engaged students are more likely to persist in their course of study.
- The Robert J. McLaughlin Honors Academy in Psychology is designed to provide the department's strongest undergraduates with a rigorous, individualized and independent research experience prior to graduation. This highly-selective program allows approximately 10 undergraduates each year to receive focused mentoring while preparing for graduate school and to complete senior assignment projects similar to masters theses (e.g., with a proposal meeting, independent data collection and a defense before a committee).
- In the Fall 2011 semester, various undergraduate advising processes in Psychology were streamlined and a graduate assistant was appointed to support the advisor. These improvements were important for ensuring that students interested in psychology did not leave the major due to difficulty getting classes.

- In response to program review recommendations, in the Fall 2011 semester, psychology graduate programs that previously used a more informal advising system (i.e., faculty meeting with students as needed) changed to a more systematic advising system (i.e., faculty meeting with advisees at least once per semester). This change in graduate advising should help graduate students become even more engaged with their graduate programs.
- In December 2011, a “Department Chair’s Letter of Concern” was developed for voluntary use by Psychology faculty who want to send underachieving students in their courses an early and strong message about improving their performance. This form letter from the chair is designed to alert students with poor grades early in the semester that (a) they need to act quickly to improve their chances of passing the course, (b) the responsibility to improve is theirs and (c) the professor and many campus services are available to help them.
- The Department of Psychology has developed a system for surveying bachelor’s degree recipients five months after graduation to understand these graduates’ job-search experiences and obtain feedback about how the department might be able to better prepare them for the job market.
- The Department of Psychology has begun developing a database of potential career mentors for students. This database consists of working professionals who have expressed a willingness to mentor students in specific career paths.
- The Department of Kinesiology and Health Education (KHE) has enhanced online/hybrid course offerings; selected coursework at both undergraduate and graduate levels moved online.
- KHE has developed new and enriched existing curricular programs (including assessment). The Community Health Education faculty redesigned the curriculum and senior assignment.
- KHE has participated in the university’s internal program review process for the purpose of improving the quality of programs.
- KHE has developed and grown student organizations within the department, including Eta Sigma Gamma (Health Education) and the Exercise Science Club (Exercise Science).
- KHE has implemented strategies to better manage course enrollments in Exercise Science and Community Health Education programs.
- KHE faculty engage students in and out of the classroom by participating extensively in the URCA program.
- The Special Education program changed SPE 200 to SPE 100 in order to catch Special Education majors earlier (paperwork is still in approval process since last year).
- SECD replaced 15 new laptops in the Tech room and added additional laptops, webcams and notebooks for faculty checkout.

Regional Responsiveness

- The Elementary Education program embarked on a partnership with Highland School District. University instructors held classes in school district classrooms and collaborated with Highland teachers to provide students with on-site experiences to reinforce their learning.
- C&I Department faculty participated in a number of state-wide meetings designed to determine new certification levels in early childhood, elementary, middle-level, and secondary education.

- Gloria Reading (C&I) served as Faculty in Residence at the SIUE-East St. Louis Charter High School. Dr. Reading's responsibility focused on working with Charter School administrators and faculty to plan and implement high quality professional development.
- Stephen Marlette (C&I) and Liza Cummins (C&I) were involved with The Math Connections Program, an initiative spearheaded by Monroe-Randolph Regional Office of Education that seeks to increase the mathematical content knowledge of 50 elementary teachers and strengthen their classroom teaching techniques. Participating schools included Chester, Columbia, Coulterville, Red Bud, Sparta, and Valmeyer. The Math Connections program was presented in cooperation with Intel Corporation, Arizona State University, Southern Illinois University Carbondale, and Southern Illinois University Edwardsville.
- The Boeing Teacher Candidate Institute in the summer of 2011 reflected a partnership among the Department of C&I, Boeing, and IMSA.
- Through a Dean's Grant, the Core Faculty integrated ELL into undergraduate EPFR courses to prepare students to teach in the region's diverse public schools.
- The Principal Redesign occurred in response to a mandate to reform schools in the region and state.
- In response to a regional demand, EDL faculty developed the first draft of a Needs Assessment for a Master's Degree in College Student Personnel.
- Laurie Puchner (EDL) received a Community Action Grant to develop a critical media literacy curriculum at Collinsville Middle School.
- David Knowlton (EDL) developed an IT course in Healthcare Informatics for the interdisciplinary campus-wide partnership with BJC. Cindy Nordstrom (PSYCH) also taught a course for this initiative.
- The Department of Psychology's Attention and Behavior Clinic serves many children who belong to ethnic minority groups, are female or are disabled. The clinic provides numerous school-based recommendations designed to facilitate academic, behavioral, and personal growth in these children so that they are better prepared for the challenges of higher education and entry into the workforce.
- The Department of Psychology offers an optional Field Study elective course at the undergraduate level and mandatory practicum and internship courses in all graduate programs. In the Spring of 2012, the department also submitted paperwork for zero-credit internship and co-op courses that will be administered through the Career Development Center.
- The Department of SECD received approval from the Continuing Education Board of the American Speech-Language-Hearing Association to offer CEU credits in support of the professional and leadership development of regional professionals.
- SECD hosted its annual Debra Hoge Memorial Lecture Series on the topic of bullying, which provided critical professional development training for over 200 educators and other professionals in the region.
- KHE students provide educational/preventive/rehabilitative community outreach activities including the senior assignment students in Community Health Education and Exercise Science produce "programming" for local businesses/agencies that benefits clientele.
- KHE faculty and students provide educational/preventive/rehabilitative community outreach activities through the Weight Management Program. In addition, PETE

students work with children attending the Early Childhood Center, and students engage in various activities through the Exercise Science Club and Eta Sigma Gamma.

- Erik Kirk (KHE) provided an educational tour of KHE facilities to high school students participating in the SIUE STEM Center Summer Program.
- Jeffrey Herrick (KHE) and graduate assistants provide physiological assessments (body composition, cardiovascular endurance) to community residents in the Exercise Physiology Laboratory.
- Nicole Klein (KHE) serves as consultant to Edwardsville School District #7 regarding their Health curriculum.
- The Department of SECD held Advisory Council meetings for each program, which included members of the community.
- SECD faculty provided outreach workshops in collaboration with Central Institute for the Deaf.
- SECD faculty submitted a proposal for funding for an Accent Modification Program, which was funded and will begin in fall 2012.
- A SECD faculty member was involved with a STEM grant in collaboration with C&I and Engineering.
- The SPPA clinic director scheduled brown bag lunches with area professionals to increase collaboration.

International Recognition

- The SOE created a new ad hoc committee on Internationalization.
- The SOE initiated a partnership with Northwest Normal University in China. In fall of 2012, four faculty members from NWNNU will be hosted by the SOE as part of a new "International Training Program in Pedagogy" initiative.
- The SOE's Teacher Education Programs are focusing on the upcoming NCATE accreditation reports as well as Illinois program requirements. Programs are creating their initial Special Professional Associations (SPA) reports in preparation for a spring 2015 visit.
- Stephanie McAndrews (C&I), program director for Literacy Education, was invited to provide a series of professional development activities in Guatemala. The purpose of the workshops was to improve literacy education throughout Guatemala. Dr. McAndrews has been invited to return to Guatemala next year to present at a conference that will be attended by educators across Latin America.
- Five faculty in the Department of Educational Leadership presented in Vancouver, B. C. at the annual meeting of the American Educational Research Association.
- Tianlong Yu (EDL) spent a sabbatical year in China.
- Yuliang Liu (EDL) served as a liaison for a group of Chinese scholars who will come to SIUE from Northwest Normal University.
- Twenty percent of the candidates enrolled in the LCS program are international students.
- EDAD faculty developed curriculum around an international theme for a second cohort of Ed.D. students, focusing on "Educational Leadership for the 21st Century: Meeting Global Challenges at Home."
- Psychology faculty made the following presentations outside the United States:

- Ferguson, E. D. (2011). "Rudolf Dreikurs' contribution to the development of Individual Psychology," Invited Keynote address presented July 16, 2011 at the International Association of Individual Psychology Congress in Vienna, Austria.
- Ferguson, E. D. (2011). "Hundred years: Adlerian psychology is stronger than ever." Paper presented and videotaped May 13, 2011 at the annual convention of the North American Society of Adlerian Psychology, in Victoria, B.C., Canada.
- Tenbarger, C., Hupp, S., Jewell, D. (2011, November). Assessing Maladaptive Thinking Regarding Impaired Driving Using Samples From a Drug Court and a Traffic Court. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Tillery, A., Davenport, B., Baracamontes, C., Wallace, W., Hupp, S., Everett, G., Jewell, J. (2011, November). Examination of Children's Aggressive Behavior Toward a Bobo Doll After Playing Wii Boxing or Wii Tennis. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Wakefield, K., Hupp, S., Jewell, J., Pomerantz, A. (2011, November). Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common Disorders of Childhood. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Kurth, L., Owens, S., Hupp, S., Everett, G., Jewell, J. (2011, November). The Effectiveness of "The Sleep Fairy" Behavioral Intervention in Treating Bedtime Resistance. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Jewell, J. D., Hupp, S. D. A., & Bobrosky, C. (November 2011). Death or disfigurement in shock videos? Which consequence is a greater deterrent for teen driving under the influence prevention? Poster accepted for presentation at the 45th Annual Convention, Association for Behavioral and Cognitive Therapies, Toronto, Canada.
- Betsy Meinz (PSYCH) received much press in national and international outlets for an article she published in *Psychological Science*. A follow-up editorial about her research was published in the New York Times in the fall of 2011:
 - Hambrick, D. Z., & Meinz, E. J. (Nov 19, 2011). Sorry strivers, talent matters. Invited Op-Ed piece. *New York Times*.
- Research articles published by Steve Hupp, Jeremy Jewell, Paul Rose and Dan Segrist (PSYCH) are cited in Wikipedia articles ("Frugality", "Social Norms Approach" and "Social Stories"). Traffic statistics show that the Wikipedia articles citing these research articles are visited by dozens (sometimes hundreds) of readers all over the world every day.
- In the last academic year, the following article was published by Joel Nadler (PSYCH) in a journal that specifically markets itself to an international audience:
 - Cundiff, N. L., Nadler, J. T., & Scribner, S. (2011). Teaching evaluation: A student run consulting firm. *International Journal of Teaching and Learning in Higher Education*, 23, 109-113.
- In order to recruit and retain high quality, diverse faculty, KHE has developed a mentoring program for new faculty.
- KHE faculty and students are participating in a third annual study abroad trip to Ghana.
- BBC featured KHE's Weight Management Clinic for an upcoming documentary.

APPENDIX O: Recruiting High Achievers

Draft

Recruiting high achievers

Who are these students?

- High achieving high school students who are interested in teaching.
- Our own high achieving freshman who are interested in teaching.

Stage I: Building interest and investigating the structures we have in place.

So far I have identified the following possibilities:

- 1) STEM Strand (P-12 Education) – strong possibility due to the STEM Center’s programs (Science Olympiad, Science Fair, Odyssey Science Camp, Illinois Math and Science Academy Teacher Candidate Institute, Math Contest, Engineering High School Programs, Erosion and Sediment Control Field Day/Workshop, Boeing Educators Space Camp Scholarships, and MOSAIC (Minds on Science Activities in the Community)).
- 2) Humanities Strand (P?- 12 Education) – Could build upon the Teaching with Primary Sources and the Lincoln Scholar Program (NEH).
- 3) Assistive Technology(Special Education focus) – an assistive technology lab already exists.
- 4) PRIME - PRIME is an active recruiter of minority students.
- 5) Are there others? More suggestions are needed.

Ideas I am kicking around which might be crazy:

What would students do that is different than other students entering our programs?

- 1) Take the Test of Academic Proficiency when they enter the University and declare early.
- 2) Enter their programs as sophomores, since most would university credit before they enter or would be waived from some courses.
- 3) Instead of CI 200, these students would attend special seminars: leadership, field visits to schools or our partnerships, research projects, etc.
- 4) These students would need a faculty mentor to monitor the added activities/experiences.
- 5) Be placed with a highly effective mentor teacher (in a school district) as a mentee from the start of their course work at SIUE. Student would still have a variety of placements but ultimately go back to this high quality teacher for their student teaching. This teacher should

be in the students' field of interest and be national board certified or identified by our faculty as a master teacher.

- 6) Participate in extensive activities outside the regular programs. These could be done before they officially begin their programs or while they are in their programs. Examples of these are:
 - a) Research with a faculty member.
 - b) Internships with our partners (Ex. University gardens, Boeing, Lincoln Library, competitions as listed above, etc.) or with outside organizations (Library of Congress, St. Louis Zoo, Grant's Farm, etc.)
 - c) Be mentees for Teaching with Primary Sources Teachers.
 - d) International study or internship (from their pockets)
 - e) Attend conferences (local and national) as well as professional development activities.
 - f) Present research within the university and at conferences with a faculty member or other students in this group.
 - g) Others?
- 7) Students could potentially graduate early or continue on to a Master's degree?

Is there money to implement these ideas?

STEM may have scholarships

Grants?

Next Steps:

Form a committee to investigate more options.

Prepared by: Barbara O'Donnell, Associate Dean

APPENDIX P: SOE Instructional Technology Initiatives

Enhancement of Instructional Technology

AY 2012

Classroom Updates

- Four Classrooms have been approved to be updated with brand new podiums equipped with flat monitor, touch Panel, laptop connectors and new computer. Setup should be complete by the end of summer semester.
- Five classroom projectors have been replaced with brand new ones.
- Thirty laptops from the portable laptop cart in the Assistive Technology lab have been replaced with brand new ones.
- Fifteen laptops from the portable laptop cart in the Kinesiology and Health Education department have been replaced with brand new ones.
- Two extra projectors have been purchased for emergencies.
- The Charter High School (CHS) hosted a ribbon cutting ceremony on February 23rd to celebrate the opening of its nearly \$1 million cutting-edge science, technology, engineering, and mathematics classroom. The William Frederick Graebe Sr. STEM Learning Center features 3-D scanning and printing capabilities, SIUE's first LCD video wall, a 70" multi-touch SMART interactive LCD board, DVR recording system, and access to laptops and iPads for students and faculty as they engage in hands-on, "minds-on" instruction. Its fabrication laboratory will provide students with the ability to design and create prototypes that can be tested in the lab. The facility will be used for CHS math and science instruction as well as for professional development for area teachers and enrichment opportunities for students in District 189.
- A portable laptop cart and 10 laptops have been purchased for Charter High School. Charter School students and faculty will benefit from this additional resource apart from the recently installed computer lab with smart board facility.

Unit/Assessment Updates

- Graduate assessment database for various graduate programs have been redesigned to be more efficient and easy to use. Argos reporting is utilized to make student information as accurate as possible.
- Online Course Evaluation system has been fully implemented in all the departments within the School of Education for all graduate and undergraduate courses, with survey results stored at the departmental shared drive. All of the surveys include core set instrument developed by the Office of the Provost.
- Information Technology Services has provided funds to purchase Atlas TI qualitative data management software, Conners' CPT II (Continuous Performance test) for the department of Kinesiology and Health Education.
- Various assessment forms including student teaching evaluations have been revised and implemented to effectively support the School's assessment data system.
- Additional firewall policies have been implemented on the database servers.
- More shared directories have been created to enhance accessibility to faculty and staff within the School of Education and also to faculty from College of Arts and Science who partner in the teacher preparation programs.

Instruction/Faculty/Staff Updates

- A total of nine faculty and staff workshops have been held within the School and for the University community. The School of Education's Technology Committee is also hosting technology "Appy Hours". Through this unique forum, faculty and staff from various departments demonstrate various "apps". This is an excellent opportunity to see what others are doing and to share ideas.
- Additional Portable checkout equipment has been purchased for off-campus teaching and presentations including document cameras, clicker receivers and wireless projector.

- Almost all of the non-leased computers have been updated with new Operating system (Windows 7) and new version of Microsoft Office (Office 10).
- More than 50 faculty members are scheduled for computer refresh during summer and fall semester.

Outreach Updates

- Several workshops have been held and planned for the Madison County community through the Office of Educational Outreach.

Prepared by: Binod Pokhrel, SOE Technology Specialist

With thanks to the following for their assistance in preparing this Annual Report:

- Dr. Barbara O'Donnell, Associate Dean for Assessment and Accreditation
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- Binod Pokhrel, Director of Information Technology
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- Gretchen Fricke, Director of OCECA
- Bill Porzukowiak, Director of University/School Partnerships
- Angie White, Assistant Director for Graduate Programs
- Amy Wilkinson, Teaching with Primary Resources
- Bevan Gibson, Southern Illinois Professional Development Center
- Veronica Washington, SIUE ESL CHS Director
- SOE Faculty and Staff

