



School of Education Annual Report

July 2012 - June 2013



Submitted June 8th, 2013
Bette S. Bergeron, PhD
Dean

School of Education

Annual Report

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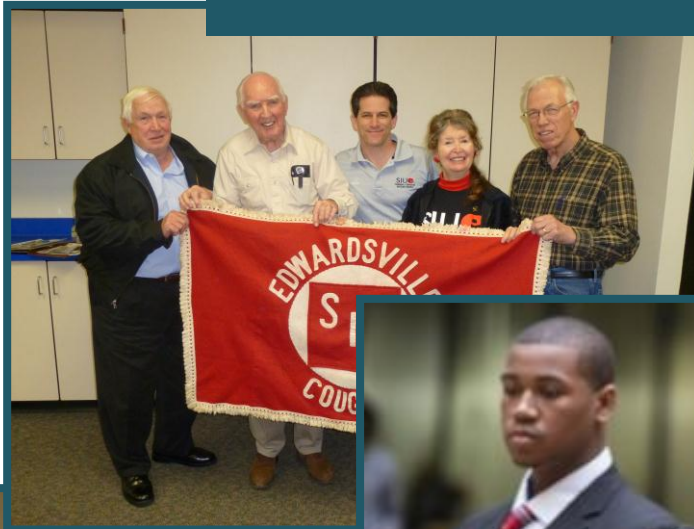
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Cover photo: Ed.D. Cohort, Hooding Ceremony, May 2013

Cover design by Jo Wottowa, SOE Marketing & Media Technology Specialist



I. INTRODUCTION



SIUE School of Education *Innovating, Excelling, Leading*

The following report summarizes the initiatives and activities of the School of Education and its faculty, staff, and students for the 2013 academic year. These activities reflect the SOE's adopted vision of "Innovating, Excelling, Leading." Of particular focus has been the SOE's initiatives related to **diversity**, which was described as a strategic area of emphasis in the 2012 Annual Report. The School's accomplishments in diversity are perhaps best illustrated through the work of the International Training Program in Pedagogy and the resulting partnership with Northwest Normal University in Lanzhou, China, and the successful transition of the SIUE Charter High School to the School of Education in the fall of 2012. Both are highlighted in this year's "Points of Pride" (pages 53-55; 59-60).

SIUE's Chancellor, Dr. Furst-Bowe, has introduced two areas of focus for her administration: **internationalization** and **online education**. As noted above, the SOE has made important strides in the area of internationalization during AY 13. Similarly, the School and its faculty have increased capacity as it relates to moving selected programs and/or courses online. This is made possible through the SOE's continued commitment to technology and providing students and faculty with access to updates to support instruction (see Appendix A for an overview of the year's technology initiatives). Additional areas of note include the following:

- The graduate Physical Education/Sport Pedagogy program (KHE) is offered online.
- The Department of Kinesiology and Health Education (KHE) is piloting courses using a "flipped classroom" methodology.
- SOE faculty members in the Departments of C&I, SECD, EDL, and PSYCH are participating in the summer 2013 workshop on online learning.

- The Department of Curriculum & Instruction (C&I) is developing endorsement coursework to be offered online, including the new area of Teacher Leader.
- The Department of Educational Leadership's (EDL) Instructional Technology program has experienced a marked and significant increase in its enrollment, due to a focused recruitment/retention strategy and restructured curriculum.
- Educational Administration faculty (EDL) are moving coursework for the building-level principal program online.
- Required Special Education endorsement courses offered through the Department of Special Education and Communication Disorders (SECD) are offered online.

As highlighted through this Annual Report, the School of Education and its faculty, staff, and students are moving the School forward by Innovating, Excelling, and Leading through a renewed focus on diversity, internationalization, and technology-enhanced instruction, in order to continue to offer high-quality educational experiences for its students.



CHS Video Gaming Club



NWNU Visiting Faculty Scholars

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 2010, 2011, and 2012 (*source: SIUE Fact Book, 2013 ed., pg. 94*). Also included are the statistics for the School's full-time instructors. As indicated on this Table, the proportion of female to male faculty has increased slightly, while the overall number of TT faculty has decreased slightly. The decrease is due to the strategic decision to hold vacated positions while trends in enrollments across disciplines were analyzed, and to base subsequent hires on anticipated programmatic needs. As a result of this planning, six new TT faculty members have been hired for the upcoming 2014 academic year. It should also be noted that the number of senior faculty is still far outnumbered by those who hold the rank of Associate or Assistant Professor.

Table 1. SOE Full-Time Faculty

	Fall 2010			Fall 2011			Fall 2012		
Rank	M	F	Total	M	F	Total	M	F	Total
Professor	7	6	13	6	5	11	7	8	15
Associate Professor	14	17	31	17	13	30	16	13	29
Assistant Professor	14	14	28	12	18	30	8	16	24
Total TT Faculty	35	37	72	35	36	71	31	37	68
Instructors	3	16	19	4	15	19	4	16	20
Total Full-Time Faculty	38	53	91	39	51	90	35	53	88

During AY 13, the SOE conducted six tenure-track faculty searches; all searches were successful. Of the six incoming faculty members, four are female, three are international (from Canada, South Korea, Japan), and three are self-identified as minorities (Asian,

Hispanic). These successful searches reflect the SOE's articulated focus on diversity and, specifically, on increasing the diversity of its faculty.

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 2009, 2010, 2011, and 2012 (*source: SIUE Fact Book, 2013 ed., pgs. 60, 64, 68*).

Table 2. SOE Student Enrollments 2009-2012

	2009	2010	2011	2012
Undergraduates	1,091	1,084	1,076	1,094
Graduates	752	735	735	722
TOTAL	1,843	1,819	1,811	1,816

Table 3. SOE Student Credit Hours 2009-2012

	2009	2010	2011	2012
Lower Undergraduate	8,224	9,382	10,360	9,663
Upper Undergraduate	30,092	31,572	30,842	29,052
Graduate I	11,985	13,758	12,570	11,846
Graduate II	0	0	24	324
TOTAL	50,301	54,712	53,795	50,885

Table 4. SOE Degrees Awarded 2009-2012

	2009	2010	2011	2012
Undergraduates	411	455	450	415
Graduates/Professional	214	302	306	262
TOTAL	625	757	756	677

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. There have been slight declines in the numbers of SOE credit hours and degrees awarded as compared to the past two years, though both are up as compared to 2009. These reflect shifts in course-taking patterns related to internal program requirements and the impact of state mandates on program admittance (and subsequent graduation). Also noted is the significant increase in Graduate II credit hours as a result of the new Ed.D. program.

1. Accreditation Reviews

The School of Education (SOE) is fully accredited by the National Council for Accreditation of Teacher Education (NACTE), which is in the process of transitioning to the Council on Accreditation of Educator Preparation (CAEP). The next site visit will not occur until the spring of 2015. As part of the SOE's unit-level accreditation through NCATE, each educator preparation program must be reviewed and approved by Specialized Professional Associations (SPAs). These reports were submitted in the fall of 2012, and to date the following have been designated as receiving national recognition:

- Educational Leadership- Superintendent
- Educational Leadership- Building-Level Administration/Specialist
- Educational Leadership- Building-Level Administration/Master's
- Educational Leadership- Building-Level Administration/Endorsement
- Literacy/Post-Master's
- Literacy/Master's
- Educational Technologies
- Elementary Education
- Early Childhood Education
- Secondary Science (Earth & Space, Chemistry, Biology)/Baccalaureate
- Secondary Mathematics/Baccalaureate
- Secondary English Language Arts/Baccalaureate
- Secondary Social Studies/Baccalaureate
- Secondary Foreign Language (Spanish, German, French)/Baccalaureate

At the present time, the only program still not nationally recognized by its designated SPA is the Master's of Arts in Teaching (MAT). Because the MAT will be voluntarily put on moratorium after the current cohort has completed the program in the spring of 2014, in order to completely redesign the program, the decision has been made not to resubmit a report to the accompanying SPA at this time.

In addition to NCATE accreditation, which SIUE participates in voluntarily, all educator preparation 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's Associate Dean for Assessment and Accreditation. All programs, including those associated with the College of Arts and Sciences, are currently fully approved by the state (see Appendix B for copies of letters verifying program approval). SIUE will be submitting a unit-level report to ISBE in 2014; this unit-level review is new in the state of Illinois.

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, with an accreditation cycle extending through March of 2019. The graduate program in Clinical Child and School Psychology in the Department of Psychology is fully accredited by the National Association of School Psychologists.

2. Program Reviews

None of the SOE's programs was identified for institutional review during AY 13.

3. Licensure Exams/Unit Assessment

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

- *Test of Academic Proficiency* (formally the Illinois Test of Basic Skills)- taken prior to admission into teacher education; the state has also recently accepted a composite score of 22 on the ACT to satisfy this requirement
- *Content Area Test*- taken prior to admission to student teaching
- *Assessment of Professional Teaching*- taken prior to licensure
- *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 licensure in teaching. The timing of these assessments is mandated by Illinois law. Therefore, an analysis of program completers’ pass rates on these exams does not provide the School with useful data regarding its programs or students as scores are artificially high (i.e., 100%).

As has been reported in previous Annual Reports, the implementation of the state’s more rigorous measures for entry into educator preparation programs, and specifically the adoption of the new TAP exam, has had significant and negative impacts on enrollment across all of the SOE’s educator preparation programs. Table 5 provides an overview of the changes to pass rates, comparing test administrations prior to the implementation of the state’s changes to the most recent data provided by the state (through July, 2012). The August 2011-July 2012 data includes the former Basic Skills Test and the newly adopted Test of Academic Proficiency (TAP), both of which were accepted by the state during the reported timeframe.

Table 5. Comparison of ITBS Pass Rates

	September 2008- July 2010 (Prior to changes)	August 2011- July 2012 (After changes)
State-wide	Basic Skills: 90.4%	Basic Skills: 44.6% TAP: 37.8%
SIUE	Basic Skills: 90.1%	Basic Skills: 44.5% TAP: 33.3%

As noted on the Table, SIUE’s pass rates are consistent with those of the state as a whole. The decrease in SIUE’s pass rates from 90.1%, prior to the state’s changes, to the reported pass rate of 44.5% (Basic Skills) and 33.3% (TAP) are also consistent with the state’s passing averages. The resulting reduction in available candidates 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. While these decreases may be mitigated by the state’s recent adoption of an ACT composite

score of 22 (with the writing component), fall 2013 enrollments across programs are still falling significantly behind those reported prior to the state's entry requirement changes.

Of particular concern to the state and SIUE's School of Education is the impact of the new testing requirements on candidates from ethnically diverse backgrounds. As reported by the Illinois Grow Your Own consortium, pass rates among African American and Latino students has dropped from 64% prior to the implementation of the state's new requirements to the current pass rate of 20% (see Appendix C). Comparative decreases are being observed within SIUE's educator preparation programs. At a time when there is an increased need for teachers of color across the state, there are significantly fewer candidates available to complete educator preparation programs. This reduction in the future workforce of diverse teachers is anticipated to have unintended and negative consequences for PK-12 students of color in Illinois.

In addition to the entry-level "Basic Skills" requirement, students must also pass a content-specific exam prior to student teaching, as well as 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. Students who are unsuccessful with the content exam are provided with suggestions for recommended remediation, including access to online resources housed within the SOE. If they continue to be unsuccessful, students may be advised into non-licensure program options.

The APT, which is aligned with the state's professional teaching standards and is required for state licensure, has the potential of providing useful data regarding the effectiveness of the SOE's preparation programs. Results for 2011-2012 for the APT, with comparisons from the previous three years, are provided in Table 6. As indicated in the Table, the pass rate of the SOE's students on the Illinois APT Exam remains consistently high.

Table 6. Assessment of Professional Teaching (APT); SIUE Pass Rates 2008-2012

Test Level	Number Taking Test / Pass Rate			
	2008-09	2009-2010	2010-2011	2011-2012*
APT Birth to Gr 3	21 (100%)	27 (100%)	51 (100%)	40 (97%)
APT Grades 6-12	104 (99%)	110 (100%)	100 (99%)	112 (97%)
APT Grades K-12	107 (97%)	101 (97%)	98 (100%)	99 (93%)
APT Grades K-9	107 (98%)	113 (98%)	110 (100%)	133 (96%)

**Test includes testing dates between Sept 2011 through July 2012*

Currently, the state of Illinois is in the process of revising the licensure test (APT). By September of 2015, all teacher preparation candidates in the state will be required to pass the new Teacher Performance Assessment (edTPA), a high-stakes 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 PK-12 student learning. The SOE's faculty have been actively involved in state meetings and webinars regarding the edTPA's implementation, are transitioning their senior capstone assignment to incorporate the edTPA, and are participating in training as evaluators. An edTPA "retreat" was held in the spring of 2013, and included over 50 faculty and supervisors across the SOE and CAS in a day-long exploration of the implications and implementation of this performance tool. The SOE's work in implementing the edTPA is considered a "Point of Pride" for AY 13 (see pages 56-57).

Administration candidates (graduate students) must also pass a state exam prior to state licensure for building-level principals and the superintendency. Table 7 summarizes the pass rates for School Administration over a nine-year period. 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, 46 individuals have completed the exam with a pass rate of 100%.

Table 7. School-Level Administrator Pass Rates 2005-2013

<i>School Administration Exam Results (SIUE)</i> <i>Principal</i>			
AY	Number Tested	Number Passed	SOE Pass Rate
AY 05	67	66	98.5%
AY 06	99	87	87.95
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	73	69	95%
AY 13*	102	101	99%

*(AY 13 data is incomplete, and includes tests only to May of 2013)

Students in the graduate Speech-Language Pathology program must pass the National Examination in Speech-Language Pathology before being certified. Table 8 overviews the program's pass rates for 2008-2013. 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 8. SPPA Exam Pass Rates 2008-2013

National Examination in Speech-Language Pathology Pass Rates		
	SIUE	National
2008	96%	84.4%
2009	100%	85.6%
2010	100%	85.6%
2011	100%	86.3%
2012	100%	86.4%
2013*	100%	<i>Not available*</i>

*Final scores for 2013 are pending.

Students in the Community Health Education program have the option of taking the Certified Health Education Specialist (CHES) exam. Table 9 provides a summary of the SOE's pass rates on this exam, with comparisons to the national pass rates. Students in the SOE's Community Health program are performing well on this voluntary exam, particularly when compared to the national average.

Table 9. CHES Pass Rates 2009-2012

	2009		2010		2011		2012	
	National	SIUE	National	SIUE	National	SIUE	National	SIUE
# Tested	1,565	2	1,593	1	1,827	8	2,068	8
% Passed	76.87%	100%	73.82%	100%	75.31%	100%	71.32%	75%

Program Surveys. As required for state approval and NCATE accreditation, the SOE has developed a comprehensive assessment system for each educator preparation program, as well as for the unit as a whole, 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, and are reviewed by program faculty for the purposes of continual improvement. Data are available on the School's shared drive for transparency and accountability purposes. As part of the internal 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 students perceive that they acquire the needed competencies and strategies to teach across the unit's various preparation programs; satisfaction is particularly high in the Early Childhood, Elementary Education, Special Education, and Physical Education programs. The only area scored lower than 3.0 (on a 4.0 scale) is on "teaching models and techniques" from respondents in the MAT program. The MAT will be placed on voluntary moratorium in the spring of 2014 after the completion of the current cohort, and will be completely redesigned. The redesign process will take into

account the feedback from previous students to ensure that its content is more relevant and the structure more accessible to its intended audience, working adults.

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 (2007-08)	Mean (2008-09)	Mean (2009-10)	Mean (2010-11)	Mean (2011-12)	Mean (2012-13)
Early Childhood	3.2	3.34	3.34	3.23	3.80	3.79
Elementary Education	3.14	3.18	3.35	3.43	3.26	3.48
Special Education	2.92	3.21	3.30	3.4	3.40	3.55
Secondary Education	3.32	3.27	3.32	3.18	3.27	3.45
Physical Education		3.62	3.20	3.0	3.75	3.67
Master of Arts in Teaching (Initial)				3.38	3.0	3.0

Table 11. Teaching Models and Techniques

<i>Survey Item: I learned a variety of teaching models and instructional techniques.</i>						
Program	Mean (2007-08)	Mean (2008-09)	Mean (2009-10)	Mean (2010-11)	Mean (2011-12)	Mean (2012-13)
Early Childhood	3.13	3.32	3.30	3.37	4.0	3.92
Elementary Education	3.41	3.44	3.51	3.66	3.36	3.6
Special Education	3.08	3.32	3.45	3.4	3.46	3.75
Secondary Education	3.03	3.02	3.35	2.99	3.21	3.4
Physical Education		3.54	3.10	2.83	3.50	3.67
Master of Arts in Teaching (Initial)				3.25	3.11	2.73

The SOE also participates in annual state surveys in collaboration with Illinois' 12 public universities that assess graduates' perceptions of their preparation programs. Using the state's data warehouse system, graduates who are currently employed by public PK-12 schools in Illinois are surveyed. Questions for this survey are reviewed annually by the public deans of education, and the administration is conducted in collaboration with the Illinois State Board of Education (ISBE) and facilitated through staff at Eastern Illinois University. 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 have been 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.

Table 12. Novice Teacher Survey 2009-2012

Novice Teacher Satisfaction W/ Teacher Preparation Program IL State Survey, 2009-2012								
	2009		2010		2011		2012	
	<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	94%	94%	95%	94%	98%	96%	90%	92%
Program Advising	79%	80%	87%	82%	85%	82%	82%	79%
Overall program quality	94%	90%	91%	91%	92%	93%	90%	89%
Student teacher supervision	90%	91%	93%	93%	95%	94%	90%	91%
Preparation to teach ELLs	20%	21%	14%	22%	12%	25%	33%	29%
Preparation for multicultural ed	53%	55%	58%	56%	57%	55%	57%	56%
Preparation for accommodations	77%	69%	77%	73%	76%	72%	65%	71%
Preparation to use technology	68%	71%	70%	73%	60%	72%	43%	69%
Developmentally appropriate instr	85%	85%	87%	88%	88%	85%	79%	87%
Preparation for assessment	89%	82%	87%	86%	90%	85%	79%	80%
Managing student behavior	77%	62%	71%	64%	68%	63%	54%	56%
Preparation for content	84%	85%	93%	87%	86%	85%	93%	85%
Establishing classroom equity	83%	74%	80%	78%	81%	75%	68%	71%

As indicated in the data, relative strengths of SIUE's teacher preparation programs, from the perspective of its graduates (novice teachers), include:

- Interactions with faculty

- Overall program quality
- Student teacher supervision

Areas of concern include:

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

Particularly troubling this year is the trend downward in almost all areas of the survey, and in almost all areas as compared with the state's aggregated results. Most specifically, respondents have shown marked dissatisfaction with their preparation in the following areas as compared with last year's survey respondents:

- Preparation for accommodations (-11%)
- Preparation to use technology (-17%)
- Developmentally appropriate instruction (-9%)
- Preparation for assessment (-11%)
- Managing student behavior (-14%)
- Establishing classroom equity (-13%)

In the spring of 2012, the SOE's Associate Dean for Assessment and Accreditation shared the survey results with the Joint Council on Teacher Preparation (JCTP), which consists of program directors and faculty across all preparation programs including those housed in the College of Arts and Sciences. While some faculty discounted the results based on the survey's N (30), the 2012 response rate is consistent with previous years' administration therefore warranting discussion and consideration.

In addition to surveying novice classroom teachers, the state's public universities also coordinate a survey of program completers five years after graduation. A complete summary of results for SIUE and comparisons to the state is provided in Appendix D.

Tables 13 and 14 compare responses from graduates five years out from 2009-2012, and also includes a comparison of *novice* teachers' responses from this year's survey. As indicated in the tables, graduates five years out continue to be very satisfied overall with their preparation at SIUE, with a noted decrease in their satisfaction with addressing issues of socioeconomic diversity. In the area of technology usage, which had been regarded as an areas of weakness in 2009 and 2010, 2012 respondents have indicated an increase in satisfaction with their preparation in this area. When comparing SIUE's *novice* teachers to those who are five years out, the data indicate that they 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 14 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 13. One- and Five-Year Surveys: Relative Strengths (SIUE Data)

Area surveyed	2009 5-year survey	2010 5-year survey	2012 5-year survey	2012 Novice Teacher
Satisfied with decision to become a teacher	99%	92%	95%	94%
Satisfied with overall quality of the teacher education program	92%	92%	93%	90%
Addressing issues of socioeconomic diversity	96%	98%	80%	67%
Working with school administration	96%	94%	92%	67%
Working with parents and/or guardians	86%	88%	92%	47%
Working in a high accountability environment	94%	91%	90%	61%
Accommodating instruction for students with special needs	85%	91%	89%	65%
Implementing developmentally appropriate instruction	96%	99%	94%	79%
Assessing students in the classroom	80%	89%		79%
Managing the classroom learning environment	100%	98%	96%	65%
Establishing equity in the classroom	96%	97%	98%	68%
Teaching the primary content area	100%	97%	96%	93%

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

Area surveyed	2009 5-year survey	2010 5-year survey	2012 5-year survey	2012 Novice Teacher
Teaching English language learners	46%	32%	38%	32%
Using strategies used in multicultural education	67%	67%	73%	57%
Using technology for the classroom	73%	77%	84%	43%
Using community resources in the classroom	62%	59%	58%	53%
Fostering community relationships	65%	61%	62%	50%

The faculty in the Department of Curriculum and Instruction have reviewed the survey data as part of their program redesign initiative. Some of the proposed curricular changes related to the data include designing a new six hour Inquiry Core “Planning for Differentiated Instruction” course to focus on Educational Psychology, Foundations, and Planning for Diversity. Preliminary plans also include developing coursework specific to technology in collaboration with the Instructional Technology faculty as well as a course in classroom management. Program redesign will also specifically address issues related to ELL learners. C&I faculty are also working with the Special Education program to review syllabi to make sure that components related to special education are consistent with recommended practices in planning for differentiated instruction.

NCATE Annual Report

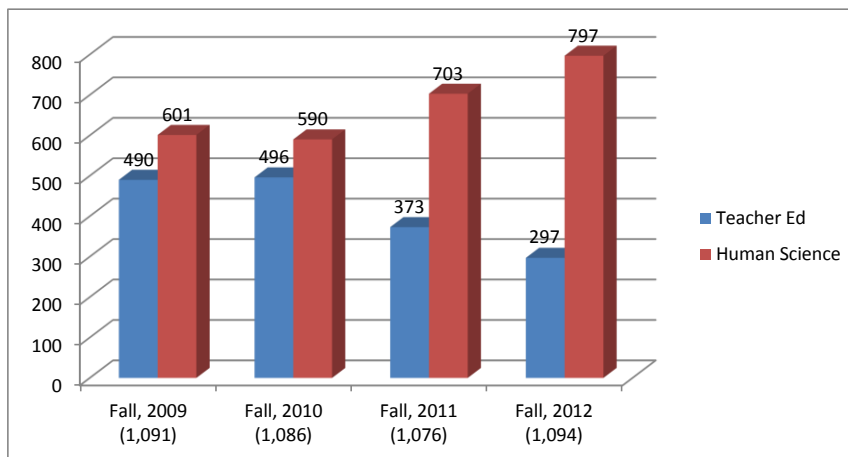
Each year, the School of Education submits a report to the National Council on Accreditation of Teacher Education (NCATE) summarizing its unit assessment system and annual data for its educator preparation programs; this report is prepared by the Associate Dean for Assessment and Accreditation (Barbara O'Donnell). The annual report focuses on the unit's continuous improvement process and addresses the “areas for improvement” identified in the 2007 NCATE site visit. The SOE will be preparing its comprehensive self-study in the fall of 2013 in preparation for the spring 2015 NCATE site visit.

The 2011-2012 annual NCATE report is provided in Appendix E. Included are specific data related to substantive changes to the institution or unit during the reporting year (none were indicated for SIUE) and summaries of activities, assessments, and outcomes related to the SOE's Areas for Improvement (AFR). The four AFR's identified in the 2007 site visit relate to candidate dispositions, using program-level data, communication with cooperating teachers, and opportunities to interact with faculty from ethnically diverse groups. Activities related to addressing each of these AFR's are summarized in the report.

Summary of Academic Program Trends

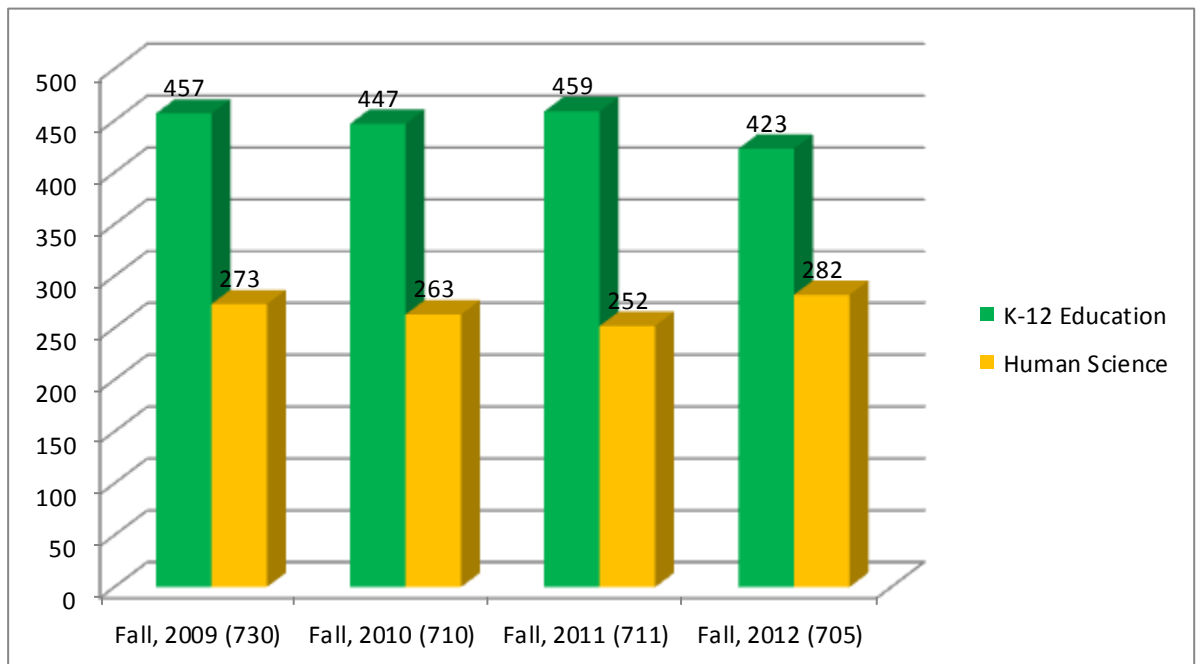
One of the School's greatest challenges continues to be reflected in the dramatic shifts in undergraduate enrollment due in part to the state's implementation of new and more rigorous entry requirements for educator preparation, as described above. These factors have had the direct result of decreasing the SOE's enrollment across all undergraduate educator preparation programs (see Figure 1), and has the potential of creating conflicts between the SOE's longstanding foundation in educator preparation with this new dominance in the human sciences.

Figure 1. SOE Undergraduate Enrollment 2009-2012



While less dramatic, also creating challenges and opportunities has been noted declines in the SOE's graduate enrollments, which are highly dependent upon practicing PK-12 teachers and school administrators. Due to severe budget shortfalls in many regional districts, the uncertainty of the job market, and decreases in the number of novice teachers locally who typically constitute the majority of graduate enrollments for the SOE, the overall graduate enrollments have dropped (see Figure 2). The most notable declines have been in the school-level administration program, which was required to be redesigned by the state with the intent of decreasing the number of candidates for these programs state-wide in order to increase the quality of the remaining candidates. These challenges, however, bring the opportunity to explore new methods for delivery, including an increased emphasis on online learning, and new ways to “package” endorsements to entice educators to enhance their marketability within the region.

Figure 2. SOE Graduate Enrollment 2009-2012



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 aligning to professional standards appropriate to the discipline. 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 educator preparation enrollments due to state reforms related to mandated redesign and higher entry requirements for both teacher education and administrator preparation programs. Also of note is the increased participation with community college partners, with a specific aim at developing articulated two-plus-two programs and more fully integrating community college liaisons into the program redesign process. As a result of these internal and external factors, the following program changes have been made or are in process within the SOE:

- *Exercise Science/Community College Partnership:* The purpose of the 2+2 articulation agreement (set to begin officially in fall 2013) is to streamline the transfer process for students completing the Exercise Science program (Associate in Applied Science Degree) at Lewis & Clark Community College into the SOE's Exercise Science program (Bachelor of Science Degree) located in the Department of Kinesiology and Health Education. Currently, the Department is working on a similar agreement with Southwestern Illinois College.
- *Special Education/Community College Partnership:* The Special Education program has initiated a 2+2 program with Lewis and Clark Community College. The program will help facilitate a smoother transition from the community college to SIUE for students who wish to major in Special Education. The paperwork is currently being finalized and the program should be in effect for the 2013-14 academic year. Similar 2+2 programs will be developed with other local community colleges in the coming year.

- Bachelor's/Master's Degree in Nutrition:* In the spring of 2013, the faculty in the Department of Kinesiology and Health Education completed needs assessments for two new degrees in Nutrition; the needs assessments are both currently being reviewed internally. The proposed Master of Science Coordinated Program in Nutrition and Dietetics will provide the required dietetics coursework and at least 1200 hours of required supervised practice experiences (also known as a dietetic internship) to meet the Academy of Nutrition and Dietetics Accreditation Council for Education in Nutrition and Dietetics (ACEND) core knowledge and competency requirements to become a registered dietitian (RD). ACEND is the accrediting body of the Academy of Nutrition (AND) the governing body of Registered Dietitians. Upon completion of this program students are eligible to sit for the RD credentialing exam. The Bachelor of Science in Nutrition will focus on the study of foods and nutrients and their effect on the health of individuals. The BS in Nutrition will be designed to prepare students for careers in nutrition and also serve as a pre-professional degree that will meet the requirements for pre-med, nursing, dental, optometry, pharmacy and other post-graduate programs in health care and dietetics. Students earning a degree in Nutrition will have an in-depth knowledge of the science of nutrition and a solid foundation in applied science.
- Community Health/Online Interprofessional Global Health Course for Health Professional Students:* This project will offer an interprofessional online course in global health through joint efforts of interdisciplinary faculty members from the SOE, School of Pharmacy, School of Nursing, College of Arts and Sciences, and SIU School of Medicine. The interdisciplinary faculty team will collaboratively design the course and develop the online modules in the areas of global health; ethics, human rights, culture, and global health; communicable diseases; non-communicable diseases; humanitarian emergencies; nutrition; women and children's health; vulnerable populations; global health systems; and pharmaceuticals. This course will apply a variety of teaching strategies (e.g., case-based discussions, team-based assignments, panel of global health practitioners,

etc.). Tailored assessment tools will be developed and used to evaluate the course outcomes. This course is planned for fall 2014.

- *Community Health Education:* Based on recommendations and results of its program review, internal discussions, and the updates to the profession from the National Commission for Health Education Credentialing, the undergraduate Community Health Education curriculum was revised in the following ways:
 - A Research Methods class was added to address the area of the Certified Health Education Specialist exam in which graduates consistently had the lowest scores.
 - Three content courses (Drugs; Nutrition; Stress Management/Emotional Health) were moved to 200-level, opened to all undergraduates, and approved for the University's EH designation. This makes a total of five courses (along with Sexual Health and Personal Health) that are available to all SIUE students.
 - All courses were examined for appropriate sequencing, pre-requisites, and coverage of the seven areas of responsibility expected for entry-level Health Educators. Changes were made as needed.
 - A course focusing on critical thinking and application was added (Contemporary and Controversial Issue in Health).
- *Elementary Education/Early Childhood Education:* The Illinois State Board of Education has recently mandated that all educator preparation programs be redesigned and resubmitted for state approval, based on new professional standards and licensure rules (see Appendix F). The Department of Curriculum and Instruction (C&I) has engaged in extensive strategic planning activities during the 2012-13 academic year to comply with these state requirements. The Department began meeting twice each month in the spring semester with partners from public PK-12 schools and two-year colleges to design a cohesive C&I program in which all C&I majors (Early Childhood, Elementary, and Secondary) take a 12 hour Inquiry Core designed to build a strong educational foundation for all teacher education candidates. The core's focus is on developing high standards for entry into the teacher education program, carefully constructed and

monitored field experiences, program evaluation focused on critical outcomes, and development of critical thinking and cultural responsiveness. The Department plans to submit the redesign of all the teacher education programs to the School, University, and state within the next year, beginning with Elementary Education program which will be submitted for approval by the end of the 2013 summer term. Partners from the Edwardsville School District and Lewis and Clark Community College have been meeting with the Department to better align the new programs to the two year colleges and to design appropriate field placements within partnership school districts.

- *Special Education Redesign:* 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). Expectations for the new edTPA assessment are being reviewed, and assignments and activities are being embedded in courses to support teacher candidates' successful completion of the edTPA. The state's new Professional Teaching Standards have been incorporated with CEC standards into syllabi and course content. Communication with local school districts to update them on the changes has been facilitated through Advisory Council meetings and supervisor visits to schools.
- *M.Ed. Literacy/Reading Teacher Endorsement:* The Department of Curriculum and Instruction has been approved to offer the only NCATE and the International Reading Association approved program in the region for a Master's of Science in Education with a major in Literacy Education and post master's certificate. The program emphasizes all areas of literacy and is valid for teaching children kindergarten through Grade 12. The Reading Teacher endorsement focuses on working with children within the individual's classroom.
- *Teacher Leader Endorsement:* In the spring of 2013 the C&I Department began the development of an option within the C&I MSED that will lead to the state's newly instituted Teacher Leader endorsement. Fifteen hours of course work has been identified as meeting the state requirements. In May, the C&I Chair and program Director met with Whiteside's Superintendent, Vice Principal, and Language Arts instructor to begin the process of bringing public school partners

into the discussion. The issues examined included entrance requirements for the Teacher Leader option, structure of internships, and mentoring of teacher leaders by public school personnel. C&I program faculty are in the process of developing a proposal for support to transform existing C&I courses intended for the Teacher Leader option into online or blended formats to increase accessibility for interested teachers. The new program will allow students the flexibility to add an emphasis in reading, educational leadership, special education, or instructional technology into the Teacher Leader program. Faculty from the various disciplines will work with C&I faculty to identify courses from their respective programs that will enhance the C&I Teacher Leader endorsement. The goal is to have a completed program application for submission to the state by fall 2013 for implementation beginning in summer 2014.

- *Educational Administration/Online & Ladue Initiatives:* In spring of 2013, the Educational Leadership Department Chair, Educational Administration Program Director, and SOE Assistant Director met with prospective graduate students from Missouri who were interested in beginning a program of study in a cohort that would culminate in either the principal or superintendent endorsement. The meeting was hosted by the Ladue School District. Fourteen prospective students either attended the meeting or contacted the Assistant Director to request information; all but three sought the principal endorsement. Recruitment is continuing. The projected start date for the MO cohort is fall 2013. In addition, three Educational Administration faculty are applying for the SIUE Online Program Development Grant to extend the new Principal Redesign program (first implemented in spring 2013) in a hybrid format. If approved, the grant would provide course release time for EDAD faculty to extend the reach of the new Principal program.
- *Instructional Technology:* In order to ensure the relevance and accessibility of its graduate Instructional Technology (IT) program, particularly in light of decreasing student enrollment, an interdisciplinary IT Task Force was created in 2011 to recommend potential redesign of the program. During 2012-13, the IT program made numerous changes to recruitment strategies and to the curriculum,

resulting in a marked increase in enrollment. Each change was a direct result of faculty discussions with potential employers regarding the knowledge/skills they expect for job applicants and employees, and included eliminating the “Interactive Multimedia” area of emphasis which was found to be redundant with the “Instructional Design and Performance Improvement” emphasis. In addition, IT changed a course requirement for the Post-Baccalaureate Certificate in Web-Based Learning by removing IT580 (“Designing for Interactive Learning Environments”) and replacing it with IT486 (“Designing for Web-Based Learning”). Within the program’s “Instructional Design and Performance Improvement” emphasis, the faculty removed the existing six hours of electives and added two required courses—“Distance Education” (IT540) and “Computer-Based Publishing and Instruction” (IT430). Review of these changes is ongoing, as are plans for future revisions of the program.

- *College Student Personnel:* In the fall of 2012, the Educational Leadership faculty completed a successful needs assessment for a 36-hour master’s degree in College Student Personnel. The group plans to finish the CSP curriculum and proposal and submit it through internal committees in fall 2013. A master’s degree in CSP prepares graduates for a variety of jobs in post-secondary educational administration including deans of students as well as directors of student services in many areas: financial aid, housing and residential life, career services, and social and recreational programs.

5. Summary of Faculty Scholarship Outcomes

Table 15 provides an overview of the faculty’s productivity in publications and presentations, with comparisons over the past four 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), 63 reported having a presentation or publication during CY 12 (85% of the tenure-track faculty). Only one faculty member chose not to respond to the request for citations. Of the 11 faculty who responded that

they did not have a publication during the reported time period, all but one were tenured and five were Full Professors.

Table 15. Faculty Scholarship Summary 2009-2012

	Type of Scholarship	CY 09	CY 10	CY 11	CY 12
<i>Publications</i>	Journal Articles- Peer Reviewed	48	50	48	56
	Journal Articles- Non Peer-Reviewed/Invited	5	4	5	4
	Proceedings- Peer- Reviewed	1	7	11	1
	Proceedings- Invited	1	0	0	0
	Books- Peer-Reviewed	2	2	3	0
	Books- Non Peer-Reviewed/Invited	1	0	0	0
	Book Chapters- Peer-Reviewed	3	4	8	13
	Book Chapters- Non Peer-Reviewed	10	8	6	3
<i>Presentations</i>	Peer-Reviewed	103	103	117	124
	Non Peer-Reviewed/Invited	15	20	15	14
	Local/Regional (combined reviewed/non reviewed)	26	23	28	23
	National (combined reviewed/non reviewed)	64	75	80	93
	International (combined reviewed/non reviewed)	28	25	24	22
<i>Creative Activities</i>		N/A	N/A	N/A	N/A

The SOE's scholarship data continue to indicate relatively few significant changes over the past four years, though the number of peer reviewed journal articles and book chapters is trending higher, while there were no books authored during the reported period. Published scholarship includes works by individual faculty members, collaboration with peers within the department, as well as cross-disciplinary teams with colleague both within SIUE and in other institutions. Interdisciplinary work within SIUE is noted in the citation list (see Appendix G).

External Grants. Tables 16, 17, and 18 provide descriptive analyses of the SOE's external grant activity. These Tables include the SOE's funded grants for AY 13, as well as those submitted/pending and submitted/not funded.

Table 16. SOE Funded Grants AY 13

Project Title	Agency/Sponsor	Unit	Award Amount
Southern Illinois Professional Development Center	Illinois Community College Board	SOE	\$420,315
Accelerating Opportunity (SIPDC)	IL CC Board	SOE	\$55,000
Teaching with Primary Sources	Library of Congress	SOE	\$230,000
Piasa Bluffs Writing Project	National Writing Project	C&I	\$20,000
Spring 2013 Math Intel Course	Monroe/Randolph ROE	C&I	\$15,738
Math/Science Leadership Initiative-Rural	IL State Board of Ed	C&I	\$100,000
ESL Charter High School	East St. Louis Schools	SOE	\$941,644
IHE Partnership	IL Board of Higher Ed	SECD	\$209,900
3 rd Judicial Circuit Video Visitation Evaluation	3 rd Judicial Circuit Courts	PSYCH	\$4,543
Project Learn	IL Campus Compact	SOE	1,500
TEP Alignment Activities	IL Board of Higher Education	C&I	\$4,850
Total			\$2,003,490

Table 17. SOE Pending Grants AY 13

Project Title	Agency/Sponsor	Unit	Proposed Funding
Improving Preservice Teacher Performance Using Bug-in-Ear Technology	IL Association of Teacher Educators	SECD	\$850
Project New Direction	Madison County Court	PSYCH	\$180,368
Enhancement of Drug Court of Madison County	Dept. of Health & Human Services	PSYCH	\$169,449
Effects of two Recommended Levels of Exercise on Prevention of Weight Regain	National Institutes of Health	KHE	\$429,000
Effects of two Recommended Levels of Exercise on Prevention of Weight Regain (B)	National Institutes of Health	KHE	\$429,000
Exercise Dose & Pathophysiology of Non-alcoholic Fatty Liver Disease	National Institutes of Health	KHE	\$143,000
Exercise and Weight-Loss Maintenance	American Diabetes Assoc.	KHE	\$345,676
Preparing Future Science Teachers for SW Illinois	National Science Foundation	C&I	\$1,199,100
Project Castle: Collaborating w/ Families	Edwardsville District #7	PSYCH	\$21,819
Exploring the Compromise & Phantom Decoy Effects in Choice Across the Lifespan	Scientific Research Network	PSYCH	\$28,834
Abraham Lincoln & the Forging of Modern America	National Endowment for the Humanities	C&I	\$174,205
Grit & Literacy: Skills for Success	Phi Kappa Phi	C&I	\$2,500
Afterschool Program for SIUE CHS- Grit Education	United Way	C&I	\$22,913
Grow Your Own Illinois	District 189/ISBE	C&I	\$16,752
Project for Professional Development in a High-Need School	National Writing Project	C&I	\$20,000
Total			\$3,183,466

Table 18. SOE Submitted/Unfunded Grants AY 13

Project Title	Agency/Sponsor	Unit	Proposed Funding
Culturally Specific Factors & Risky Sexual Practices Among Black Women	National Institutes of Health	PSYCH	\$433,457
Promoting Co-Teaching Effectiveness to Deliver Instruction in Research-validated Strategies Using Augmented Reality	Department of Ed/Institute for Education Sciences	SECD	\$385,689
Sex Differences of Short-Term Calorie Restriction & Moderate Weight Loss on Non-Alcoholic Fatty Liver Disease	National Institutes for Health	KHE	\$143,000
Sex Differences & Weight Maintenance in Response to Two Resistance Training Volumes	National Institutes for Health	KHE	\$321,750
Implicit Bias in Workplace Appraisals	Society for Industrial & Organizational Psychology	PSYCH	\$2,495
Abraham Lincoln & the Forging of Modern America	National Endowment for the Humanities	C&I	\$166,931
Total			\$1,453,322

As indicated in the Tables, faculty members in four of the SOE's five academic departments have been engaged with grant-writing activities (the exception being the Department of Educational Leadership). All of the funded grants are categorized as either instructional or public service initiatives, with the exception of the TEP grant which is categorized as research. Eleven of the 15 pending grants are categorized as research. Granting sponsors range from local and state agencies to national and federal organizations.

Comparisons between funded and submitted/unfunded grants from AY 08 to AY 13 are provided in Table 19. Both the total amount funded and productivity in terms of grant submission are up substantially in AY 13 as compared to the previous years. This is particularly evident in the differences between AY 12 and AY 13 in the number of pending and unfunded grants. It should also be noted that the award total for AY 13 includes the SIUE East St. Louis Charter High School (total of \$941,644), which moved under the School of Education in the fall of 2013 and which inflates the total amount of grant dollars for the SOE.

Table 19. SOE External Grants AY 08-13

Grant Production Comparisons AY 08-12			
	Funded Grants	Award Total	Submitted/ Unfunded Grants
AY 08	13	<i>\$1,065,193</i>	9
AY 09	12	<i>\$1,388,632</i>	11
AY 10	14	<i>\$1,971,875</i>	11
AY 11	10	<i>\$1,205,553</i>	15
AY 12	10	<i>\$1,002,894</i>	8
AY 13	11	<i>\$2,003,490</i>	21

Additional Research Outcomes. In addition to the grant and publication outcomes, examples of recognition earned by SOE faculty in the area of scholarship include the following:

- Jennifer Gapin (KHE) received a Vaughnie Lindsay New Investigator Grant for her work on “Physical Activity/Children with ADHD.”
- Alison Reeves (EDL) was selected for an IERC Faculty Fellowship.
- Tianlong Yu (EDL) received the 2012 Critic’s Choice Award from the American Educational Studies Association (AESA) for his book, *Character and Moral Education*.
- Andy Pomerantz (PSYCH) was awarded the Paul Simon Outstanding Teacher-Scholar Award for his efforts to integrate his research with student learning.
- Jeremy Jewell (PSYCH) was selected as the Fall 2012 Vaughn Vandegrift Research Mentor.
- Eva Ferguson (PSYCH) was invited to give the keynote address at the 50th anniversary celebration of the Psychotherapy School in Israel in June of 2013.
- Eva Ferguson (PSYCH) has had her book, entitled *Adlerian Theory*, translated into Dutch and Japanese.
- David Knowlton (EDL) was one of 10 inaugural inductees into the Briarcrest Christian School Fine Arts Alumni Hall of Fame.

- Jennifer Logue (EDL) was selected to deliver the Phil Smith Symposium at the Ohio Valley Philosophy of Education Society conference; her paper is entitled “Using Philosophy of Education to Create Communities in Difficult Times.”
- Amy Wilkinson (TPS/Dean’s Office) and Jason Stacy (CAS) received a Conference and Workshop Award in support of the upcoming Illinois Council for the Social Studies bi-annual conference, which will be held on the SIUE campus.

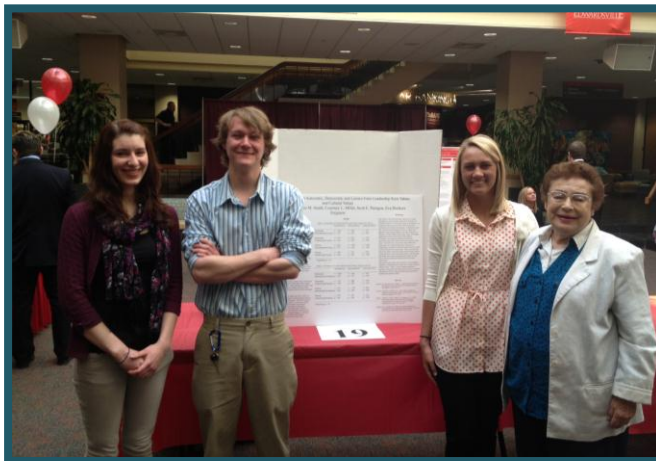
SOE faculty and students are particularly active in the University’s Undergraduate Research and Creative Activities Program (URCA), facilitated through the Provost’s Office by Laura Pawlow (PSYCH). In the fall of 2012, 20 SOE faculty members served as URCA mentors; 22 served in the spring of 2013. This number includes a total of 14 of the 19 faculty members in Psychology (75%), five of the nine members in Kinesiology and Health Education (56%), and seven of the 14 members in Special Education and Communication Disorders (50%) who participated in URCA during AY13. In addition, SOE faculty members have been recognized for their exceptional support of URCA students, including Joshua Wooten (KHE), Joel Nadler (PSYCH), and Michael Dudley (PSYCH), who were nominated for the fall 2012 URCA Faculty Mentor Award, and Christopher Rosnick (PSYCH), who was nominated for the spring 2013 award. Laura Pawlow (PSYCH) received funding from the Graduate School’s Conferences and Workshops Program to support the “URCA/St. Louis Area Undergraduate Research Symposium,” held on campus in the spring. Eleven SOE students were selected to present their research at this symposium. SOE students were also recognized for their work with the URCA program, including Grayce Voreis (SECD) who was nominated for the fall 2012 URCA Student Award. Mollee Pezold (SPPA) received the Spring 2013 URCA Research Assistant of the Semester Award; Rosey Morr (PSYCH) and Jaime Henderson (SECD) were named URCA Associates for 2013.

Additional examples of students’ exemplary work related to scholarship include:

- In the spring of 2013, Psychology major Martha Pinones received a travel award from the Social Science Division of the Council for Undergraduate Research to

support her presentation titled "Memory and gender: Can bilateral eye-movement affect recall?" at the Midwestern Psychological Association meeting.

- Ashley Greenlee (PSYCH/Dean's Dozen) was selected as the Illinois Education Research Council's first student representative.
- In the spring of 2013, approximately 20 psychology students presented research posters at the annual meeting of the Midwestern Psychology Association.
- Learning, Culture, and Society student Tiffany E. Smith won SIUE's annual entrepreneurship competition, "The Other 40."
- Seven Ed.D. students presented their research at the Ninth Annual Qualitative Research Conference at the University of Missouri-St. Louis on March 9, 2013. The students were: Julie Brown, Larry Beattie, DeAnn Heck, Nick Schwartz, Marianne Doll, Vince Hughes, and Alex J. Tripamer.
- Jaime Henderson (SPPA) was offered a Competitive Graduate Scholarship for AY 14.
- Alissa Yoder (KHE) won an award for her presentation at the Texas Regional Chapter of the American College of Sports Medicine.



Graduate Poster Presentation



Rosey Morr

I. C. DEVELOPMENT EFFORTS AND OUTREACH

Outreach continues to be a strength of the School of Education and a hallmark of the commitment of its faculty, staff, and students in providing a range of support and expertise for the Metro East region. As has been described in previous Annual Reports, outreach includes the 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. Also new to the SOE is its critical outreach and support to the SIUE East St. Louis Charter High School (CHS). Outreach as it relates specifically to the School's long-standing clinics and to the CHS are considered as "Points of Pride" for AY 13 (see pgs. 57-60).

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. In the last year, approximately 10 families were served by graduate students (under the supervision of Greg Everett).
- 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. The Weight Management Program has enrolled 52 participants who combined to lose over 1,200 pounds, with an average weight loss of 10% over three months.
- 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 the 2012-2013 school year, under the leadership of Stephanie McAndrews (C&I), the Cougar Literacy Clinic trained 14 graduate literacy clinicians who assessed and tutored 28 K-12 children from four different counties in Illinois. The clinicians administered 10 to 15

individualized interest, language, reading, and writing assessments. During 90 minute conferences, the literacy clinician provided the families with an initial 15-20 page literacy report describing the assessment results, the child's specific strengths and needs, and recommended strategies. Literacy clinicians then planned 13, 90 minute individualized lessons once a week to meet the literacy needs of students. Each semester the Literacy Clinic culminates in a celebration of learning where children share their published writing compositions and their growth in reading. The clinicians then share with the families a final literacy development report which not only compares initial and final assessment results but describes the objectives and strategies used to support student learning and suggestions for the families and teachers.

- The *Speech-Language-Hearing Center*, affiliated with the Department of Special Education and Communication Disorders, provides diagnostic and speech-language therapy to individuals of all ages as part of the academic program. All sessions are conducted by graduate students and supervised by clinical faculty. For children who have difficulty communicating, combining words, understanding, and/or making themselves understood, the Center offers therapy programs that are play-based and incorporate the family and other caregivers. One-on-one therapy services are also provided for the school-age child who may have difficulty with articulation, language, stuttering, voice production, or central auditory processing. For many children, language difficulties affect academic performance. Therefore, open lines of communication are maintained with classroom teachers and school-based professionals to ensure that therapy targets the academic areas that are most impacted. In addition, the Center provides functional therapy to those individuals who have a communication disorder that is affecting their quality of daily living, employment, school, and/or relationships with family. The newly implemented Accent Modification Program (AMP) serves members of the SIUE community who are non-native speakers of English and would like to improve their American English pronunciation. AMP sessions are individualized and focus on improving the intelligibility and naturalness of clients' spoken English.

Academic Outreach. As part of the School's ongoing efforts to grow and maintain graduate enrollments, particularly related to PK-12 education, the SOE's faculty continue to identify sites off-campus for specified courses and/or entire graduate programs. Sites are determined through a survey process and needs assessments conducted through the School's P-12 Graduate Working Group. Expanding the reach of academic programs into the region has become particularly critical as state funding in PK-12 public schools declines, which impacts potential enrollments in graduate programs due to educator lay-offs and the inability of districts to provide financial support for teachers seeking additional degrees. Staying competitive and accessible will be keys to the SOE's continued viability of its graduate programs.

A summary of off-campus sites and comparative enrollments is provided in Table 20. As indicated on the Table, in AY 13 the SOE offered graduate programs at the following locations: Alton, Belleville, Litchfield, and Jerseyville. Program offerings currently include Administration (EDAD) and Curriculum and Instruction. While total enrollments off-campus are down slightly as compared to AY 12, 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' continuing budget shortfalls. There have also been fewer new teachers hired, also depleting the pool of potential graduate candidates. Also having an effect on total graduate enrollments is the implementation of the newly redesigned school-level administration program, once the SOE's largest graduate program, which has been substantially impacted by the state's new rules that by design limit the number of eligible candidates. However, the Department of Educational Leadership is planning to add a cohort in the Ladue district (Missouri) in the fall of 2013, and faculty are working on increasing the number of online courses to enhance enrollment. (It should be noted that the number of online courses allowed in the building-level principal program is limited by the state.)

Table 20. Summary of Off-Campus Graduate Cohorts

Location	Start/End Year	Program	AY 09	AY 10	AY 11	AY 12	AY 13
Alton High School	Spring 2012/Fall 2013	EDAD	N/A	N/A	N/A	26	30
Belleville – Whiteside Middle School and Central Jr. High	Spring 2008/Spring 2010	EDAD	23	15	N/A	N/A	N/A
	Spring 2008/Summer 2010	LITERACY	7	7	N/A	N/A	N/A
	Spring 2010/Fall 2012	EDAD	N/A	22	15	N/A	N/A
	Summer 2010/Summer 2012	C&I	N/A	N/A	8	8	N/A
	Summer 2011/Summer 2013	C&I	N/A	N/A	12	12	11
	Summer 2012/Summer 2014	C&I	N/A	N/A	N/A	N/A	10
	Spring 2012/Fall 2013	EDAD	N/A	N/A	N/A	30	28
	Spring 2013/Fall 2015	SUPT	N/A	N/A	N/A	N/A	14
Benld	Spring 2007/Spring 2009	ELEM	13	N/A	N/A	N/A	N/A
Centralia Jr. High	Spring 2008/Spring 2010	EDAD	14	13	N/A	N/A	N/A
	Spring 2008/Fall 2009	ELEM	17	16	N/A	N/A	N/A
Litchfield/Staunton	Summer 2009/Summer 2011	EDAD	32	27	25	N/A	N/A
	Summer 2009/Spring 2011	CI	17	17	14	N/A	N/A
	Summer 2011/Fall 2013	EDAD	N/A	N/A	29	31	31
Red Bud SWIC Campus	Fall 2008/Summer 2010	ELEM	17	12	N/A	N/A	N/A
	Spring 2009/Spring 2011	EDAD	29	24	16	24	N/A
Jerseyville High School	Summer 2011/Fall 2013	CI	N/A	N/A	7	7	7
TOTALS			169	153	126	138	131

Other academic outreach initiatives within the SOE include the following:

- In the last year, faculty members in the Department of Psychology have developed several online tutorials that are freely available. Some of these downloadable tutorials focus on properly citing research using APA format and analyzing data through Analysis of Variance (ANOVA) and SPSS software.
- The Department of Psychology's Twitter page (<https://twitter.com/SIUEpsychology>), which is followed by several people outside of SIUE, regularly alerts constituencies about interesting new developments in psychological research, helpful research tools, and free online lectures posted by leading psychological scientists.
- The Piasa Bluffs Writing Project received \$20,000 to further develop leadership capacity in local teachers. PBWP's Director, Ann Taylor (C&I), has continued to provide powerful professional growth for fellows through two leadership courses which have run throughout the year. The 12 teachers who have been part of this leadership capacity development have worked in a variety of projects, including presenting at local teacher institutes, planning and enacting a conference for 100 local teachers, and designing professional development in their own schools. To round out the year, PBWP's Leadership Team has designed the 2013 Summer Institute and a new Advanced Summer Institute, with a total of 32 teachers enrolled across the two courses.
- A project between the Monroe-Randolph Regional Office of Education and the Department of Curriculum and Instruction (Program Co-Investigator, Liza Cummings) is designed to assist K-8 teachers as they work in a mathematical community. The Mathematics Learning Community (MLC) provides teachers of mathematics with an opportunity to work together with colleagues to relate important content and pedagogy to their own classroom practice. Over the course of the school year, the MLC members engage in up to 15 school- or district-based sessions facilitated by a math coach or lead teacher. Each of the MLC sessions consists of a math discussion, mental math tasks, problem solving, and the examination of student work. Student work samples examined during the MLC sessions represent various grade levels, yet each session's content is always

connected to three grade bands: K-2, 3-5, and 6-8. Three key mathematical ideas – counting, composition, and context – act as threads tying all content together within the MLC sessions.

- For the fifth consecutive year, SIUE and the School of Education hosted “Abraham Lincoln and the Forging of Modern America,” a Landmarks Workshop for Schoolteachers. This initiative is funded by the *National Endowment for the Humanities* and was directed by Caroline Pryor (C&I). The workshop was held over two sessions at SIUE in the summer of 2012, with 40 teachers from across the country attending each session. The major activities of this project included: scholarly lectures and interactive discussions; visits to the Abraham Lincoln Presidential Library and Museum (ALPML) and related national historic sites in Springfield, Illinois and New Salem Village; experience using lap-top computers for research; and presentations and discussions about the use of museums and technology for research and classroom lesson plan development.
- After 10 years the SOE’s Library of Congress graduate course CI 519 Adventures of the American Mind at SIUE implemented a new follow-up class, CI 519 B Teaching with Primary Sources. Both classes are taught by Randy Smith (C&I) and Amy Wilkinson (Dean’s Office). SIUE is one of the few universities in the nation with two graduate courses focusing on the Library of Congress. These courses are electives in a Master's program.
- Two Attention-Deficit Hyperactivity Disorder (ADHD) experts from the School of Education, Gregory Everett (PSYCH) and Jennifer Gapin (KHE), hosted a public panel prior to the production of the SIUE’s student production of the play *Distracted*.
- FRIENDS, the National Association of Young People Who Stutter, held its one-day workshop at SIUE in the spring of 2013; this program was supported through the Department of Special Education and Communication Disorders and coordinated by James Panico (SECD). Ninety-six attendees participated, including speech-language pathologists, undergraduate and graduate students, parents of children who stutter, and adults and children who stutter. The purpose of the workshop was to learn about stuttering, meet other individuals who stutter,

learn about effective treatment strategies for stuttering, and provide a network of resources available for parents.

- SOE faculty facilitated the implementation of MASLI3-rural (The Math and Science Leadership Initiative), an engineering education initiative that is a partnership between five rural school districts, the SOE, the SIUE School of Engineering, the SIUE Center for STEM, and the Regional Office of Education. Project activities were designed to promote and support the integration of engineering design and technology-related concepts into the rural classrooms associated with the partnership. Specifically, the project goals included: increasing rural PK-12 teachers' understanding of engineering design and technology concepts; the vertical integration of engineering design and technology in the curriculum across PK-12 grade levels; and increasing teacher support, collaboration, and collegiality related to science instruction. More information on the initiative is found in Appendix H.
- The Debra Reichert-Hoge Memorial Lecture Series, sponsored and planned by the SECD department annually, hosted a presentation to students, faculty, and the community in the spring entitled "Handicap This!" The humorous, yet poignant stage show presentation depicted the challenges of living with a disability and the judgmental attitudes and perceptions of others. This production was sponsored in collaboration with SEEC (Socially and Educationally Engaged Community, Inc.), a nonprofit agency that provides individualized, community-based support to people with developmental disabilities. Funding was provided by the Madison County Mental Health Board and the SIUE Meridian Society.

OCECA Outreach. The SOE's Office of Clinical Experience, Advisement, and Certification (OCECA) provides critical outreach within the community, specifically in support of the SOE's recruitment and retention efforts (see Appendix I for a complete summary of OCECA's activities). Highlights from AY 13 include the following:

- Hosted an information table and presented information at the Madison County Teacher Institute.
- Presented informational sessions at the Tri-County Teachers Institute, Centralia

- Hosted an information table at the Illinois Council for the Social Studies conference.
- Visited 39 schools providing informational materials and course schedules to teachers.
- Held informational meetings in Ladue (Missouri) and Collinsville.
- Arranged classrooms for off-campus programs at Alton High School, Jersey High School, South Roxana Elementary School, Staunton School, SWIC in Granite City, and Whiteside School in Belleville.
- Continued to send/improve/update Graduate Newsletter for current off-campus students.
- Created listserv for each SOE graduate major to communicate efficiently and effectively with information pertaining to specific majors.
- Developed and mailed information to Illinois schools within a 40 mile radius of SIUE promoting fall, spring, and summer courses schedules throughout the year.
- Developed and maintained an e-mail list of over 28,000 (up from 26,000) local educators and sent numerous e-mail messages about SIUE events, opportunities and the various SOE graduate programs.
- Confirmed **1,317** field placements during the 2012-13 school year (compared to 1,775 last year), representing **284** individual schools and **109** districts.
- Issued **3,429** credit hours in tuition waivers (compared to 3,847 last year), representing **1,483** actual waivers (compared to 1,705 last year), to cooperating teachers to date for the academic year.
- Continued monitoring Secondary Education program students to ensure CI 315A placements include a high school, middle school and diverse school setting to comply with accreditation requirements.
- Attended monthly St. Clair and Madison County Administrators Meetings.
- Participated in the Opening Day Session for Belleville District 118.

Ongoing Outreach Programs. Housed within the SOE Dean's Office are two long-standing initiatives that provide critical outreach in support of the professional development of regional educators:

- *Teaching with Primary Sources Program (TPS)*: The SIUE TPS program is a federally funded grant housed in the School of Education and awarded by the Library of Congress. The program at SIUE is one of 29 educational consortiums nationally. The program began in 2002 offering professional development to PK-12th grade educators in 16 surrounding counties. The program, in its eleventh year, has worked with over 790 educators through workshops, institutes, and graduate level courses within their 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. An overview of TPS activities for AY 13 is provided in Appendix J. A new initiative for AY 13 was a summer institute focused on "Learning with Veterans' Stories" through which educators learned how to incorporate veterans' stories in the classroom and how to produce community veteran stories with students. Guest presenters included Shawn Healy, Resident Scholar and Director of Professional Development from the Robert R. McCormick Foundation, and Jeff Manuel from the Historical Studies Department at SIUE. The program included the analysis of narratives from the Library of Congress' digital collections and Veterans History Project. Three stories were collected from local veterans of World War II, Vietnam, and Operation Iraqi Freedom during the institute. The stories are available online at the Illinois Veterans Classroom Website [<http://ilvets.ltc.k12.il.us/ilvets/>] and were submitted to the Library of Congress Veterans History Project for future researchers [<http://www.loc.gov/vets/>]. The institute will be repeated in the summer of 2013.
- *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. In FY 13, the Southern Illinois Professional Development Center's statewide professional development focus areas for ICCB adult education programs included all of the state's Special Learning Needs (SLN) training, encompassing the training of ADA Coordinators and Resource Specialists to

work with students with SLN, and all trainings and information on Bridges and Transitioning. SIPDC also worked with the eight community colleges participating in the Gates Foundation Accelerating Opportunity (AO) Initiative. SIPDC provided technical assistance and worked in cooperation with Career and Technical Education Professional Development to arrange for professional development opportunities for the AO programs. SIPDC provided a joint fall conference, a statewide GED Examiner's conference, and a Transitions Academy in FY 13. In addition, SIPDC staff and director attended and presented multiple regional and national conferences and meetings. This year SIPDC has made inroads in increasing the number of online trainings that are provided, which include increased access to multiple professional blogs and technical assistance from a distance. The director and staff of SIPDC participated in all activities demanded by the funding agency, ICCB, and submitted quarterly reports to ICCB during FY13.

Student Outreach. In addition to their required academic internships and practicums, which provide experiences within community schools, on-campus clinics, and various educational/health agencies, the SOE's students support the community through volunteer activities and service organizations for a total of approximately 10,306 hours for the academic year (see Appendix K).

Additional student outreach highlights include the following:

- The student organizations in the Department of Special Education and Communication Disorders (SCEC and NSSLHA) have participated in over a dozen community service activities. Examples include volunteering for the Special Olympics, reading to children, collecting school supplies for the needy, and fundraising for local charities.
- Several graduate students in the Department of Educational Leadership were involved in outreach efforts that gained recognition from professional groups. For example, Ed.D. student John Pearson was one of five Illinois educators who received a \$3,000 award in conjunction with the James V. and Dorothy B. Moon

Scholarship. The selection was made by the School Administrators Foundation for Education (SAFE). Three students in the Superintendent's program—David Dietz, Steve Mayerhofer, and David Schwartz—were chosen for Internships by the Illinois Association of School Administrators (IASA). Diana Nastasia (LCS) received a \$500 award in the Research Grants for Graduate Students (RGGS).

- The Gaming Technology afterschool program at the SIUE East St. Louis Charter High School brought a group of six to 10 SIUE students to the ESL Charter High School each Wednesday for 15 weeks to teach problem solving, cooperative learning, programming, and group work to the high school students. The end product was the creation of gaming proposals. The project was facilitated by Wayne Nelson (SIUE Instructional Services) and Randy Smith (C&I).
- In the last year, Psychology students who were enrolled in PSYC 493, Field Study in Psychology (supervised by Stephen Hupp) implemented an intensive violence prevention program for children attending the St. Clair County Head Start.
- Psychology students enrolled in PSYC 491, Research in Psychology (supervised by Jeremy Jewell) implemented a relaxation skills training program for detainees in the Madison County Juvenile Detention Center.
- In the spring of 2013, the Department of Psychology raised \$1000 for Project SHARE (Social Health & Academic Readiness Enrichment), which provides support for children, families, and teachers in the SIUE/East St. Louis Head Start program.

SIUE East St. Louis Charter High School. Critical to the SOE's outreach and goals for diversity is the relationship between the CHS and the School of Education. In October of 2012, this relationship changed significantly when the CHS was moved under the SOE's administration (see Points of Pride, pgs. 59-60). As a result of the structural change, and direct supervision of SOE's Business Manager (Anne Moore), immediate improvements have been made specifically to the fiscal operations of the CHS. Under the leadership of Gina Washington, the CHS Director, the CHS also continues to improve the rigor of its academic programs in order to ensure that the school's graduates are college- and career-

ready and to increase achievement through high student expectations. Integral to these goals is the creation of the “Failure is Not an Option” (FINAO) program, which includes a mandatory ACT prep class for all Juniors, a spring Saturday Academy, and eighth hour academic and interest-area courses. Vicki Scott (Assistant Dean/C&I) and Gloria Reading (Faculty in Residence/C&I) coordinated professional development opportunities for CHS faculty focused on individualized professional goals.

The CHS participated in Chancellor Furst-Bowe’s installation activities through an open house and tour of the Graebe STEM Learning Center and classroom facilities, including an introduction to a student-designed aquaponics system. In addition to the Game Design Class, CHS and SOE students partnered with Jill Anderson (CAS) in an interactive book club. Both initiatives yielded high student participation. Academic innovations for AY 14 will include the implementation of Project Lead the Way (PLTW), a nationally recognized curriculum in STEM. During its first year of implementation, PLTW will focus on offering an engineering curriculum to students interested in a career in this critical STEM field.

Development. Outreach initiatives related to development in AY 13 have focused on building relationships with SOE alumni and retired faculty members. Activities have included the following:

- The SOE held a new opening reception in September of 2012 to honor newly hired faculty and staff as well as to recognize the visiting faculty scholars from Northwest Normal University, Lanzhou, China. SOE Executive Advisory Board members were also in attendance.
- Edward Hightower, Jennifer Filyaw, and Arthur Menendez were inducted into the SOE’s Alumni Hall of Fame at a campus event held in October, 2012.
- An alumni newsletter, “Strides of Excellence,” was mailed to over 10,000 alums in April, 2013. To date, nearly \$1,000 has been donated in response to this mailing.

- An Emeritus faculty reception was held in October of 2011 in conjunction with SIUE's Homecoming. The Chancellor joined SOE emeritus faculty members, spouses, and current faculty who 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. A total of \$3,825 was raised through this annual giving initiative.
- 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 SOE's annual Holiday Party was reinstated after a three-year hiatus; the event was attended by SOE/CHS faculty and staff as well as retired faculty.
- 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.
- 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 April 2013, attended by over 300 family members, donors, faculty/staff, and awardees. Sixty students were recognized, and a record 30 scholarships were awarded. Simmons Law Firm donated \$5,000 for the Dean's Scholarships, which support students in each of the five academic departments as they complete their capstone semesters.
- A new memorial scholarship has been created in honor of Rhonda Weil VanHook at the request of the family; the scholarship will be awarded for the first time in AY 14 to a practicing teacher enrolled in a graduate program.
- The Department of Special Education and Communication Disorders received an endowment of \$124,000 in memory of Janice Shankel, to be used to support training, research, and service in the field of Special Education.

Table 21 compares the total development funds raised in the past six years; Table 22 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) and, in the current fiscal year, due to a large bequest to the Department of Special Education and Communication Disorders (SECD). Donations received by two of the SOE's academic units have remained very low over the past three years; strategies for engaging potential donors for these units, as well as for the Charter High School, will continue to be a priority for AY 14 and will be a topic of focus for the summer 2013 SOE Administrative Team Retreat.

Table 21. SOE Development Summary FY 08- FY 13

FY 08	FY 09	FY 10	FY 11	FY 12	FY 13
\$49,814.81	\$147,142.86	\$95,874.81	\$124,450.57	\$139,986.00	\$201,243.02*

**Donations as of 4/30/13*

Table 22. Comparisons by Unit FY 11- FY 13

Unit	# 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	# Gifts 7/1/12- 4/30/13	Gift amount 7/1/12- 4/30/13
SOE (General)	949	\$37,898.74	728	\$81,105.90	820	62,576.85
C&I	128	\$6,921.33	99	\$2,954.10	106	3,064.10
EDL	2	\$200.00	2	\$300.00	10	490.00
KHE	13	\$235.00	10	\$100.00	12	150.00
PSYCH	178	\$10,444.00	115	\$15,679.00	132	6,002.50
SECD	194	\$46,015.00	57	\$26,595.00	70	126,241.57
CHS	32	\$5,910.00	23	\$470.00	26	2,718.00
Totals	1496	\$107,624.07	1034	\$127,204.00	1176	201,243.02

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. As in previous years, the SOE's 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. Also of focus this year are courses offered in online/hybrid formats and using social media to enhance recruitment efforts. Faculty and staff in the SOE have engaged in a variety of initiatives to promote and enhance summer enrollment, including the following departmental and school-wide initiatives:

Department of Special Education & Communication Disorders

- To help increase summer enrollment in the Special Education (SPE) graduate program, all three required SPE endorsement courses were offered and in a condensed format to allow teachers the ability to complete requirements in one summer. An electronic announcement of all SPE summer courses was sent to local school districts.
- Several summer SPE courses were scheduled at the East St. Louis campus.
- Two faculty members are piloting new hybrid courses developed after the online training provided in the summer of 2012. Two additional faculty members are completing the online training in the summer of 2013.
- Course schedules are varied and follow dates and times requested by graduate students. For example, the Department makes sure that summer daytime classes begin after all surrounding districts are out for summer. Students prefer condensed courses, therefore several two to four week options are offered.

Department of Psychology

- Five Psychology courses were offered in the two-week “intensive workshop” format (eight classes of approximately six hours). This format is popular with some students, because it provides more flexibility in their schedules to work and/or take additional courses.
- Three courses were offered in the evening. Although departmental survey data suggest that most students are not enthusiastic about evening courses, there is a minority who appreciate the flexibility of being able to work full-time during the day and take classes in the evening.
- Through the departmental Twitter account, faculty have tweeted, and will continue to tweet, about the many advantages of taking summer courses (and graduating in a timely manner). The Department also regularly reminds students, through Blackboard announcements, listserv messages, and class announcements, to check the Twitter page for the latest Psychology news.
- As occurs every spring, the Department promoted specific summer courses (for which enrollment might be lower than average) through departmental listservs. Listservs and the Twitter page are also used to remind students about registration deadlines.

Department of Educational Leadership

- New high-interest Special Topics courses were offered in the IT program including “iPads for Teachers” and “Video Production for Teachers.”
- IT435 was cross-listed with a Special Topics 500-level number to address needs of teachers whose school districts will not reimburse for 400-level courses; this course was offered online.
- The IT summer schedule was coordinated with the C&I Department to enhance the recruitment of C&I students who need electives.
- The IT summer schedule was coordinated with school district calendars to improve student access.

- Two courses (IT430 and IT580) were marketed as important electives for students who chose the main business option in the Instructional Technology program; these courses are offered online.
- The use of flexible EPFR (Foundations) scheduling continued, including two-week and three-week courses, in the interest of student convenience.
- The Department actively recruited the third cohort of Ed.D. students to begin in summer 2013. (In addition to Illinois initiatives, a marketing effort is currently underway that targets principals, assistant superintendents, and superintendents in St. Louis County and St. Charles County, Missouri for the Ed.D. program.)
- Students were actively recruited for Superintendent classes at Edwardsville and Belleville through marketing, school visits, and outreach meetings.
- The Department is mitigating expected enrollment decreases among students in the Principal program by active recruitment efforts using marketing, school visits, and outreach meetings.

Department of Curriculum & Instruction

- The Department explored the feasibility of moving some classes to an online format, including a course in Middle School instruction that is required for the endorsement.
- A flyer was developed advertising summer offerings, which partnership supervisors were asked to leave at school sites.
- Classes were scheduled in two to four week formats, as appropriate to the content of the courses, to enhance accessibility and convenience for practicing teachers.
- Inactive students were contacted via email to encourage registration.

Department of Kinesiology & Health Education

- The KHE Department is experimenting with “mobile furniture” in one of its classrooms. Egyptian Furniture has graciously donated 30 mobile desk/chair combinations for use during the summer 2013 semester. The furniture will enable the Department to more easily adapt the “flipped classroom” philosophy into the curriculum.

- The Department has created a master calendar for fall, spring, and summer for the next five years to provide students with advance information and planning.
- During the summer semester, the Department continued to offer popular physical activity courses (e.g., weight training), undergraduate theory courses, and graduate theory courses that are typically high-enrolled.
- A variety of course lengths are used, ranging from two-week courses to 10-week courses, as appropriate. The Department attempts to avoid overlapping courses in order to allow the students to enroll in as many courses as possible/desired.
- The Department continues to offer at least two online graduate courses each summer.

School-Wide

- The SOE attempts to incorporate a culture of “year round” coursework, which includes summer classes. Since many SOE classes fill to capacity and beyond during the fall and spring, students are asked to consider taking summer classes at their initial introductory advising appointment.
- Prerequisites for professional/graduate schools are often offered in the summer, which lightens students’ load during the fall and spring semesters.
- A master schedule of all summer graduate courses related to PK-12 teaching/administration was created and sent electronically to school-based teachers and administrators throughout the region; hard copies were also distributed directly to partnering school sites.
- SOE teacher education advisors encourage students to consider taking endorsement courses over the summer to improve their marketability. Students are particularly interested in the Middle School sequence, Early Childhood letter of approval, and LBS1/Special Education (after graduation) courses.
- As one of the SOE’s summer recruitment strategies, the Assistant Director for Graduate Programs visits several schools, attends Graduate Open House, and participates in teacher institutes offered by Regional Offices of Education to inform local teachers of the SOE’s summer offerings.

- The Assistant Director for Graduate Programs provides “one-stop” assistance for current and prospective students, including those who are in the off-campus programs, who need help with the following:
 - financial agreement holds
 - inactive passwords and pin
 - registration
 - account issues
 - tuition waivers
 - graduation eligibility checks
 - emailing application forms
 - course schedule
- The Office of Clinical Experience, Certification, and Advisement (OCECA) sent several emails, with a summer schedule attached, to 28,000 local educators (roughly 14,000 in Illinois and 14,000 in Missouri). In addition, this same group of educators received an email on the PBWP summer institute.
- In addition to the 28,000 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 1,700 local administrators in both Illinois and Missouri received multiple emails on the doctoral program and the new off-campus superintendent’s program.
- Approximately 14,000 Missouri educators received an email inviting them to an informational meeting for new principal and superintendent cohorts in Ladue, tentatively scheduled to start in fall of 2013.
- The Graduate Newsletter, developed through OCECA for current off-campus students, provided information on course/program offerings.
- A listserv has been created for each major so pertinent information can be sent to groups of students as needed.
- 5,100 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.edu/summer. The link was also shared via Twitter and the School's Facebook page.

As noted in Table 23, anticipated undergraduate enrollments have risen significantly as compared with the previous five years. In addition, significant changes continue to occur within these numbers related to the shift in enrollment patterns from teacher education to the human sciences. For example, summer enrollments in Early Childhood and Special Education have declined by 24% and 32%, respectively, as compared to the same time in summer of 2012 (May data), while anticipated enrollments in Exercise Science have grown by 37%.

Table 23. SOE Summer Enrollments 2009-2013

	SU 2009	SU 2010	SU 2011	SU 2012	SU 2013
Undergraduate	616	635	616	618	652*
Graduate	664	537	589	595	397*

**Note: Summer 2013 numbers are as of May 5, 2012*

Despite aggressive recruitment efforts targeting PK-12 schools in both Illinois and Missouri, most problematic for the SOE's summer enrollments is its graduate programs. This is particularly evident in the Curriculum and Instruction, Educational Administration, and Literacy Education programs, which each have declined in enrollment by at least 25% as compared with the same time as last year (May, 2012 and May, 2013 enrollment data). As has been described previously in this report, the declines in enrollment in graduate educator preparation program are due in large part to the impact of state budget cuts in PK-12 education, which have reduced districts' capacity to financially support teachers in attaining advanced degrees, disincentivizes districts from hiring teachers with advanced degrees, and limits the pool of potential students through workforce reductions that most profoundly impact novice teachers. In addition, the state's recent redesign requirements in administration programs have forced programs to

reduce the number of students enrolled in these programs. These requirements are having substantial impacts on building-level administration programs across the state.

The graduate educator preparation program that appears to be increasing in its enrollment is Special Education, which has grown by 24% as compared with the same time last year. This could be due to the increased interest of practicing teachers to become more marketable to districts by adding an endorsement in this critical area. As seen in the enrollment shifts in undergraduate education, summer enrollments in the graduate Kinesiology program have grown by 25% as compared to the same time in the summer of 2012 (May enrollment data). Also experiencing an increase is the Instructional Technology program, which has grown by approximately 24% (an additional six students).



SIUE Class of 2016

The School of Education's annual "Points of Pride" are generated through a process of reviewing documented activities of the School's faculty, staff, and students and soliciting ideas directly from the faculty and staff. These ideas were then discussed at an SOE Executive Committee meeting, where themes and final points were generated. Of particular focus for AY 13 were initiatives related to diversity, which was a strategic area of emphasis for the year. Diversity is specifically reflected in the International Activities, Community College Partnerships, and Charter High School Restructuring described below. A comprehensive list of "Points of Pride" is provided in Appendix L.

1. ***EdD Cohort.*** In May of 2013, the School of Education graduated its first cohort of 14 students in the Ed.D. program, housed in the Department of Educational Leadership. The general theme of the first cohort was "Leadership for Excellence and Equity," which was reflected in students' comprehensive final projects. This milestone is critical to the SOE, particularly in terms of highlighting its commitment to high-quality and rigorous academic programming and meeting the specific needs of professionals in the region.
2. ***International Initiatives.*** During AY 13, the School of Education demonstrably increased its visibility regarding international programs; this focus on internationalization is also critical to the SOE's action steps related to diversity as outlined in the SOE "Goals 2021" strategic planning document, and is an identified area of emphasis of SIUE's Chancellor. Of particular note has been the development and implementation of the SOE's International Training Program in Pedagogy, led by Associate Dean Mary Weishaar and facilitated by Yuliang Liu (EDL), Huaibo Xin (KHE), and Gretchen Fricke (SOE Student Services). As a result of this initiative, four faculty scholars from Northwest Normal University in Lanzhou, China were hosted by the SOE in the fall 2012 semester to sharpen their pedagogical skills and enhance their use of English in instruction. Thirteen

faculty members from across the School's five academic departments participated in the program by hosting guest scholars and/or providing workshops. As a result of this successful collaborative, SIUE's Chancellor provided support for the SOE Dean and Pedagogy Program leadership team to travel to China in May of 2013, on the invitation of NWNNU, to continue dialogue regarding the expansion of the partnership; the SOE representatives also met with the Director-General of Education for Gansu Province. A news summary of the trip is provided in Appendix M.

In addition to the International Training Program in Pedagogy, the SOE faculty and staff participated in the following international activities:

- Administrators from the SOE met with representatives from Shenyang Aerospace University, Shenyang, China, to discuss possible future areas of collaboration.
- Dean Bergeron met with representatives from the Institute of International Education from Kyonggi University, Korea, to discuss possible future areas of collaboration and the potential for student exchanges.
- SIUE students had the opportunity to participate in a five-week summer experience in Ghana, facilitated by Faustina Blankson (KHE). Six students learned from experts and worked with individuals and families across a variety of community health agencies.
- Anthony Denkyirah (SECD) was invited to present on Special Education at an international conference in Ghana in 2012; he has been invited to present again in the summer of 2013.
- Eva Ferguson (PSYCH) provided her leadership at the annual International Committee of Adlerian Summer Schools and Institutes, held in Druskininkai, Lithuania in the summer of 2012. The summer school was founded in 1962 by Rudolf Dreikurs to teach the theory and methods of Alfred Adler, and the 2012 institute offered a wide range of courses by renowned instructors from many nations.

- Eva Ferguson (PSYCH) has been invited to give the keynote address at the 50th anniversary celebration of the Psychotherapy School in Israel in June of 2013.
- Eva Ferguson (PSYCH) has had her book, entitled *Adlerian Theory*, translated into Dutch and Japanese.
- Yu-Tung Chen graduated from the Special Education Master's program in May 2013. Chen, who is from Taiwan, was the SOE's first Dremuk-Watts Fellowship recipient.
- Eight faculty members have made presentations of their peer reviewed research at conferences in countries outside of the United States, including John Hunt (EDL), Maria Klopfenstein (SECD), Yuliang Liu (EDL), Laurie Puchner (EDL), Liz McKenney (PSYCH), Linda Morice (EDL), Caroline Pryor (C&I), and Gloria Reading (C&I).
- As a service learning project, Mary Weishaar (Dean's Office) works with refugees in basic literacy and citizenship at the International Institute in St. Louis.
- Laurie Puchner (EDL) will be traveling to Shandong Normal in Jinan, China in June of 2013 to teach a series of lectures on qualitative research. Other meetings are planned with students and administrators to explore possible future partnerships and exchanges. The trip will be facilitated by Tianlong Yu (EDL).
- In June of 2013, Dean Bergeron will be traveling with a team from SIUE, including the Chancellor, to visit with universities in Busan, Korea and Shenyang, China to explore mutual areas of interest.

3. ***Community College Partnerships.*** The School of Education has enjoyed long-standing positive relationships with regional community colleges, which also provide the SOE with a pipeline of diverse students. Community college representatives serve on the School's Executive Advisory Council as well as on advisory boards at the program level. The SOE has also participated in the state's Associate of Arts in Teaching (AAT) initiative and has worked with community

college partners through the state's "Grow Your Own" program. This commitment to collaboration with community colleges has been expanded during the 2013 academic year through the following specific initiatives:

- The Department of Kinesiology and Health Education has established a 2+2 agreement with Lewis and Clark Community College for students interested in the Exercise Science major. The first students under the new agreement will be on campus beginning Fall 2013. A similar agreement is currently in the works with SWIC.
- Paperwork has been submitted to establish a 2+2 partnership with the Special Education program and Lewis and Clark Community College.
- The Departments of Curriculum and Instruction (C&I) and Special Education and Communication Disorders (SECD) recently were notified that they will receive funding from the Illinois Board of Higher Education for their project entitled "TEP Alignment Activities," which has as a major component the collaboration with community college partners in the redesign of the educator preparation programs. The focus of the grant is to facilitate a seamless transition between the two- and four-year programs to serve as models for the state. The departments will convene four alignment meetings over the course of the 2013 summer term, which will be attended by faculty members and administration from SIUE, LCCC, and SWIC.

4. ***edTPA Assessment.*** The state of Illinois has recently adopted the edTPA, a teacher performance assessment developed by Stanford University, as a requirement for licensure. Results from individual candidates will also be used to evaluate the teacher education programs from which they graduate. This high-stakes assessment will be fully implemented in AY 15. In order to prepare for this new assessment requirement, the SOE's faculty are taking a proactive approach to plan for the exam's implementation. For example, a full-day retreat was held in the spring of 2013, attended by over 50 faculty members in the SOE and CAS, who overviewed the exam and began the process of discussing how it

will be integrated into the educator preparation programs. In addition, the Elementary Education program piloted the edTPA in AY13, which led to a redesign of the C&I departmental assessment process. The Department has also expanded the use of the edTPA as a program assessment for Early Childhood and Secondary Education. The Department has infused edTPA competencies in planning, assessing, instructing, reflecting, and academic language into the strategic planning efforts in program redesign. Special Education faculty have also been working on incorporating the new language and expectations into current coursework.

5. ***SOE Clinics.*** The SOE continues to provide exceptional service to the community through its on-campus clinics (see also pages 32-33). In addition to direct support of individuals and/or families who participate, the clinics also provide unique academic experiences for both undergraduate and graduate students as well as research opportunities that allow faculty and students the unique experience of focusing on scholarship that has immediate application. Summaries of the SOE's four clinics include the following:

- ***Weight Management Clinic:*** The Weight Management Program operated by the Department of Kinesiology and Health Education has enrolled 52 participants who combined to lose over 1,200 pounds with an average weight loss of 10% after three months. The Clinic also provides opportunities for faculty and students to engage in critical research related to diabetes, the relationship between exercise dose and liver disease, and the prevention of weight gain.
- ***Speech, Language, and Hearing Center:*** The SIUE Speech, Language, and Hearing Center not only provides valuable clinical experience to graduate students, but also a very unique opportunity for undergraduates to work directly with a graduate mentor and client in their final semester. Other unique features of the Center include play-based therapy programs, one-on-one therapy, and functional therapy to those individuals who have a communication disorder that is affecting their quality of daily living.

Audiology screening is also provided. New to the Center is the Accent Modification Program (AMP), which serves members of the SIUE community who are non-native speakers of English and would like to improve their American English pronunciation. AMP sessions are individualized and focus on improving the intelligibility and naturalness of clients' spoken English. A unique feature of the AMP program is its direct involvement of undergraduate students in client services.

- ***Cougar Literacy Clinic:*** During the 2012-2013 school year, under the leadership of Stephanie McAndrews (C&I), the Cougar Literacy Clinic trained 14 graduate literacy clinicians who assessed and tutored 28 K-12 children from four different counties in Illinois. The clinicians administered individualized interest, language, reading, and writing assessments which provided the basis for individualized lessons. Most recently, the Clinic has received notification of approval for the addition of a Reading Teacher option in the M.S.Ed. in Literacy Education. This allows students to have the option of earning either a Reading Specialist Certificate K-12 or a Reading Teacher Endorsement (K-4, 5-8, or 9-12). While Reading Specialists work with PK-12 students and provide support and professional development for teachers and administrators at the school, district or state level, a Reading Teacher focuses on working with children within their own classrooms. The Department is in the process of updating the website to advertise this new option.
- ***Attention and Behavior Clinic:*** In the last year, approximately 10 families were served by graduate students in the Department of Psychology's Attention and Behavior Clinic. Goals of the Clinic include providing psychological services to children, their families, and schools who seek comprehensive assessments for Attention Deficit Hyperactivity Disorder (ADHD); brief consultation to parents and schools for the management of inattentive, hyperactive, and disruptive behavior; and supervised training and experience for Clinical Child and School Psychology graduate

students. The Clinic has adopted the ecological approach to its programs, which emphasizes the fit between children and their environment.

6. ***SIUE East St. Louis Charter High School (CHS) Restructuring.*** While the School of Education has been involved with the CHS in a variety of capacities, the relationship between the CHS and SOE changed dramatically in October of 2012, at which time the CHS transitioned fully under the School of Education. The immediate task of the SOE was to address internal and external audit findings specific to the school's finances, budget oversight, faculty contracts, and governance structure. All of the audit issues have been successfully addressed or are in process as of May 2013. Specifically, changes have been made to the accounting structure that have freed up resources and therefore allow the CHS to operate within appropriated funds, a plan has been established to address the financial deficit that was accrued under a previous administrative structure, planning is underway to transition the governance of the CHS as a University Related Organization in order to comply with the state's non-profit requirements, a pay increase was successfully negotiated with the teachers' bargaining unit, and the SOE's Business Manager (Anne Moore) and Assistant (Beth Weeks) have established effective protocols regarding budget procedures and timecards. Also critical to the partnership between the CHS and SOE has been the direct involvement of Vicki Scott (Assistant Dean) and Gloria Reading (C&I/Faculty in Residence), who have focused on the individualized professional development goals of the CHS faculty.

Also critical to the CHS is a continued focus on increasing the academic experiences and success of its students. In AY 13, the CHS instituted a new "ACT Prep Class," required of all Juniors, which focused on increasing skills related to test-taking and career-related goal setting. Individualized Achievement Plans were created for each student, who had the responsibility of tracking their own progress on exams and goals. Also new in AY 13 were eighth-hour courses specific to content areas to provide additional support for students receiving

grades of C or below, as well as enhancement opportunities that included Robotics, Gaming, Book Clubs, and Debate. An early morning “zero hour” session was also added to provide students with access to tutoring and/or the computer lab. While results of the April 2013 administration of the ACT/PSAE are pending, preliminary data indicate that all of the CHS Juniors increased their performance on the ACT from fall 2012 to spring 2013. In addition, the CHS enjoyed a 100% graduation rate of its Senior class.

Also emphasized in AY 13 was the strengthening of the school’s STEM curriculum. CHS teachers have been fully utilizing the Graebe STEM Learning Classroom and have received professional development in the use of the classroom’s technology resources. The CHS has signed an agreement with Project Lead the Way, a nationally recognized program in STEM education, and will begin training in the use of the PLTW curriculum in the summer of 2013 to prepare for implementation of the pre-engineering course sequence in AY 14. Matthew Johnson, a CHS STEM teacher, was awarded by the Illinois Association of Colleges for Teacher Education as an Outstanding Beginning Teacher for 2013.



Shenyang Aerospace University Delegation



Matthew Johnson



Weight Management Clinic

II. STRATEGIC PLAN

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. Three specific areas of emphasis have been identified:

- Individual Relevance
- Regional Responsiveness
- International Recognition

Table 24 provides an overview of the broad themes of Goals 2021 and campus-wide goals that are guiding this work.

Table 24. Overview of Goals 2021

<i>SIUE Long Term Goals</i>	<i>SIUE Academic Imperatives</i>	<i>SOE Goals 2021</i>
<ul style="list-style-type: none">• Engaged Students/ Capable Graduates• Innovative High Quality Programs• Committed Faculty & Staff• Harmonious Campus Climate• Active Community Engagement• Sound Physical & Financial Assets• Excellent Reputation	<ul style="list-style-type: none">• Academic Quality/ Effective Assessment• Student Success• Enrollment Management• Educational Outreach• Faculty Development	<ul style="list-style-type: none">• Individual Relevance• Regional Responsiveness• International Recognition

Table 25 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 25. SIUE and SOE Strategic Plan: Alignment

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 opportunity, scholarship, and service.</p> <p><i>Long-Term Goal 4: Harmonious Campus Climate.</i> 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><i>Long-Term Goal 6: Sound Physical and Financial Assets.</i> Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.</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 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

	<p>Agenda that include:</p> <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><i>Long-Term Goal 5: Active Community Engagement.</i> 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"> • <i>Regional Responsiveness</i> <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 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: <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</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

<p>earn national recognition for quality.</p>	<p>educator preparation and human sciences that reflect their distinctiveness and quality;</p> <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; ○ 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.
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Individual Relevance



Regional Responsiveness



International Recognition

II. B. ANALYSIS OF PROGRESS IN ACHIEVING GOALS

1. Progress Towards Meeting Goals

The action steps identified in the SOE's Goals 2021 strategic plan were reviewed by the SOE's Administrative Team during the summer 2012 retreat. A focus was placed on identifying action steps related to diversity, which was the area of focus for AY 13. Updates regarding the School's progress in its strategic goals, particularly as related to diversity and internationalization, were included in the monthly "Dean's Dialogue" memos which were distributed electronically to all SOE and CHS faculty and staff. The memos are also made available on the School's shared drive. In addition, strategic planning updates were provided to the School's constituency-based Executive Advisory Board.

Departments were expected to integrate the broad themes of Goals 2021 into their annual strategic planning. Strategic planning differs between departments, based on areas of focus and relevance. For example, the Department of Educational Leadership's strategic planning process follows the Wiggins and McTighe Backward Design model in which faculty identify desired results, determine acceptable evidence to indicate the results have been achieved, and plan activities accordingly. The Department of Kinesiology and Health Education reviews its strategic plan each year, focusing on both long- and short-term goals identified by its faculty (see Appendix N). The Department of Psychology has identified specific learning objectives for each of its programs, which align with their stated mission and vision, and reviews them annually (see Appendix O).

The Department of Special Education and Communication Disorders has formed a specific Strategic Planning Committee that meets at the beginning of each year to review the Department's strategic plan (see Appendix P). This plan aligns with both the SOE and university goals. The committee also meets at the end of the year to assess progress and revise the plan if necessary.

The Department of Curriculum and Instruction (C&I) has engaged in extensive strategic planning activities during the 2012-13 academic year. The Department began meeting twice each month in the spring 2013 semester with partners from public PK-12 schools and two-year colleges to design a cohesive C&I program in which all C&I majors (Early Childhood, Elementary, and Secondary) take a 12 hour Inquiry Core designed to build a strong educational foundation for all teacher education candidates. The core's focus is developing high standards for entry into the teacher education program, carefully constructed and monitored field experiences, program evaluation focused on critical outcomes, and development of critical thinking and cultural responsiveness. The Department plans to submit the redesign of all the teacher education programs to the School, University, and state within the next year, beginning with the Elementary Education program which will be submitted for approval by the end of the 2013 summer term. An illustrative model for the Department's strategic vision for initial teacher candidates is provided in Appendix Q.

Table 26 provides an overview of the SOE's activities and initiatives for AY 13 as they align with SIUE's strategic goals.

Table 26. SOE Alignment with SIUE Strategic Goals

SIUE Goal 1	
Engaged Students/ Capable Graduates	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
The Ed.D. program has been successful in attracting a diverse student body	Individual Relevance
50% of the 16 active LCS students were persons of color; 25% were international students	Individual Relevance/ International Recognition
To recruit international students Dr. Schaefer distributed information about the LCS program to the Illinois trade offices for Asia-Pacific	International Recognition
SIUE team traveled to China to recruit international students	International Recognition
In AY13, PSYCH began surveying undergraduate alumni to collect specific feedback on how well students are prepared for the careers and graduate study they pursue	Individual Relevance
PSYCH began using Twitter to engage students, alumni and community members online	Individual Relevance
Each semester approximately 30-40 PSYCH undergraduates collaborate with professors on research through the university's URCA program	Individual Relevance
Six PSYCH undergraduate and graduate students were admitted to doctoral programs	Individual Relevance
27 SOE faculty members support student research through the URCA program in AY 13	Individual Relevance

Programs in C&I, SECD, KHE are creating 2+2 agreements w/ community colleges	Individual Relevance
All SOE undergraduate programs participated in SIUE's annual senior showcase	Individual Relevance
Undergraduate programs in C&I, SECD, PSYCH are in the process of approving "direct admittance" for high-achieving students	Individual Relevance
Working Group, Administrative Team meetings have focused on issues related to student retention	Individual Relevance
PSYCH, KHE are using social media in recruitment strategies	Individual Relevance
SOE is using social media to communicate with prospective students	Individual Relevance
IT offered a newly developed New Freshmen Seminar course	Individual Relevance
CHS enjoyed a 100% graduation rate of its seniors in AY 13	Individual Relevance/ Regional Responsiveness
All CHS juniors improved individual ACT scores August 2012 to April 2013	Individual Relevance/ Regional Responsiveness
CHS implemented a "Failure is Not an Option" program, including ACT Prep Class, Individualized Achievement Plans, 8 th -hour classes, Saturday Academy	Individual Relevance
The Office of Clinical Experiences, Certification, and Advisement (OCECA) is transitioning to SOE Student Services	Individual Relevance
SOE advising assignments and loads have been redistributed to better align with program enrollment and specific student/advising needs	Individual Relevance
SOE advisers are working with university-wide Curriculum, Advising and Program Planning initiative to implement degree audits for all students	Individual Relevance
SOE advisors are implementing the Grades First program	Individual Relevance
OCECA expanded office hours to enhance students' access to advising	Individual Relevance
SIUE Goal 2	
Innovative High Quality Programs	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
SOE programs in educator preparation, speech-language pathology, and school psychology are approved by their respective accrediting organizations	International Recognition
All educator preparation programs approved by ISBE	Individual Relevance/ Regional Responsiveness
All educator preparation programs approved by corresponding Specialized Professional Associations (exception of the MAT)	Individual Relevance/ Regional Responsiveness
The first EdD cohort graduated in May 2013	Individual Relevance/ Regional Responsiveness
A thesis plan for SPPA was redesigned to make the option feasible	Individual Relevance
The SPPA program streamlined its application process by implementing an electronic application system commonly used by SPPA programs across the country	Individual Relevance
SECD updated instructional technology including webcams, ELMO, response clickers, interactive whiteboard	Individual Relevance
EDAD faculty developed and implemented the first Principal Redesign program to be approved in Illinois; appropriate courses are being designed for online delivery & discussions underway for new Ladue (MO) cohort	Regional Responsiveness
The IT program has been developing curriculum modifications for (a) an emphasis within the Master's program and (b) an advanced certificate in web-based learning	Individual Relevance/ Regional Responsiveness
IT & PSYCH faculty are participating in the campus-wide interdisciplinary Healthcare Informatics program	Regional Responsiveness

IT faculty developed special topics courses for practicing teachers who are not IT majors	Individual Relevance
KHE is developing proposals for new undergraduate & graduate majors in Nutrition	Individual Relevance/ Regional Responsiveness
EDL is developing curriculum for a new graduate program in College Student Personnel	Individual Relevance/ Regional Responsiveness
C&I is developing a proposal for an endorsement in Teacher Leadership	Individual Relevance/ Regional Responsiveness
C&I & SECD programs are aligning new edTPA requirements into program redesign; edTPA retreat was held in spring 2013	Individual Relevance/ Regional Responsiveness
C&I developed a new graduate "Reading Teacher" option	Individual Relevance/ Regional Responsiveness
KHE is piloting courses in "flipped" classroom format	Individual Relevance
CHS faculty received training in the use of technology available in the STEM Learning Classroom	Individual Relevance
TPS program offered three graduate courses in conjunction w/ C&I	Individual Relevance/ Regional Responsiveness
TPS program revisions include the incorporation of effective practice integrating Common Core State Standards in K-12 th grades and across disciplines, the effective practice in teaching as it relates to the IL Professional Teaching Standards with an emphasis on the adoption of a new teacher assessment model	Individual Relevance/ Regional Responsiveness
SIUE Goal 3	
Committed Faculty & Staff	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
EDL's efforts to recruit and support a diverse faculty resulted in 21% of full-time faculty and 14% of the adjunct faculty being persons of color	Individual Relevance
Andy Pomerantz (PSYCH) was awarded the Paul Simon Outstanding Teacher-Scholar Award for his integration of research with student learning	Individual Relevance
In the spring of 2013, Thad Meeks (PSYCH) won the Faculty/Staff Community Service Award from SIUE's Kimmel Leadership Center	Individual Relevance
All appropriate SOE staff participated in the campus' Connections Now training	Individual Relevance
Six new TT faculty members hired in the SOE; three are international, three are ethnically diverse	Individual Relevance
Josh Wooten (KHE), Joel Nadler (PSYCH), Chris Rosnick (PSYCH), Michael Dudley (PSYCH) were nominated for the URCA mentor award	Individual Relevance
Jennifer Gapin (KHE) received a Vaughnie Lindsay New Investigator grant	Individual Relevance
Alison Reeves (EDL) received the first IERC Faculty Fellowship	Individual Relevance/ Regional Responsiveness
David Knowlton (EDL) was an inaugural inductee into Briarcrest Christian School Fine Arts Alumni Hall of fame	Individual Relevance
Tianlong Yu (EDL) received a 2012 Critics' Choice Award from AESA for his book on Moral Education	Individual Relevance
85% of the SOE's TT faculty disseminated research through publications and/or presentations in calendar year 2012	Individual Relevance/ International Recognition
KHE & SECD were recognized for campus spirit	Individual Relevance
James Panico (SECD), advisor for SIUE's Golden Key International Honour Society, has been noted for his exceptional leadership and for the chapter's recent designation of "Bronze" status, signifying that the chapter is advancing towards achieving the highest reporting standard in the Society	Individual Relevance/ Regional Responsiveness

OCECA staff have participated in professional development related to criminal background checks, state certification, licensure officer training, financial aid, and student retention	Individual Relevance/ Regional Responsiveness
SIUE Goal 4	
Harmonious Campus Climate	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
LCS sponsored a dinner organized by the Student Organization for Sustainability as part of the Diversity and Sustainability event in April 2013	Individual Relevance
SECD sponsored a community-wide presentation on “Handicap This”!	Individual Relevance/ Regional Responsiveness
LCS held a panel event on Addressing, Understanding, and Preventing School and Social Violence in March 2013	Individual Relevance/ Regional Responsiveness
SOE faculty provide leadership for the campus’ ALSO diversity program	Individual Relevance
SECD faculty facilitated the FRIENDS conference for individuals & families who stutter	Individual Relevance/ Regional Responsiveness
SOE students contributed over 10,000 hours of community outreach	Individual Relevance/ Regional Responsiveness
SOE Student Services Office invited representatives from a range of campus services to staff meetings to improve knowledge of services campus-wide and enhance relationships	Individual Relevance
CHS students participated in events related to Black History Month on campus & w/in the community	Individual Relevance
SIUE Goal 5	
Active Community Engagement	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
SOE students perform over 10,000 hours of volunteer outreach service annually	Regional Responsiveness
SECD’s Accent Modification Program (AMP) was developed within the Speech-Language-Hearing Clinic to serve individuals who request accent modification services	Regional Responsiveness
SECD’s SLH Center provides outreach services to local daycares to provide hearing and language screenings	Regional Responsiveness
Linda Morice (EDAD) represented SIUE in a partnership with the Mathews-Dickey Boys’ and Girls’ Club in St. Louis	Regional Responsiveness
Laurel Puchner (LCS) and Linda Markowicz (CAS) worked with Collinsville Middle School on an AAUW funded project focused on Critical Media Literacy, gender stereotypes, and STEM professions	Regional Responsiveness
Binod Pokhrel (Dean’s Office) provided several technology workshops for Metro-East in collaboration w/ SIUE Office of Educational Outreach	Regional Responsiveness
In April 2013, Psychology students, faculty and staff raised over \$1000 for the St. Clair County Head Start program S.H.A.R.E.	Regional Responsiveness
In March 2013, the Psychology Club organized an Easter Party at Liberty Village Senior Center in Maryville, IL	Regional Responsiveness
In December 2012, Psychology students, faculty members and staff helped sponsor more than 50 angels for the Salvation Army’s Angel Tree program	Regional Responsiveness
TPS offered a total of 15 events to 147 K-12 teachers	Regional Responsiveness
SIPDC offered workshops state-wide to adult educators	Regional Responsiveness
In March 2013, Kappa Delta Pi held Literacy Alive at Kreitner Elementary School, a participating partnership school serving diverse students	Regional Responsiveness
Kappa Delta Pi members volunteer at the Community Hope Center monthly	Regional Responsiveness

Each month, Kappa Delta Pi members participate in the Dinner Program at the Ronald McDonald Houses	Regional Responsiveness
CHS restructured under the SOE; Assistant Dean identified to assist in support of the CHS	Regional Responsiveness
SOE teacher candidates implemented a Gaming Club w/ CHS students	Regional Responsiveness
SIUE Goal 6	
Sound Physical & Financial Assets	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
In FY 13, a total of 7 SOE classrooms have been updated with the state of the art technology that includes interactive symposium, crestron touch panel, audio and video equipment; this upgrade will ensure efficiency in teaching and learning	Individual Relevance
AH1314 computer lab has been updated with 20 new computers; this lab is used by SOE students including undergraduate teacher candidates for Teacher Performance Assessment (TPA) projects, graduate Instructional Technology students and Educational Administration Doctoral students	Individual Relevance
KHE worked with emeritus faculty to begin the process of documenting the department's history	Individual Relevance/ Regional Responsiveness
KHE is coordinating with Administration the renovation and move to the newly completed VC Lukas Annex	Regional Responsiveness
PSYCH acquired additional research space (AH 3317) for faculty/students	Regional Responsiveness
A new memorial scholarship was established for students in C&I	Individual Relevance
All SOE budgets operating in the black; plans developed for anticipated budget cuts of FY 14 that minimize impact on instruction & scholarship	Individual Relevance
SOE raised over \$200,000 in FY13 from donors and sponsors	Individual Relevance/ Regional Responsiveness
CHS worked with ESL Center, ITS, and Campus Police to purchase and implement a security alert system	Regional Responsiveness
CHS computer lab has been updated; SMART Boards have been installed in classrooms; laptops are available for instructional use	Individual Relevance/ Regional Responsiveness
Policies regarding sound financial procedures have been implemented at the CHS; CHS no longer operates in a deficit	Individual Relevance/ Regional Responsiveness
SIUE Goal 7	
Excellent Reputation	
Matthew Johnson (CHS) was selected by IACTE for an Outstanding Beginning Teacher Award	Individual Relevance
Jeremy Jewell's (PSYCH) research (on closed-circuit video interactions between children and their incarcerated parents and relaxation training for incarcerated youth) was featured in two Edwardsville Intelligencer articles	
Betsy Meinz (PSYCH) and her collaborator published an opinion piece about their research in the New York Times	Individual Relevance
Information on research opportunities for students has been incorporated into the orientation presentations for both programs in SECD	Individual Relevance
100% pass rate of candidates taking the Superintendency exam since AY 10	Individual Relevance/ Regional Responsiveness
100% pass rate of candidates taking the Speech-Language-Pathology exam (SECD)- since AY 10	Individual Relevance/ Regional Responsiveness
SOE faculty continue to publish research & present w/ student collaborators	Individual Relevance
Three international academic journals are housed w/in the SOE (EDL, C&I, SECD)	Individual Relevance/ International Recognition
SOE implemented a highly successful International Training Program in Pedagogy w/ Visiting Faculty Scholars from NWNNU, China	Individual Relevance/ International Recognition

Laurel Puchner (LCS) has been invited by Shandong Normal University in Jinan, China, to do a series of lectures on research methods in education	International Recognition
Anthony Denkyirah (SECD) has been invited to present on special education in Ghana in summers of 2012, 2013	International Recognition
Eva Ferguson (PSYCH) facilitates the annual Adlerian Summer Institute, held in Eastern Europe	International Recognition
Dean Bergeron was elected as the co-chair of the Illinois Association of Deans of Public Colleges of Education	Regional Responsiveness
Vicki VanTuyle (EDL) was selected to serve on a state-wide Superintendent Advisory Group	Regional Responsiveness
Stephen Marlette (C&I) was selected to represent IL at the Building Capacity for State Science Education conference	Regional Responsiveness
Eva Ferguson's (PSYCH) book on Adlerian Psychology was translated into Dutch & Japanese	Individual Relevance/ International Recognition

As noted in the Table, above, the SOE made significant progress in each of the long-term goals areas identified by the campus. In addition, the SOE made a commitment in AY 13 to focus specifically on Goals 2021 action steps related to **diversity**. Table 27 overviews the identified action steps, and their related goals, that were recommended as specific areas of focus on diversity for the school- and unit-wide planning activities. These action steps were reviewed by the SOE's Administrative Team in the summer of 2012 during its annual retreat and finalized with the School's faculty and staff in the fall. Denise Cobb (Office of the Provost) also met with the Administrative Team during a winter retreat to overview results from the ADVANCE survey specific to the SOE that related to strengths and concerns related to diversity. Academic units were also directed to address relevant goals within their programmatic planning. Accomplishments for AY 13 are highlighted in blue.

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

SOE 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 <ul style="list-style-type: none"> ○ Six new TT faculty members were hired that represent a diversity in gender, ethnicity, religion, national origin ○ Project PRIME was reactivated and a faculty mentor identified; PRIME is a student organization dedicated to increasing the number of minority students in the SOE (see Appendix R) ○ SOE identified a faculty liaison to Golden Apple, a state-wide program to support high-ability minority students interested in the teaching profession • Augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues <ul style="list-style-type: none"> ○ SECD facilitated a Hoge Lecture presentation on "Handicap This!" 	

<p>presented for the SIUE and broader community</p> <ul style="list-style-type: none"> ○ EDL faculty facilitated a panel on Bullying ○ The Department of Psychology is currently collaborating with the Department of Anthropology and other units to bring a diversity trainer to SIUE for a one-day workshop; the workshop is planned for the fall of 2013 <ul style="list-style-type: none"> • Prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace <ul style="list-style-type: none"> ○ SOE Diversity Committee is planning a fall 2013 workshop for preservice & inservice teachers on understanding one's identity and connecting this to practice ○ This academic year, more than 220 students (a record number) enrolled in Psyc 431: Psychopathology, a course about people who live with a wide variety of mental illnesses ○ This academic year, 42 students enrolled in Psyc 407: Multicultural Issues in Psychology ○ Community Health revised a course on Sexual Health to include issues related to all sexualities ○ Community Health program includes courses that cover topics related to women's health, international health, and the impact of race and poverty on health ○ Coursework in KIN includes sociological issues related to race, gender, LGBT ○ Diversity-related coursework in PSYCH include Psychology of Gender, Multicultural Issues, Multicultural Counseling & Psychotherapy • 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) <ul style="list-style-type: none"> ○ Programs in C&I, SECD, and KHE are developing articulated 2+2 partnerships with Southwest Community College and Lewis & Clark Community College ○ The Psychology department promoted a plan for completing a B.S. degree, with a major in Psychology, in three years through its web site and presentations to high school students and their parents (i.e., Open House) 	
<p style="text-align: center;">SOE Goal 2: Regional Responsiveness</p>	
<ul style="list-style-type: none"> • Identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming <ul style="list-style-type: none"> ○ Programs in C&I, SECD, and KHE are developing articulated 2+2 partnerships with Southwest Community College and Lewis & Clark Community College ○ Laurel Puchner (LCS) and Linda Markowicz (CAS) worked with Collinsville Middle School on an AAUW funded project focused on Critical Media Literacy, gender stereotypes, and STEM professions ○ Project S.H.A.R.E. (Social Health and Academic Readiness Enrichment), designed to promote the academic readiness of preschool-aged children attending the St. Clair County Head Start program, is run by undergraduate and graduate psychology students under the supervision of Stephen Hupp (PSYCH); the large majority of children in this Head Start program are minorities 	

- **The SOE's Association for School and Community Careers worked with the CHS to plan and organize their annual school dance**
 - **KDP held "Literacy Alive" at Kreitner Elementary School, serving a largely Hispanic community; ASCC held a bike ride to deliver books to Kreitner**
- 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
 - **SECD's SLH Center provides outreach services to local daycares to provide hearing and language screenings**
- Prepare professionals to respond to the needs of English Language Learners and their families
 - **SECD's SLH Center offers an Accent Modification Program to individuals within the SIUE community**
 - **C&I redesign in Elementary & Early Childhood Education will include specific components in ELL instruction**
- Engage faculty and students in research to better understand and actively support the unique needs of diverse populations
 - **SECD facilitated a Hoge Lecture presentation on "Handicap This!" presented for the SIUE and broader community**
 - **EDL faculty facilitated a panel on Preventing School Violence**
 - **At the annual meeting of Midwestern Psychological Association, Psychology students presented more than 10 research studies on diversity-related issues (e.g., sex differences in the workplace, perceptions of people with mental illness)**
 - **In the last year, Psychology professors and students published eight scholarly papers about sex differences in the workplace, bullying, the experiences of people with mental illness and perceptions of people with mental illness**
 - **Liz McKenney (PSYCH) received a STEP grant to investigate differences in classroom behavior between students with Autism Spectrum Disorders considered successful and unsuccessful in response to educational programming; research focuses on differences in rates of appropriate and inappropriate social behaviors that may help or hinder students' academic progress**
- 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
 - **SOE Assistant Dean and Faculty in Residence supported implementation of professional development at the CHS**
 - **C&I faculty and students supported the implementation of a Video Gaming Club for CHS students**
 - **CHS implemented rigorous "Failure is Not an Option" program**
 - **CHS restructured under the SOE**
- 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
 - **C&I and SECD engaging in program redesign, aligning with new Professional Teaching Standards and performance assessment (edTPA)**
 - **C&I developing an interdisciplinary endorsement in Teacher Leadership**

<ul style="list-style-type: none"> ○ EDL expanding Educational Administrative program into Ladue (Missouri) and through online courses ○ EDL beginning its third cohort of Ed.D. candidates ○ MASLI grant focusing on development of rural STEM teachers ○ With grant funding from a local public school district, Liz McKenney (PSYCH) is serving as a consultant while District #7 implements new programming for elementary and middle school students with Autism Spectrum Disorders; services are based on highly structured classroom design with behavior analytic methods of instruction in academics, language, and behavior
SOE 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 <ul style="list-style-type: none"> ○ SOE team traveled to NWNu in Lanzhou, China to begin the process of formalizing institutional partnerships ○ Ongoing conversations with institutions in China and South Korea to identify future partners ○ Second cohort of NWNu Faculty Visiting Scholars to begin in fall 2013 ○ The LCS program will be hosting a scholar from Xiamen University, China, in fall 2013 • 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 <ul style="list-style-type: none"> ○ Conversations have begun with institutions in China and South Korea • 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 <ul style="list-style-type: none"> ○ Professional development is underway in the summer of 2013 to train CHS STEM teachers in the pre-engineering program of “Project Lead the Way”

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 13 in Section II.B.1, above, the SOE has made appropriate progress in each of the campus’ long-range goals as well as in the SOE’s focused area on diversity.

While some progress has been made in each of the Goals 2021 action steps related to diversity, the following specific areas can be considered as unfilled goals:

- 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: increased access for underrepresented groups of students (e.g., non-traditional, re-careering, low-income, ethnically diverse).
- 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.
- 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.
- 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.

Strategies for meeting these unfilled goals, which will be described more in depth in sections II.B.3. and II.C., below, would include the following:

- Focus on strategic planning as it relates to diversity and internationalization during the summer 2013 SOE Administrative Team Retreat. Include brainstorming ways to expand the reach of the SOE's clinics into high-need areas, including East St. Louis.
- Update the SOE faculty and staff on international initiatives, including spring/summer 2013 visits to China and South Korea.

- Consider the formalization of an SOE International Committee to guide and coordinate efforts across the School.
- Continue to support the work of the SOE Diversity Committee; ensure that a Dean's Office liaison continues to serve as an ad hoc member on the Committee to communicate activities with the Administrative Team and SOE Executive Committee.
- Continue to support the work of Project PRIME; identify means to make this student organization more visible within the SOE and community.
- Update the SOE Faculty Search Handbook to ensure that policies maximize the School's ability to attract and recruit an increasingly diverse pool of candidates.
- Focus on the integration of issues related to diversity, including the needs of ELL learners, into educator preparation redesign.
- Develop professional development opportunities for faculty and staff related to diversity; include a specific focus on the needs of new TT faculty.
- Encourage chairs to review curriculum for issues related to diversity; make modifications as recommended by the faculty.
- Encourage faculty to develop study abroad opportunities for students.

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. 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 during AY 14, and to reflect unanticipated future challenges and opportunities related to state/federal policy and realities of workforce demand.

Identified Strengths

In reviewing the School's progress in AY 13, specifically in terms of its alignment with the University's long-range goals and the SOE's identified focus on diversity, the top strengths related to achieving its strategic plan include the following:

- a. ***Increased momentum in internationalization:*** With the success of the International Training Program in Pedagogy, spring/summer visits to China and South Korea to begin the process of formalizing institutional partnerships, and growing interest on the part of the faculty to collaborate in research with international colleagues, the SOE is poised to move forward significantly in regards to its work with internationalization. As internationalization is one of the two specific areas of focus identified by the SIUE Chancellor (in addition to online education), it is critical for the SOE to continue its trajectory in this area. This strength will be leveraged in AY 14 with a continued focus, and specific actionable goals, related to increased engagement with international institutions, increased opportunities for SIUE students to participate in study abroad, and increased enrollments in SOE programs of international students.
- b. ***Increased momentum with online/technology-enhanced learning:*** In addition to internationalization, a second area of focus as identified by SIUE's Chancellor is on increasing the institution's presence as it relates to online learning. While the SOE has two existing graduate programs that are taught primarily online (Instructional Technology, Physical Education/Sport Pedagogy) faculty have expressed an increased interest in putting more courses/programs online and to enhance existing pedagogical practices with new technologies. These initiatives have the potential of increasing both access and enrollment, and may also contribute to enhanced student retention. Current initiatives include expanding the number of courses in the Educational Administration program to be offered online to enhance the geographical reach of the program, offering existing endorsement courses for practicing teachers online, and creating a new Teacher Leader endorsement that will include substantial online elements. SOE faculty are actively participating in professional development related to online/hybrid instruction, including the summer workshops offered through ITS, and the Department of Kinesiology and Health Education is piloting "flipped" courses. In addition, SOE's Student Services and academic departments are using social media to provide increased access to information on programs for prospective students and to

provide support services to existing students. The Charter High School faculty are receiving professional development specific to the use of enhanced technology in instruction, and will implement the pre-engineering curriculum from Project Lead the Way in AY 14. These initiatives can be leveraged by the SOE and CHS as strategic goals are established for AY 14 to increase student access, build enrollments in key programs, and enhance retention.

- c. ***Increased engagement with community college partners:*** While the SOE has enjoyed positive relationships with feeder community colleges over the past six years, as specifically reflected in the SOE's articulation with the Associate of Arts in Teaching (AAT), inclusion of community college representatives on the SOE Executive Advisory Board, and engagement with a community college (SWIC) and school district (East St. Louis) in the state-wide "Grow Your Own" program, AY 13 has seen an increased commitment on the part of SIUE faculty and programs to further engage with community college partners. This has included specific 2+2 articulation partnerships in Exercise Science and Special Education; future agreements are in process. The Department of Curriculum and Instruction (C&I) has included a representative from Lewis and Clark Community College in its summer 2013 planning meetings regarding program redesign in Elementary and Early Childhood Education; this planning is ensuring that there is a smooth transfer between institutions. In addition, the Departments of C&I and Special Education and Communication Disorders (SECD) have received a grant from the Illinois Board of Higher Education that specifically focuses on working with community college partners in the redesign of teacher education programs and assessments. Collaborative efforts with community colleges are critical to several university- and school-wide goals, including increasing the diversity of the student body and improving access for nontraditional and/or underrepresented students. The SOE will continue to leverage this strength by reaffirming its commitment to its community college partners, implementing programs currently under development, and expanding articulation agreements as appropriate to individual programs.

- d. ***Restructuring of the SIUE East St. Louis Charter High School (CHS):*** The CHS is critical to the SOE in terms of its outreach and goals related to diversity; the CHS also aligns with the SOE's mission to promote "ethical action, social justice, personal responsibility and effective leadership to serve diverse individuals, organizations and communities." During AY 13, the governance of the CHS was restructured into the SOE. As a result, internal and external audit findings related to financial oversight and non-profit status have been successfully addressed and/or are in process. In addition, the CHS continues to make substantial progress academically under the leadership of its director, Gina Washington. A "Failure is Not an Option" initiative has been implemented that includes a required ACT Prep course for Juniors, Individualized Achievement Plans, eighth-hour courses, enrichment activities, and spring Saturday Academy. Focus has also been placed on enhancing the school's STEM curriculum, and has included professional development for CHS STEM teachers specifically in the use of technology available in the STEM Learning Classroom. These strengths will continue to be leveraged in AY 14 with the implementation of "Project Lead the Way" curriculum in pre-engineering and the addition of a technology specialist to support technology implementation in the school.

Identified Weaknesses. In review of the SOE's initiatives related to the University's long-term goals and the School's Goals 2021 action steps, and considering the identified focus for AY 13 on diversity, the following can be considered as areas of weakness to be addressed in future strategic planning:

- a. ***Integration of issues related to diversity throughout the SOE's programs:***
While individual programs/departments offer selected courses in topics related to diversity, there is not a comprehensive or systematic integration of these issues throughout all of the SOE's programs. As a result, not all of the SOE's students have exposure to or experiences with diversity as it relates to their own professional goals. The SOE has faculty members who are experts in a

range of diversity issues. This expertise can be leveraged in the process of continual program renewal across the SOE.

- b. ***Globalization of academic programs.*** As with issues related to diversity, the SOE's academic programs lack a comprehensive and/or systematic integration of global perspectives or issues. SOE students also have very limited opportunities to engage in international study abroad experiences related to their academic programs, and have limited exposure to students and/or faculty from other countries. Recent successes with the SOE International Training Program in Pedagogy, and emerging partnership possibilities with institutions in China specifically, provide the possible leverage for developing future student exchanges in which SOE students can participate. In addition, these international partnerships also have the potential of bringing international faculty to campus for pedagogical training and/or research endeavors, as well as students from other countries to study at SIUE, therefore enhancing opportunities for SIUE students to engage meaningfully with students and faculty from around the globe.
- c. ***Focused professional development in diversity for SOE faculty and staff.*** While the SOE's faculty includes experts on a range of topics related to diversity, few opportunities are provided to the majority of the School's faculty and staff to enhance individual goals and skills in these areas. In addition, while the SOE established an "Office of Diversity and Faculty Development" in 2008 to coordinate and promote school-wide efforts related to diversity, this Office has been non-functional for at least two years. If reinstated, this Office could provide the SOE with the leverage to reinvigorate and coordinate its efforts related to the professional development and support of faculty and students.
- d. ***Engagement with underserved communities, including East St. Louis:*** While the SOE has made a critical commitment to the needs of children and families in underserved communities, particularly in the support of the ESL Early Head Start program by faculty and students in Psychology and Speech-Language-Pathology who provide critical screening and training, the

integration of the Charter High School into the SOE, and outreach activities supported by student organizations, the SOE is poised to take the next steps in more fully engaging with populations within our region that are most underserved. For example, opportunities exist to expand clinic services into off-campus sites, especially East St. Louis, expand the reach and impact of PRIME, and engage the School of Education's faculty and students more fully into the Charter High School. What is currently a strength can be expanded into an area of excellence and prominence for the School of Education.



NWNU Visiting Faculty Scholars



Technology in Instruction



CHS Graduation 2013

II. C. UPDATES TO THE STRATEGIC PLAN

The School of Education is committed to continual improvement through a process of review of its strategic plan, the alignment with the University's long-term goals, and focus on the Chancellor's initiatives related to internationalization and online learning. The following proposed goals for AY 14 are built upon a review of the analysis of goals from AY 13, identified unfilled goals, and strategic strengths and weakness as described in section II.B. These proposed goals will be reviewed by the SOE Administrative Team in its summer 2013 retreat, vetted with faculty during the SOE's fall 2013 opening meeting, and shared with the SOE Executive Advisory Board in September of 2013.

The proposed plan, in Table 28 below, includes alignment with the University's long-range goals and SOE's Goals 2021 action steps, and person(s) responsible. (See Appendix S for a complete list of Goals 2021 action steps.) Of particular emphasis are those goals related to **diversity**, including **internationalization**, and increased access to technology and **online learning** to enhance students' academic experiences and access.

Table 28. AY 14 Strategic Goals--DRAFT

SIUE Goal 1	
Engaged Students/ Capable Graduates	
<i>SOE Strategic Goal AY 14</i>	<i>SOE Goals 2021 Action Step</i>
--Review the intended goals and focus of SOE's "Office of Diversity and Faculty Development;" reinstitute, revise, or replace the Office <i>Persons Responsible:</i> SOE Diversity Committee, Associate Dean Weishaar	*augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues
--Develop a SOE International Committee to coordinate and prioritize international initiatives across the school; develop specific goals for the Committee <i>Persons Responsible:</i> SOE Ad Hoc International Committee, Dean Bergeron, Associate Dean Weishaar	*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
--Review and update the SOE's Faculty Search processes; make revisions to the handbook as needed <i>Persons Responsible:</i> Associate Dean Weishaar, Department Chairs	*enhance the diversity of the School's student body, staff, and faculty through consistent, appropriate, and equitable practices and policies

<p>--Update the SOE's Diversity website to include resources for faculty and students</p> <p><i>Persons Responsible:</i> SOE Diversity Committee, Media Specialist Wottowa</p>	<p>*augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues</p>
<p>--Update the SOE's International website to include resources for faculty, current students, and prospective students; expand the website to include all of the SOE's international activities</p> <p><i>Persons Responsible:</i> SOE International Committee, Media Specialist Wottowa</p>	<p>*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</p>
<p>--Work in collaboration with the International Affairs Office and Marketing to develop a video specific to the recruitment of international students</p> <p>Persons Responsible: SOE International Committee, Media Specialist Wottowa</p>	<p>*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</p>
<p>--Develop proposals to expand study abroad experiences for SOE students</p> <p><i>Persons Responsible:</i> SOE International Committee, Department Chairs</p>	<p>*provide opportunities for students across the SOE to engage in international academic and service activities that are embedded in program design</p>
<p>--Determine the interest/feasibility of reinstating the SOE's Diversity Education Project and/or Diversity Conference; provide support for implementation</p> <p><i>Persons Responsible:</i> SOE Diversity Committee, Dean Bergeron</p>	<p>*augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues</p> <p>*prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</p>
<p>--Continue the reengagement of Project PRIME; create a web presence for the organization and increase its visibility</p> <p><i>Persons Responsible:</i> SOE Diversity Committee, Associate Dean Weishaar</p>	<p>*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)</p>
<p>--Work in collaboration with Enrollment Management and Marketing to develop a video specific to the recruitment of graduate students</p> <p>Persons Responsible: Department Chairs, Media Specialist Wottowa, SOE Office of Student Services</p>	<p>*implement an enrollment management system that enhances student access and retention, is fiscally responsible, and is responsive to competition</p>

<p>--Develop and implement explicit 2+2 partnerships with community college partners, starting with a focus on Exercise Science, Special Education, Elementary Education, Early Childhood Education</p> <p><i>Persons Responsible:</i> Department Chairs, SOE Office of Student Services</p>	<p>*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), the removal of transfer barriers between the associate's and bachelor's degrees</p>
<p>--Implement an "early admit" program for high-achieving undergraduate students; develop a strategy for promoting this option</p> <p><i>Persons Responsible:</i> Department Chairs, SOE Student Services Director</p>	<p>*enhance student retention through faculty engagement while sustaining and increasing academic quality</p>
<p>--In collaboration with International Affairs, increase the number of students from other countries enrolled in SOE programs</p> <p><i>Persons Responsible:</i> Department Chairs, SOE Student Services Director</p>	<p>*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</p>
<p>--Review all academic programs for integration of issues related to diversity and internationalization to ensure all SOE students have experiences in these critical areas; propose curricular change as recommended</p> <p><i>Persons Responsible:</i> Department Chairs</p>	<p>*prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</p>
<p>--Integrate best practices in teaching students who are English Language Learners across all teacher education programs as part of the ongoing program redesign</p> <p><i>Persons Responsible:</i> Chairpersons Scott & Fahsl</p>	<p>*prepare professionals to respond to the needs of English Language Learners and their families</p>
<p>--Implement the transition from OCECA to the SOE Office of Student Affairs; analyze effectiveness of the transition for any possible modifications</p> <p><i>Person Responsible:</i> SOE Student Services Director Fricke</p>	<p>*develop a comprehensive data system and cycle of continuous improvement to support individual and programmatic accountability</p>
<p align="center">SIUE Goal 2</p> <p align="center">Innovative High Quality Programs</p>	
<p align="center"><i>SOE Strategic Goal AY 14</i></p>	<p align="center"><i>SOE Goals 2021 Action Step</i></p>
<p>--Review the feasibility of increasing the online presence of SOE programs; increase the number of programs available online, including the Teacher Leader Endorsement and Educational Administration coursework</p> <p><i>Persons Responsible:</i> Department Chairs</p>	<p>*embed a thorough understanding of 21st-century learners, including the role and impact of technology, into program design</p> <p>*implement academic programs specific to the development of leaders</p>

--Review the “flipped classroom” pilot; share recommendations to modify/expand the initiative <i>Person Responsible:</i> Chairperson Lox	*embed a thorough understanding of 21 st -century learners, including the role and impact of technology, into program design
--Implement proposed changes to the IT curriculum; analyze data to recommend further modifications as needed <i>Person Responsible:</i> Chairperson Puchner	*embed a thorough understanding of 21 st -century learners, including the role and impact of technology, into program design
--Complete and submit to the state the paperwork for addition of a new graduate degree in College Student Personnel <i>Person Responsible:</i> Chairperson Puchner	*implement academic programs specific to the development of leaders *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
--Complete and submit to the state the paperwork for addition of new undergraduate and graduate degrees in Nutrition <i>Person Responsible:</i> Chairperson Lox	*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
--Align all educator preparation programs with the edTPA; review data and recommend modifications as needed <i>Persons Responsible:</i> Associate Dean O’Donnell, Chairpersons Scott & Fahsl	*engage in state-wide P-20 planning and activities, including the proactive integration of initiatives into appropriate academic programs
--Finalize the approval of redesigned programs in teacher education with ISBE <i>Persons Responsible:</i> Chairpersons Scott, Fahsl	*engage in state-wide P-20 planning and activities, including the proactive integration of initiatives into appropriate academic programs
--Implement the pre-engineering curriculum for Project Lead the Way at the CHS <i>Person Responsible:</i> CHS Director Washington, Assistant Dean Scott	*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 effective instructional uses of technology, including the use of SMART Boards, into all CHS classes <i>Person Responsible:</i> CHS Director Washington, Assistant Dean Scott	*embed a thorough understanding of 21 st -century learners, including the role and impact of technology, into program design
SIUE Goal 3 Committed Faculty & Staff	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>

<p>--Ascertain specific professional development needs of the SOE faculty, including needs specific to grant writing; implement as appropriate</p> <p><i>Persons Responsible:</i> SOE Professional Development Committee and/or Research Committee, Associate Dean Weishaar</p>	<p>*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</p>
<p>--Ascertain specific professional development needs of the SOE staff; implement as appropriate</p> <p><i>Person Responsible:</i> Dean Bergeron</p>	<p>*provide opportunities for professional development to enhance the professional goals and leadership of staff</p>
<p>--Review and revise policies related to annual merit at both the school and departmental levels reflective of issues including sabbaticals, new hires, and four-course loads</p> <p><i>Persons Responsible:</i> Department Chairs, SOE Operating Papers Committee</p>	<p>*strive for more meaningful accountability through the integration of roles and responsibilities for teaching, research/scholarship, and service</p>
<p align="center">SIUE Goal 4</p> <p align="center">Harmonious Campus Climate</p>	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
<p>--Develop a plan specific to the needs of the SOE's LGBT community, including its faculty, staff, and students</p> <p><i>Persons Responsible:</i> SOE Diversity Committee, Department Chairs, Dean Bergeron</p>	<p>*augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues</p> <p>*prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</p>
<p>--Determine specific school-wide professional development and other support needs of its international faculty and their families, and implement as appropriate</p> <p><i>Persons Responsible:</i> SOE International Committee, Department Chairs</p>	<p>*augment faculty's competence related to diversity by providing appropriate support and resources related to a wide range of diversity issues</p>
<p>--Develop policies for the CHS specific to understanding the needs of LGBT students and faculty</p> <p><i>Persons Responsible:</i> CHS Director Washington, Assistant Dean Scott</p>	<p>*prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</p>
<p>--Develop and/or provide specific programs for CHS students and faculty related to bullying</p> <p><i>Persons Responsible:</i> CHS Director Washington, Assistant Dean Scott</p>	<p>*prepare students as professionals who are knowledgeable about issues of diversity, embrace human differences, and can effectively apply that knowledge in their workplace</p>

SIUE Goal 5	
Active Community Engagement	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
<p>--Develop specific training programs and materials for cooperating PK-12 teachers reflective of changes in program and assessment redesign; pilot implementation as appropriate</p> <p><i>Persons Responsible:</i> Program Directors, SOE Student Services Director Fricke</p>	<p>*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</p>
<p>-- Increase the presence of the SOE's academic programs in underserved communities, including East St. Louis</p> <p><i>Persons Responsible:</i> Dean Bergeron, Department Chairs, SOE Office of Student Services</p>	<p>*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</p> <p>*identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming</p>
<p>--Increase the presence of SOE clinics in underserved communities, including East St. Louis</p> <p><i>Persons Responsible:</i> Chairpersons Lox, Scott, Fahsl, Rose</p>	<p>*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</p>
<p>--Increase the engagement of SOE faculty with the CHS, including support of professional development, as requested by the CHS Director</p> <p><i>Persons Responsible:</i> Department Chairs, Assistant Dean Scott, CHS Director Washington, SOE Office of Student Services</p>	<p>*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</p>
<p>--Increase the engagement of SOE students with the CHS, including practicum experiences and service outreach, as requested by the CHS Director</p> <p><i>Persons Responsible:</i> Department Chairs, Assistant Dean Scott, CHS Director Washington</p>	<p>*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</p>
<p>--Develop and implement a mentoring plan to support CHS graduates who are enrolled at SIUE</p> <p><i>Persons Responsible:</i> CHS Director Washington, Assistant Dean Scott</p>	<p>*identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming</p>

SIUE Goal 6	
Sound Physical & Financial Assets	
<i>SOE Initiative</i>	<i>SOE Goals 2021 Theme</i>
<p>--Develop departmental-level plans specific to the cultivation of its alumni and emeritus faculty</p> <p><i>Persons Responsible:</i> Dean Bergeron, Department Chairs</p>	<p>*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</p>
<p>--Identify specific department-level funding priorities to be used in cultivation of prospective donors</p> <p><i>Persons Responsible:</i> Dean Bergeron, Department Chairs</p>	<p>*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</p>
<p>--Work with campus administration to identify future space for the Department of Psychology</p> <p><i>Persons Responsible:</i> Dean Bergeron, Chairperson Rose</p>	<p>*expand research opportunities that allow students across all programs to collaborate in scholarship that enhances their career goals</p> <p>*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</p>
<p>--Increase the productivity of the SOE in external grants funded</p> <p><i>Persons Responsible:</i> Department Chairs, Associate Dean Weishaar</p>	<p>*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</p>
<p>--Work with Educational Outreach to develop plans for academic departments to increase professional workshop credit offerings</p> <p><i>Persons Responsible:</i> Department Chairs</p>	<p>*identify and support the needs of the community, particularly with underserved groups, through collaborative outreach and programming</p>
<p>--Identify potential major donors for the SOE and focus on cultivation activities</p> <p><i>Persons Responsible:</i> Dean Bergeron, Assistant Weeks</p>	<p>*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</p>

<p>--Determine the feasibility of reengaging the Academy of Fellows, develop and implement a plan as appropriate</p> <p><i>Persons Responsible:</i> Dean Bergeron, Assistant Weeks</p>	<p>*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</p>
<p>--Determine specific funding priorities for the CHS and a plan for identification of donors</p> <p><i>Persons Responsible:</i> CHS Director Washington, Dean Bergeron</p>	<p>*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</p>
<p>--Create a template for future foundation grant proposals for the CHS, including funding priorities</p> <p><i>Persons Responsible:</i> CHS Director Washington, Dean Bergeron, Assistant Dean Scott</p>	<p>*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</p>
<p>--Conduct a review of the CHS budgetary processes and make recommended changes, as appropriate</p> <p><i>Persons Responsible:</i> CHS Director Washington, SOE Business Manager Moore</p>	<p>*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</p>
<p style="text-align: center;">SIUE Goal 7</p> <p style="text-align: center;">Excellent Reputation</p>	
<p>--Complete the SOE's self-study as part of the ongoing accreditation process with NCATE</p> <p><i>Persons Responsible:</i> Associate Dean O'Donnell, Program Directors</p>	<p>*develop a comprehensive data system and cycle of continuous improvement to support individual and programmatic accountability</p>
<p>--Attain full national recognition, without conditions, for each of the SOE's educator preparation programs</p> <p><i>Persons Responsible:</i> Associate Dean O'Donnell, Department Chairs</p>	<p>*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</p>
<p>--Complete the paperwork for the accreditation of its Community Health Education program (KHE)</p> <p><i>Persons Responsible:</i> Associate Dean O'Donnell, Chairperson Lox</p>	<p>*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</p>

<p>--Develop formalized partnerships with at least one international institution of higher education</p> <p><i>Persons Responsible:</i> SOE International Committee, Dean Bergeron</p>	<p>*establish formalized partnerships with international institutions of higher education</p>
<p>--Receive approval from the state and District 189 for the five-year renewal of the CHS charter</p> <p><i>Persons Responsible:</i> CHS Director Washington, Dean Bergeron, Assistant Dean Scott</p>	<p>*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</p>



Special Education & Communication Disorders



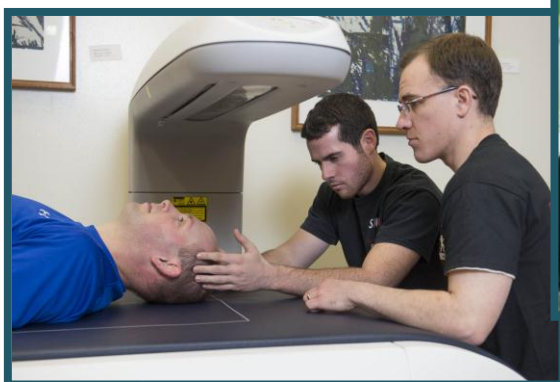
Educational Leadership



SIUE Charter High School



Psychology



Kinesiology & Health Education



Curriculum & Instruction

III. UNIVERSITY STRATEGIC PLAN APPENDIX MATERIALS

III. A. LISTS OF ACTIVITIES

1. External Awards for Curricular Innovation

During AY 2013 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
Teaching with Primary Sources	Library of Congress	SOE	\$230,000
Piasa Bluffs Writing Project	National Writing Project	C&I	\$20,000
Spring 2013 Math Intel Course	Monroe/Randolph ROE	C&I	\$15,738
Math/Science Leadership Initiative-Rural	IL State Board of Ed	C&I	\$100,000
IHE Partnership	IL Board of Higher Ed	SECD	\$209,900
Total			\$2,003,490

3. Program Recognition Awards from External Groups

All of the School's educator preparation programs have received national recognition from their Specialized Professional Associations (with the exception of the MAT, which is being placed on voluntary moratorium in the summer of 2014).

IV. APPENDICES

APPENDIX A: SOE Instructional Technology Updates

Enhancement of Instructional Technology AY 2013

Classroom Updates

- Two Classrooms have been updated with brand new podiums equipped with flat monitor, PXE controller, laptop connectors and new computer.
- Five Classrooms have been approved to be updated with brand new podiums equipped with flat monitor, touch Panel, laptop connectors and new computer. Bidding process has begun. Setup should be complete by the end of summer semester.
- Three classroom projectors have been replaced with brand new ones.
- Two extra projectors have been purchased for emergencies.
- Twenty computers in AH1314 Computer Lab have been approved to be updated with brand new ones. Funding is provided by Academic Computing Council. Update should be complete by the end of summer semester.
- UPS for the server has been updated.
- Data backup system for the servers has been updated.
- The Charter High School (CHS) William Frederick Graebe Sr. STEM Learning Center Instructional Technology support position was approved and posted. Committee has recommended the best candidate after thorough interview process.
- The Charter High School computer lab (Room 2030) with twenty five desktop computers, mounted projector and a printer have been completely updated. Deep Freeze software is also available for this lab.
- Two MacBook laptops and three iMac desktops have been purchased for Charter High School STEM Learning Center.

Unit/Assessment Updates

- Several course shells have been created in Blackboard to support Teacher Performance Assessment (TPA). Students have been uploading videos and other documents to blackboard.
- Redesign of Graduate assessment database for various graduate programs is complete. It uses Argos reporting to download student data from Banner.
- All of the departments within the School of Education continue to successfully use Online Course Evaluation system for all graduate and undergraduate end semester course evaluation. Survey results are stored to the departmental shared drive.
- Information Technology Services has provided funds to purchase Library management software for Special Education and Communication Department and Wechsler Memory Scale-Fourth Edition Kits for the department of Psychology.
- Various assessment forms including disposition forms have been revised and implemented to effectively support the School's assessment data system.
- Additional firewall policies have been implemented on the database servers in compliance with the University policy.

- 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.
- An agreement has been signed between the Charter High School and Project Lead The Way (PLTW), a leading provider of comprehensive program and curricula for Science, Technology, Engineering and Mathematics (STEM) education.

Instruction/Faculty/Staff Updates

- A total of twelve workshops have been held within the School and for the University community.
- All of the non-leased computers have been updated with new Operating system (Windows 7) and new version of Microsoft Office (Office 10).
- Forty five faculty members received new rental computer from Dell during fall semester. Several others are scheduled to be refreshed in coming months.
- School of Education has been represented in several university wide technology committees and technology working groups.

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

APPENDIX B: ISBE Program Approval Notification



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

March 20, 2013

Certified Mail

Dr. Bette Bergeron, Dean
Southern Illinois University Edwardsville
Campus Box 1049
Edwardsville, IL 62026-1049

Dear Dr. Bergeron:

At the January 11, 2013 State Educator Preparation and Licensure Board (SEPLB) meeting, members reviewed the 2012 Academic Year annual program reports submitted by your institution pursuant to 23 Illinois Administrative Code Section 25.115(h). This letter is to inform you that no further action is necessary with regard to the Education Unit and the programs mentioned below.

The approved programs for your institution are Drama/Theatre Arts, Early Childhood Education, Elementary Education, English Language Arts, Foreign Language – French, Foreign Language – French (MAT), Foreign Language – German, Foreign Language – German (MAT), Foreign Language – Spanish, Health Education, LBS II/Curriculum Adaptation Specialist, Learning Behavior Specialist I (LBS I), Mathematics, Music, Physical Education, Principals/General Administrative, Reading Specialist, School Nurse, School Social Worker, Science – Biology, Science – Chemistry, Science – Earth and Space Science, Science – Earth and Space Science (MAT), Science – Physics, Social Science – Geography, Social Science – History, Social Science – Political Science, Speech Language Pathologist, and Superintendent.

The State Educator Preparation and Licensure Board may have identified items you may wish to give attention to on your next annual report or made encouraging comments. If you would like to have a copy of their comments, please contact Henri Fonville at hfonvill@isbe.net.

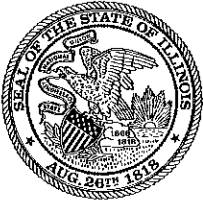
Should you have additional questions, please feel free to contact Diane Lacopo in the Preparation and Evaluation Division at dlacopo@isbe.net or by calling 217.782.2948, choose option 1.

Sincerely,

A handwritten signature in black ink, appearing to read "Vicki Phillips".

Vicki Phillips
Secretary
State Educator Preparation and Licensure Board

cc: Dr. Julie Furst-Bowe, Chancellor



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Gery J. Chico
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

May 22, 2013

Certified Mail

Dr. Bette Bergeron, Dean
Southern Illinois University Edwardsville
Campus Box 1049
Edwardsville, IL 62026-1049

Dear Dr. Bergeron:

At the June 2013 State Educator Preparation and Licensure Board meeting, you and/or your representative(s) responded to questions concerning the FY2012 Annual Program Reports submitted by your institution.

Pursuant to Administrative Rules Section 25.130(b) this letter is being sent to your institution to inform you that no further action is necessary following your response to questions at the Friday, June 7, 2013, State Educator Preparation and Licensure Board meeting. The following programs are now approved: School Psychologist and Visual Arts.

Please feel free to contact Diane Lacopo at dlacopo@isbe.net should you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Vicki Phillips".

Vicki Phillips

Secretary

State Educator Preparation and Licensure Board

cc: Dr. Glenn Poshard, President
Dr. Julie Furst-Bowe, Chancellor

APPENDIX C: Basic Skills Results by Race (Illinois)

**Illinois' Test of Academic Proficiency (Basic Skills)¹ Test Results
Racial/Ethnic Comparisons
Before and After the Cut Score Increase**

	<i>11 months of data Before increase Basic Skills 2008-09</i>	<i>31 months of data After increase Basic Skills + TAP² September 2010 - March 2013</i>
	<u>Total #</u> <u>%</u>	<u>Total #</u> <u>%</u>
All Test Takers Statewide	19,364	41,925
All Passers	16,690 86%	16,541 39%
Caucasian Test Takers	14,235	30,097
Passers	12,896 91%	13,267 44%
African American Test Takers	1,615	3,936
Passers	959 59%	699 17.8%
Latino Test Takers	1,351	3,871
Passers	951 70%	850 22%
Asian Test Takers	603	1,324
	481 80%	523 39.5%
African American/Latinos	<u>11 months</u>	<u>31 months</u>
Test Takers	2008-09 2,966	Sept 2010-Mar 2013 7,807
Test Passers	1,910 64%	1,549 20%

Since the passing scores on Basic Skills, now TAP, were significantly increased in September 2010:

- Only **1,549 (20%)** African American and Latino test takers have passed the test in 2 1/2 years.
- African American and Latino test takers (7,807) represent 18.6% of all test takers (41,925) but they represent **only 9%** of all passers (1,549 out of 16,541) in 2 1/2 years of testing.
- These data have not improved at all since cut scores were increased in fall 2010.
- Illinois had the **third worst** ranking in the country of teachers of color (11%) vs students of color (45%) in **2011**. (*Center for American Progress*)
- **Grow Your Own** has **85% African American and Latino** candidates and teachers.

¹ Passage of Test of Academic Proficiency (formerly Basic Skills), required for entry into teacher preparation program.

² Basic Skills (Sept 2010-Jan,2012 + Feb, Apr 2012) changed to Test of Academic Proficiency (TAP) (Feb 2012--Mar 2013)

APPENDIX D: Teacher Graduate Fifth-Year Survey

Teacher Graduate Fifth-Year Assessment

Southern Illinois University Edwardsville

The teacher graduate fifth year assessment project is an assessment of teachers and other certified educators in the fifth year following completion of an initial teacher certification program from one of Illinois' twelve public colleges of education. By surveying fifth year certificated educators, information is generated that can be used for teacher preparation program improvement and that is responsive to broader state education needs. Specifically, the project aims to:

1. Provide a standardized assessment of educational administration graduates of all public colleges in Illinois.
2. Provided a specific examination of teacher skills related to the Illinois Professional School Leader Standards for the purpose of identifying areas of improvement for educational administrations preparation programs and for ongoing new administrator professional development needs.
3. Provide institutions with institution-specific data on student learning in educational administration preparation programs that will assist with program improvement efforts.
4. Proactively respond to calls for accountability related to educational administration preparation by gathering information that can inform policy makers and the public about educational administration preparation programs in Illinois and new administrator practice in the first year following program completion.

Surveys conducted by the project office at Eastern Illinois University sent 5,518 surveys with 2,322 completion. Of those Illinois surveys 294 were sent to Southern Illinois University Edwardsville fifth year graduates and 126 were completed for the study.

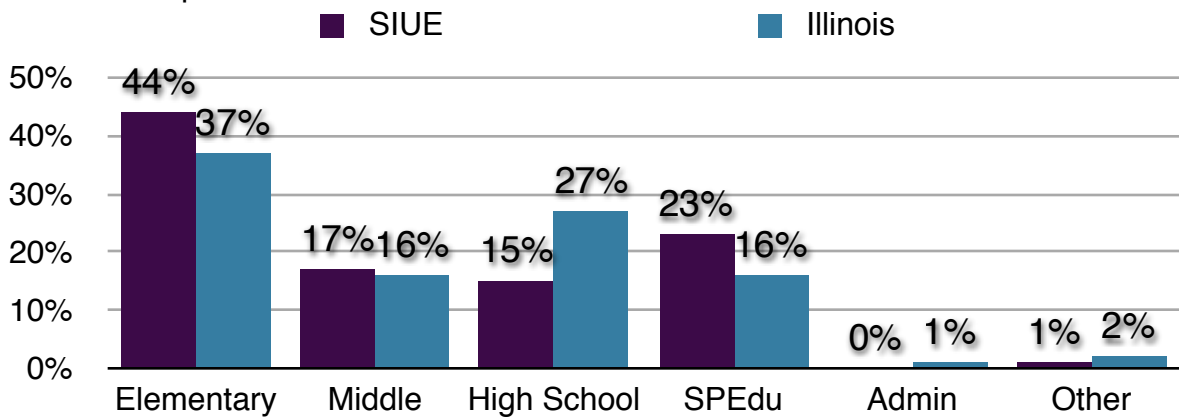
Graduates Background

Graduate background survey consisted of demographic, geographic, and employment data.

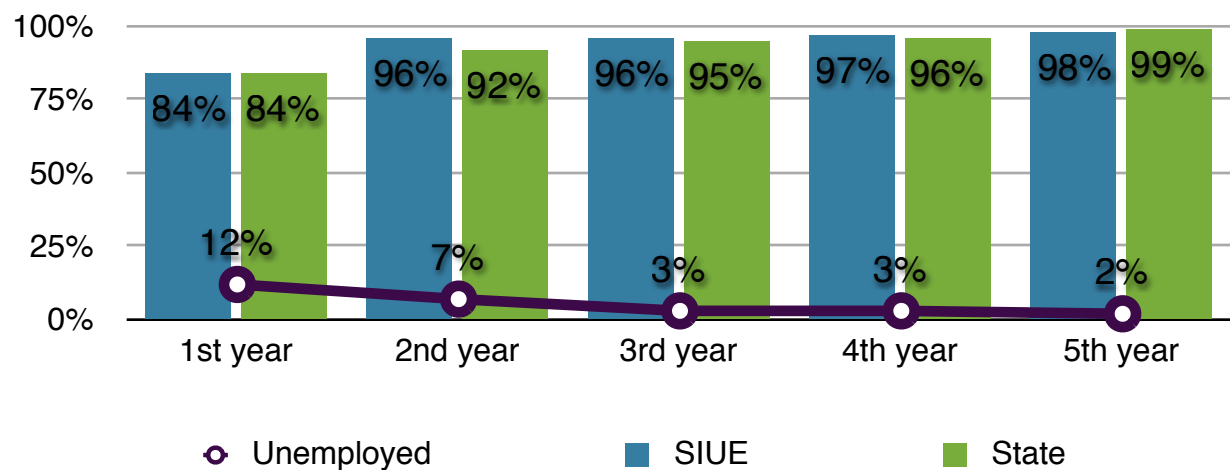
1. Record-reported SIUE and Illinois demographics



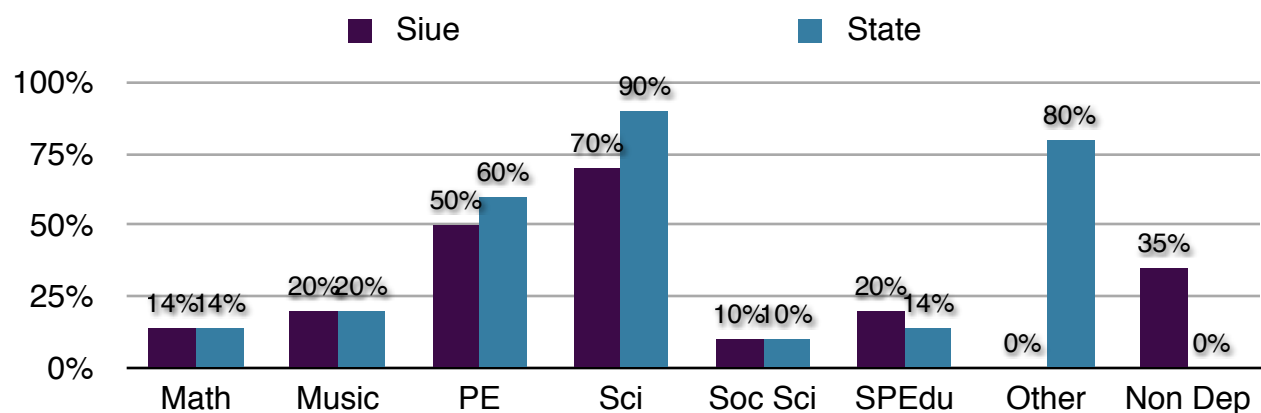
2. Record - Reported Teacher Positions



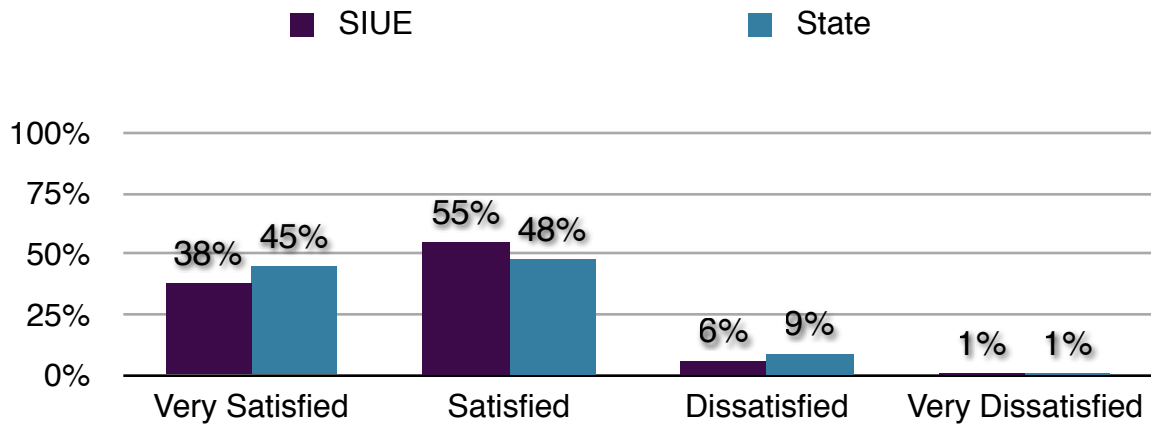
3. Percentile of students employed as Illinois public school teachers between their first and fifth year post certification.



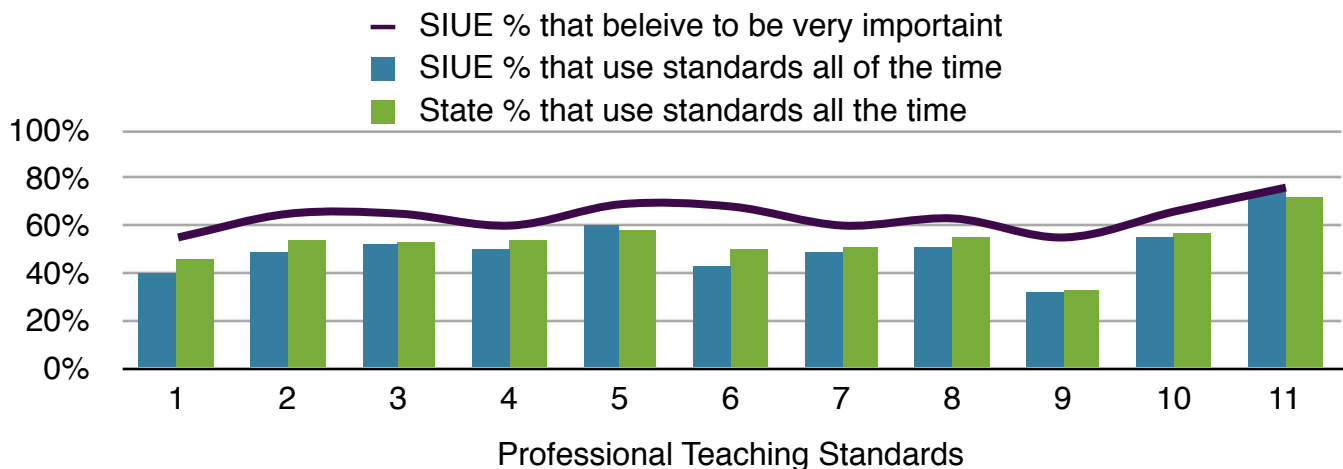
4. If teaching in a departmentalized school, in which content areas are fifth year graduates currently teaching.



5. The extent of which fifth year graduates are satisfied with the overall quality of their teacher education.



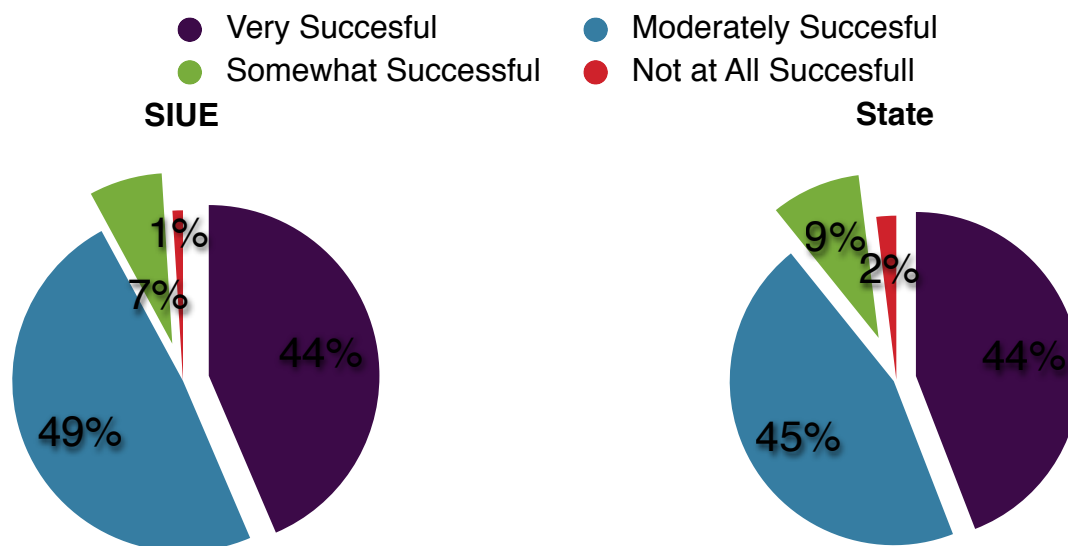
6. The percent of fifth year graduates that feel the standards are 'used all of the time' in their current setting in relative comparison to the percentile of fifth year SIUE graduates that believe the standards are very important.



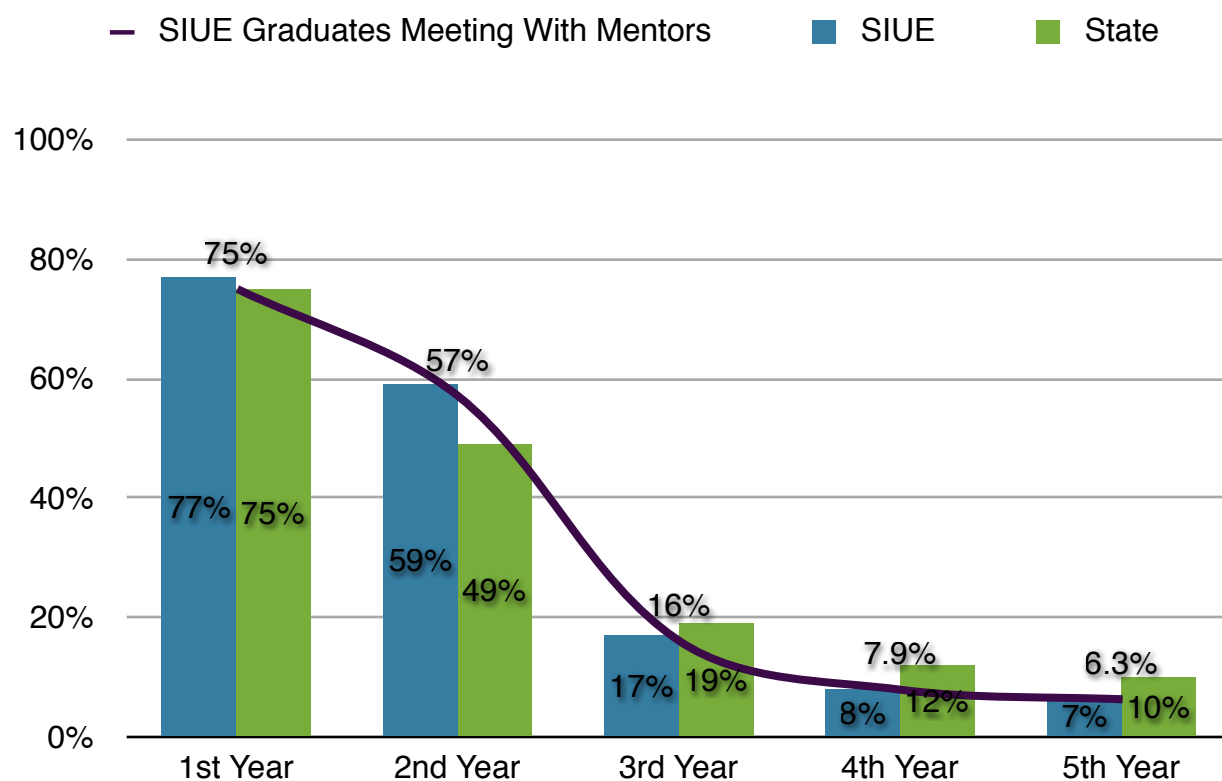
6a. Professional Teaching standards

1. Content Knowledge
2. Human Development
3. Student Diversity
4. Instructional Planning
5. Student Motivation
6. Instructional Strategies
7. Effective Communication
8. Assessment Strategies
9. Role of Community
10. Reflective Practice
11. Education as a Profession

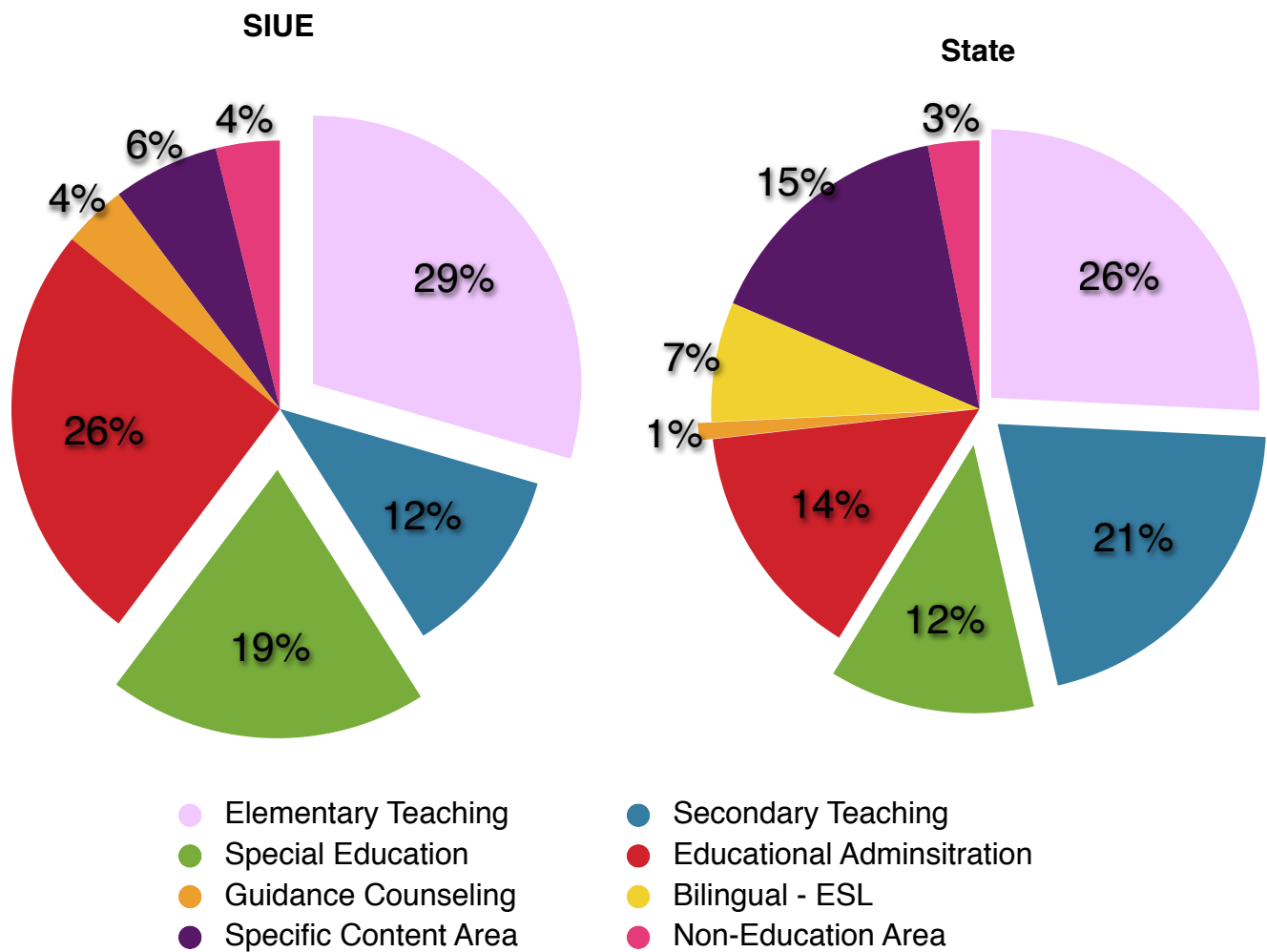
7. Fifth year graduates self reported level of success in their workplace environment.



8. Fifth year graduates that have had a formally assigned mentor or coach during the first five years of teaching and if the SIUE graduates felt their mentor was 'greatly helpful'.



9. Percentage of fifth year graduates that have completed a graduate degree after earning their teaching certification.



10. Graduate feedback and responses can be found in section eight of the 2012 Teacher Graduate Fifth Year Assessment Survey Results (166-195)

APPENDIX E: NCATE Annual Report (Part C)

2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11027	AACTE SID:	4315
Institution:	Southern Illinois University at Edwardsville		
Unit:	School of Education		

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

461

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Link 1 - Annual Report posted on School of Education Website:

http://www.siu.edu/education/about/pdf/SOE_Annual_Report2012.pdf

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).

No Change / Not Applicable

2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.

No Change / Not Applicable

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.

No Change / Not Applicable

4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.

No Change / Not Applicable

5. Significant changes as the result of a natural disaster or other unforeseen circumstances.

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in Budget

No Change / Not Applicable

8. Significant change (25 percent increase or decrease) in Candidate enrollment

No Change / Not Applicable

9. Significant change (25 percent increase or decrease) in Size of the full-time faculty

No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

- | | |
|--|-------|
| 1. The unit has limited evidence that candidate dispositions are being assessed in all programs. | (ADV) |
|--|-------|

Advanced programs continue to assess candidate dispositions throughout their programs. Candidate dispositions are assessed through self-assessment and faculty assessment using the same four indicators and scale. Programs also use a disposition support/alert system in which faculty members meet with a candidate to discuss remediation efforts. All disposition meetings are documented. The collected data is analyzed in aggregate and disaggregate formats and the results are reported to the programs in an annual report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

- | | |
|---|-------|
| 1. The unit does not systematically summarize, report, or use program level data to improve programs in the unit. | (ITP) |
|---|-------|

All initial programs are required to provide data in a minimum of the following five areas: content, planning for instruction, clinical, effect on student learning, and dispositions. This data is used to prepare annual reports for the unit, university, state, and accreditation entities. Each year the Dean's office prepares an executive summary report which includes all the collected unit and program data. This executive summary, which is housed on the shared drive for faculty viewing, provides programs with goals for improvement. This data is also discussed at program meetings and at the Joint Council of Teacher Preparation (JCTP) Meetings. The unit also explored options to purchase a data collection system, such as Task Stream, T-k 20, LiveText, etc. to improve reporting products.

Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

- | | | |
|--|-------|-------|
| 1. The unit does not ensure consistent communication among university supervisors and cooperating teachers regarding the specific expectations for student teaching. | (ITP) | (ADV) |
|--|-------|-------|

Both initial and advanced teacher education programs are continuing to enhance communications between university supervisors and cooperating teachers. Programs developed advisory documents, which are being used to help cooperating teachers better understand their role of mentorship and its requirements during clinical placements. The secondary education program continues to use a supervision model in which content and pedagogy faculty members work with teachers, to not only understand their duties as a cooperating teacher, but to also provide quality experiences for teacher candidates. The Elementary Education program piloted the edTPA which required extensive dialogue and collaboration with cooperating teachers. Additionally, the Elementary Education and teachers from Highland School District collaborated to provide teacher candidates with first-hand experience in studying their teaching through previewing instructional plans and goals, teaching observations, lesson debriefings, and seminars. At the advanced level, Educational Administration faculty members, in partnership with local school district administrators, have developed a new principal preparation program with extensive clinical components. This partnership has generated consistent communication between program faculty and local school district personnel.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

- | | | |
|---|-------|-------|
| 1. Candidates have limited opportunities to interact with faculty from ethnically diverse groups. | (ITP) | (ADV) |
|---|-------|-------|

The unit and the university continue to advertise faculty positions in a variety of professional publications which attract candidates from ethnically diverse backgrounds. Four new faculty hired last year, of which three are from diverse ethnic groups, are provided with orientation sessions, monetary help for research and productivity, options for professional development, and a supportive atmosphere. It is the unit's mission to retain the new faculty it hires.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

€ Std. 1

€ Std. 2

€ Std. 3

€ Std. 4

€ Std. 5

€ Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

The unit strives to continually improve the assessment system through examination of the data collected, and as a result, some assessments are being revised while others are being replaced. Through meetings with the Joint Council on Teacher Preparation (JCTP), composed of School of Education and College of Arts and Sciences faculty, assessments are examined for validity and utility. During 2011-2012, a new student teaching evaluation form (see attachment) was developed based on changing IL Professional Teaching Standards and deficiencies in the old evaluation form. Programs customized the evaluation by adding SPA specific questions to the base questions. Faculty also studied the dispositions evaluation for initial programs and found issues with the scale and believed that the data generated was not being used effectively. Revision of the disposition assessment is underway, with a new tiered system of evaluations being introduced Fall 2013. Each year, the assessment director prepares and shares an annual report of comprehensive disaggregated data for each program, and an analysis of the unit assessments and candidate performance. An executive summary, which provides an aggregated view of initial and advanced programs, is also prepared. All reports are posted on the shared drive for program faculty access. The School of Education also participates in external data collection through the Illinois Association of Deans of Public Colleges of Education (IADPCE) on completers in practice. Additionally, a public annual report is posted on the School of Education webpage (see attachment in section II). The unit also supervises annual state program reports. The assessment coordinator meets with program directors to review the collected data and be a witness to program changes.

Each program is focusing intently on improving assessments. With the mandate for the use of the edTPA for licensure in Illinois by September 2015, faculty are revising programs to meet the demands of this assessment. During Spring 2012, the Elementary Education Program piloted the TPA with over 100 teacher candidates. Lessons learned from the pilot are impacting all teacher education programs, initiating a teacher education faculty retreat, revision of assessments, improved activities in courses and placements, and ultimately, program quality.

As new assessments (student teaching evaluation, tiered dispositions, and the edTPA) are incorporated, we anticipate reaching target level by our visit Spring 2015. The student teaching evaluation will be further refined during Summer 2013, as programs revise SPA questions. A portion of the tiered disposition system is being piloted Spring 2013 with full implementation expected Fall of 2013. The edTPA is being introduced to all programs through JCTP meetings and faculty retreats. Presently, programs are at varying stages of curriculum development for successful implementation of edTPA, but will be ready for full implementation in 2015.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The unit has made progress in following and revising its data collection plan and meeting timelines. Data collection followed a schedule which is displayed on the shared drive. Notifications were sent to program directors and faculty when it was time for the assessment to be completed. Reminders were sent to program chairs and faculty as needed. The posted unit assessment plan was modified as unit evaluations were being revised.

In order to follow a consistent and coherent evaluation policy and to build an understanding of the intent and purpose of each assessment, assessment language, scales, and cut scores were analyzed by faculty and JCTP members. As a result, faculty worked with the assessment coordinator to develop more consistent, accurate, and fair student teaching and disposition assessments. Faculty are also working across programs to develop an understanding of the requirements of the edTPA, which will be a licensure requirement for all teacher candidates in 2015.

The unit continued to report data collection results in three annual assessments reports: initial, non-traditional, and advanced. These reports displayed disaggregate data by program, provided an analysis of the data, and goals for improvement. Executive summaries for graduate and undergraduate levels of the unit were prepared and posted on the shared drive.

Based on candidate data and identified areas for improvement, two assessments were targeted for redesign: the student teaching evaluation and the dispositions evaluation. With the adoption of new IL Professional Teaching Standards, it was imperative to redesign the student teaching evaluation. Faculty also indicated that they wanted to address SPA standards in the student teaching evaluation; hence they added additional questions. Faculty also felt the present disposition evaluation was not an accurate data collection tool. They believe the data to be inflated, hard to access, and not very utilitarian. Spring 2012, work began on revising the disposition evaluation into a tiered system that will collect data at additional data points by more faculty members. The new disposition evaluation system has four levels: two for candidates and two for faculty. Each candidate will assess himself as a student and teaching candidate. Faculty members will assess each candidate as a student in their class and/or as a practicing teacher candidate. The new system will go into effect Fall 2013, after a pilot in Spring 2013.

Program evaluations have led to changes in unit operations. Undergraduate exit surveys informed the unit of needed improvements in advising. As a result advisors were added and orientated to the needs of their advisees. Graduate programs expressed a need for data collection improvements which the unit addressed with additional online evaluation tools, and revised graduate data collection practices. Overall, the unit experienced increased faculty collaboration in the development of assessment instruments.

Exhibits that support the narrative:  Student Teaching Evaluation

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APPENDIX F: Educator Preparation Program Changes

Update: Changes In Teacher Education and Educator Preparation Programs
November 1, 2012

Background:

In fall 2011, initial teacher preparation programs received specific information and began work on the Illinois initiative to redesign programs so that they fully aligned with Illinois Professional Teaching Standards (IPTS). A timeline was established to complete the work by July 2012. You may recall that the work included the creation of alignment charts, change process descriptions, course lists, meeting minutes, rubrics, and syllabi. Shortly after beginning this process, representatives from the Illinois State Board of Education (ISBE) informed us that the effective dates for program redesign were changed from July 2013 to September 2014, so that a new licensure structure could occur simultaneously. Programs were encouraged to continue work to integrate the new IPTS standards.

Since fall 2011, many changes have been initiated by ISBE, affecting both teacher education programs and educator preparation (e.g., school psychology, speech pathology) programs. These initiatives have been announced, changed, and revised again. Tracking exactly what must happen and when has been confusing and challenging.

Updated Information:

In an effort to clarify what should happen and when it should happen, we are providing an update, based on verbal and written information from ISBE. What follows is a summary describing the changes. Please note that *initial teacher education programs* include elementary, early childhood, secondary, and special education. *Non-traditional programs* include the MAT program. *Educator preparation programs* include educational administration (principal and superintendent), speech pathology, school social work, school psychology, reading specialist, learning behavior specialist II, and school nursing.

We will continue to update you on changes as they are released from ISBE. Please contact us with questions.

Mary Weishaar, Associate Dean
Barbara O'Donnell, Associate Dean
Gretchen Fricke, Director, OCECA

**Initial Teacher Preparation (elementary, early childhood, secondary, special education)
And Initial Non-Traditional Teacher Preparation (MAT)**

<u>What is the change?</u>	<u>When does the change have to begin?</u>	<u>When does the change have to be completed?</u>	Notes
All candidates must pass either the TAP (Test of Academic Proficiency) or have a 22 ACT score (including writing) that is less than 5 years old	Now	Rules will likely be finalized December 2013, but we are currently operating under emergency rules	It is likely that the ACT score will be current for 10 years in the new rules expected to be finalized in December 2012
Content test must be passed prior to student teaching	Now	Now	
Content in reading methods, reading in the content area, English language learners, exceptional child methods must be integrated into the curriculum	If candidates complete all certification requirements by July 31, 2013, candidates will receive licensure; after July 31, all programs must address these areas in the curriculum	July 31, 2013	Note: These standards are part of the Illinois Professional Teaching Standards; if they are integrated into the curriculum, they are addressed
Integrate Illinois Professional Teaching Standards (IPTS) into program	Begin work now	Must submit to ISBE: 1) IPTS Standards list with course names where standards are addressed and 2) syllabi for each course on the list clearly indicating the IPTS standards addressed; ISBE deadline: December 2013, but some of the standards (e.g., reading) must be in place by July 31, 2013; <i>Dean's office would like program course lists and syllabi by summer 2013</i>	IPTS standards include content in reading methods, reading in the content area, English language learners, exceptional child methods; There is no need to complete a rubric indicating "introduced", "developed", "proficient", as previously mandated; The Dean's office will set up a folder on the shared drive for syllabi and standards lists
Programs must be completely redesigned, similar to principal redesign	Elementary should begin work January 2013 (with release of and following preliminary ISBE rules); New programs will be approved beginning summer 2013; Please note that elementary rules will be released first (December 2012); Other programs may begin work January 2013 (modeling process after elementary	For Elementary, by September 2016, ONLY newly approved programs may admit candidates; Other program timelines are not clear	Note: Elementary programs that are approved early will be advantaged; "supply and demand" may be a factor in approving programs; those late programs may not be approved; MUST begin work using preliminary rules, even though grade levels have not been finalized; Middle school program redesign is scheduled to begin once

	education preliminary rules), but timelines and process not clear		rules for elementary are approved (see note at end of chart)
Implement Teacher Performance Assessment (TPA)	After Sept 1, 2015, all candidates must complete TPA	After Sept 1, 2015, all candidates must complete TPA	The TPA will be integrated as part of program redesign

Note on Middle Grades programs: 1) Programs will need to be separately approved for the four core areas, but it doesn't appear that students would need to complete different student teaching or separate TPA's for each core area; 2) By January 1, 2015, new programs must be in place, but can co-exist with students completing the old program; 3) By January 1, 2018, only approved new programs can enroll students.

Graduate educator preparation (educational administration-principal, educational administration-superintendent, school psychology, speech pathology, school social work, reading specialist, learning behavior specialist II, school nurse)

<u>What is the change?</u>	<u>When does the change have to begin?</u>	<u>When does the change have to be completed?</u>	Notes
All candidates must pass either the TAP (Test of Academic Proficiency) or have a 22 ACT score (including writing) that is less than 5 years old	Now	Rules will likely be finalized December 2013, but we are operating under emergency rules currently	It is likely that the ACT score will be current for 10 years in the new rules expected to be finalized in December 2012
If the program requires a one-year or more internship: Content test must be passed prior to the final internship semester. If the internship is only one semester, the content test must be passed prior to the internship	Now	Now	This was in law P.A. 97-0607, effective August 26, 2011, but because the info has not been communicated to advanced programs, they have made exceptions until September 2012. The redefining of when the test is required is new based on public comment.
Content in reading methods, reading in the content area, English language learners, exceptional child methods must be integrated into the curriculum	Mandated, but rules are not final; if candidates complete all certification requirements by July 31, 2013, candidates will receive licensure <i>*Note: Based on a conversation with ISBE, we were told that this rule was not intended to apply to Educational administration candidates</i>	Final rules will be out for public comment January 2013 and will clarify if these programs must comply	Current candidates should be OK; uncertainty about future candidates. Current candidates should be strongly encouraged to complete certification process prior to July 31, 2013 or they risk falling into new rules.

APPENDIX G: SOE Research Citations CY 12

SOE Research Citations Calendar Year 2012

SOE faculty are indicated in **blue**.

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

Articles

Peer-Reviewed

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Other/Invited Articles

- Knowlton, D. S.** (2012). The Winter Guard International Percussion Effect Sheet: One judge's interpretation. *Percussive Notes*, 50(6), 48-51.
- Knowlton, D. S.,** Williams, C., & Bolen, J. (2012). Bembe for the intermediate percussion ensemble. *Percussive Notes*, 50(2), 18-20.
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Books

Peer-Reviewed

[None]

Book Chapters

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- Ferguson, E. D.** (2012). Preface. Dreikurs, R. & Soltz, V. *Children: The challenge* (Slovak edition). Bratislava, Slovakia.
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Other/Invited

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Conference Presentations

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- Bailey, S. F., **Nadler, J. T.**, & Hannon, G. Y. (2012, August). *Gender and Risk: Exploring Employees' Choices for Leading Precarious Organizations*. Paper in J. T. Nadler (Chair) Bias in Organizational Decisions and Perceptions: Gender, Ethnicity, and Culture. Symposium presented at the 2012 annual meeting of the American Psychological Association (APA). Orlando, FL.
- Bartels, L.**, & **Nordstrom, C.** (May 2012). *An examination of employee weight and gender on job placement decisions*. Society of Industrial/Organizational Psychology Conference. San Diego, CA.
- Bartels, L. K.** & **Nordstrom, C. R.** (April 2012). *Too big to hire: Factors affecting employment weight discrimination*. Poster presented at Society for Industrial and Organizational Psychology in San Diego, CA.
- Bates, B., Córdoba, R., Mindlin, F., Ortiz, A., Rollag, S., Swank, P., & **Taylor, A.** (2012). *ResponsiveDesign: Innovating to build partnerships and navigate site-based challenges*. Paper presented at the Annual Meeting of the National Writing Project, Las Vegas, NV.
- Bergeron, B. S.**, & **Karanovich, F.** (2012, February). *Charting new territory with a university charter school: Changing course mid-flight on a journey of hope*. Paper presented at the AACTE Annual Conference, Chicago, IL.
- Blackhurst, J., Overton, A., **Meeks, J. T.**, & **Rosnick, C. B.** (2012, May). *Does sex matter? The moderating role of sex in the stress-cognition relationship*. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Blackhurst, J., Overton, A., **Meeks, J. T.**, & **Rosnick, C. B.** *The Possible Moderating Role of Alpha Amylase and Cortisol on the Sex-Cognition Relationship*. Poster presented at the 24th Annual Association for Psychological Sciences Convention, Chicago, IL, May, 2012.
- Bradshaw, K., **Hupp, S.**, **Jewell, J.**, & **Dudley, M.** (2012, November). *Social Distance and Child Sexual Abuse*. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Brady, K.W.**, Henderson, J.S., Pezold, M., & Smith, M. (2012, November). *Language Use During Shared Reading of Ebooks and Traditional Story Books*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Bono, S., Parrigon, S., Hawthorne, M., Ball, M. J., Brandmeyer, J., Jacoby, A., Swinford, Q., & **Ferguson, E. D.** (2012), *"How do students and their parents report the parents'*

autocratic, democratic, and laissez faire leadership?" Poster presented at ILLOWA undergraduate student conference at Eureka University in Eureka, IL April 28, 2012.

Carter, L., Kerulis, M., Grady, K., & **Gapin, J.I.** (2012). *Engagement, adherence, and attitudes: Understanding motivation to exercise in women*. Association for Applied Sport Psychology, Atlanta, GA, 2012.

Chapman, K.S., **Wooten, J.S.**, Nambi, P., Gillard, B.K., Nambi, V., Pownall, H.P., Scott, L.W., Ballantyne, C.M., Coraza, I., & Balasubramanyam, A. (2012). *Intensive lifestyle modifications reduce Lp-PLA2 mass in patients with HIV-associated dyslipidemia*. *Medicine and Science in Sports and Exercise*, 44(5), S1345. Presented at the annual meeting of the American College of Sports Medicine (May 29-June 2, 2012).

Cobb, P. D., Wiediger S. D., Maurer, L. M., O'Brien, L. C., **Brown, D. L.**, Johnson, C. C. (2012, August). *Studying the climate for female faculty at a teaching focused school with increasing research expectation*. Presented at the 244th American Chemical Society National Meeting. Philadelphia, PA.

Cobb, P.D., & Scott, V.G. (2012) *A case study in organizational leadership and shared governance*. A Collection of Papers on Self-Study and Institutional Improvement 2012, paper presented and published at the Higher Learning Commission 17th Annual Conference, Chicago, Illinois 138-142.

Córdova, R., **Taylor, A.**, & Swank, P. (2012). *Learning to see learning-in-the-making: The CoLab's human-centered and innovator-centric theory of action*. (2012). Paper presented at the Empowerment through Learning in a Global World Researcher's Workshop, Stanford University.

Crowe, T., Goodman, J.C., **Brady, K.W.** (2012, November). *Pointing & Verbal Behaviors of Mothers of Toddlers With Autism*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.

Cummings, L. & Pettey, D. (2012, December). *Learning through Guided Inquiry. Part II*. Presented at the Annual Conference of the Missouri Council of Teachers of Mathematics, Columbia, MO.

DeWeese, D., Bushrow, K., & Smith, R.E. (2012, February). *Developing Writers' Voices in a Standardized Testing Environment: A Research Study on a Representative Sample of Elementary Schools in the St. Louis Metro East Area*. Paper presented at the ATE Annual Meeting, San Antonio, TX.

Dishman, L. & **Bartels, L.K.** (August 2012). *Mentor sex and its effect on negative mentoring*. Poster presented at American Psychological Association Meeting in Orlando, FL.

Dudley, M. G. (January, 2012). *Predictors of congruent and discordant prejudice: A functional approach*. Society for Personality and Social Psychology, San Diego, CA.

Everett, G. E. (2012, February). *Illustrating NASP training and practice domains in a university-based clinic*. Participant Interaction Exchange (PIE) Session presented at the 44th Annual Convention, National Association of School Psychologists, Philadelphia, PA.

- Fahsl, A., Marlette, S.,** Pressler, E. (2012). *Supporting Change in a Rural School District*. Mathematics and Science Partnership Program Regional Conference, April 17-19, Chicago, IL.
- Feldman, M, Quivey, M., Reed, A., **Marlette, S.,** Ogerro, G (2012). *Common Project Challenges: A Panel Discussion with Illinois Project Leaders*. Mathematics and Science Partnership Program Regional Conference, April 17-19, Chicago, IL.
- Ferguson, E. D.** (2012). "Social equality in parenting: Democratic leadership in the family." Paper presented June 8, 2012 at the convention of the North American Society of Adlerian Psychology, Atlanta.
- Forbringer, L.** (2012). RTI: *Math Interventions for At-Risk K-8 Learners*, presented last April at the 2012 National Council of Teachers of Mathematics Annual Meeting & Exposition in Philadelphia.
- Fredette, R., & **Nordstrom, C.** (August 2012) *Managing with Humor: Examining Employee Motivation, Productivity and Manager Likability*. American Psychological Association Conference, Orlando, FL.
- Fuchs, W., James, S.** and Elford, M. (2012). *Improving Teacher Performance using Bug-in-Ear Technology*. A presentation at the 2012 TED Conference: Embracing the Future of Higher Education, Grand Rapids.
- Fuchs, W.,** Mundschenk, N., Bowers, J., & Simonson, S. (2012, November). *IHE Partnership- Integrating multi-tiered systems of support content into teacher preparation programs*. Annual Conference- Teacher Education Division. Grand Rapids, MI.
- Gapin, J.I.,** Bohall, S.B., Humphries, A.M., & **Herrick, J. E.** (2012). *The effects of two durations of exercise on cognition in college students with AD/HD*. American College of Sports Medicine, San Francisco, CA, 2012.
- Gapin, J.I.,** Herzog, T., & Sime, W. (2012). *Broadening your mental skills toolbox: Creating and delivering video-imagery interventions*. Association for Applied Sport Psychology, Atlanta, GA, 2012.
- Grelle, L., Goodman, J.C., & **Brady, K.W.** (2012, November). *Syntactic & Conversational Structure Directed to Young Children With Autism*. Poster presented at the annual convention of the American Speech-Language-Hearing Association, Atlanta, GA.
- Griffin-Fennell, F., **Brown, D.,** & Johnson, R. (2012, March). *Harnessing strength: Examinations of how Black women's identities bolster against stereotyping, discrimination, and mental illness*. Symposium presented at the 37th Annual Conference of The Association for Women in Psychology. Palm Springs, CA.
- Haynes, H., **James, S.** and Elford, M. (2012). *Literacy Instruction Experiences for Pre-service Educators in Augmented Reality Learning Environments*. A presentation at the 2012 TED Conference: Embracing the Future of Higher Education, Grand Rapids.

- Hemrich, A. **Pawlow, L, Pomerantz, A., & Segrist, D.** (2012, May). *The relationships between salon tanning, self-esteem, and body esteem*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Henry, A. & **Henry, D. S.** (October 2012). *Peer influences on the sexual behavior of middle and high school students*. Paper presented at the American School Health Association Conference, San Antonio, TX.
- Herrick, JE, Kirk, EP, Lox CL,** Sharp, BM. (2012). *Ventilatory efficiency, body composition, dyspnea, and exercise mode in lean and obese females*. Presented: American College of Sports Med Annual Meeting: San Francisco, CA, May 29-June 2, 2012.
- Holly MR, **Smith BL, Kirk EP,** Chapman KS, Novotny LM, Beaty RD, Garrett HE, **Herrick JE.** (2012). *Ventilatory efficiency is not associated with ACSM heart disease risk factors in asymptomatic obese adults*. Presented: American College of Sports Med Annual Meeting: San Francisco, CA, May 29-June 2, 2012.
- Hunt, J.** & Watkins, S. (2012). *Reclaiming quality leadership programs: A redesigned curriculum for future leaders*. Paper presented at the International Higher Education Curriculum Design & Academic Leadership Symposia on December 4, 2012 in Hamilton, New Zealand.
- Hunt, J.** (2012). *A yankee in Pasi Sahlberg's court: A comparison of school leadership reform in the U.S. and Finland*. Paper presented at the meeting of the International Society of Educational Planning in October, 2012 in Kansas City, MO.
- Hunt, J.** & Watkins, S. (2012). *Superintendents' critical conversations with educators: What research says about needed skills enhancement*. Paper presented at the 19th International Conference on Learning in August 2012 in London, England.
- Hunt, J.** (2012). *The educational career of Thomas A. Parker: Radical reformer*. Paper presented at the A.E.R.A. Annual Meeting in Vancouver, B.C., Canada in April, 2012.
- Hunt, J.,** Watkins, S. & Tripses, J. (2012). *Restructuring the superintendency: Voices from the field*. Paper presented at the A.E.R.A. Annual Meeting in Vancouver, B.C., Canada in April, 2012.
- Hunt, J.** (2012). *Carlos B. Trujillo's influence as a teacher and legislator*. Paper presented at the 29th Annual Conference of the International Society for Educational Biography in St. Louis in April 2012.
- Hupp, S., McKenney, E., & Jewell, J.** (2012, November). *ADHD Interventions: Disseminating and Debunking in a Child Psychology Course*. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- James, S.** (2012). *Special Education Teacher Knowledge of Literacy: An Analysis of Two Preparation Programs Effectiveness in Increasing Subject-Matter Knowledge and Pedagogical Content Knowledge*. A presentation at the 2012 TED Conference: Embracing the Future of Higher Education, Grand Rapids.

- James, S., Fuchs, W.,** & Elford, M. D., **Hudzik, D.** (2012, November). *Improving Teacher Performance using Bug-in-Ear Technology*. 35th Annual Teacher Education Division Conference. Grand Rapids, MI.
- Jewell, J. D.,** Plate, G., Wiesemeyer, C., & Schroeder, K. (November 2012). *An Investigation of the Effect of Explicit Instruction and Modeling in a Mandatory Divorcing Parent Education on Parents' Related Knowledge and Beliefs*. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Jewell, J. D.,** Whipple, H., & Helbig, K. (November 2012). *Using the Clinical Grand Rounds Process to Change Perceptions of Client Impairment, Treatment Resistance, and Treatment Efficacy*. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Johns, M., Vernier, S., Patel, B., Brenegen, T., Neumann, W.L., **Wooten, J.S.,** Kwon, G. (2012). SR-135, a peroxyinitrite decomposing catalyst, prevents weight gain and reduces fasting blood glucose levels in B6D2F1 mice fed with a high-fat diet. Presented at the annual meeting of the American Diabetes Association (June 8-12, 2012).
- Jozkowski, K. N., Sherwood-Laughlin, C., & **Henry, D. S.** (November 2012). *Influencing middle and high school students' decisions to be sexually active: What do confidence, substance abuse, refusal skills and condom use have to do with intercourse and oral sex?* Paper presented at the 140th Annual Meeting and Expo of the American Public Health Association (APHA), San Francisco, CA.
- Jozkowski, K. N., & **Henry, D. S.** (November 2012). *College students' perceptions of the importance of sexual assault prevention education*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Sexuality, Tampa, FL.
- King, A.M.,** & Fairley, M. (November, 2012). *Effects of a Multisensory Phonological Awareness Intervention on Speech Production*. Presentation at the American Speech-Language-Hearing Association Annual Convention, Atlanta, GA.
- Kirk, EP.,** Sullivan, S., Mittendorfer, B., Patterson, B., Klein, S. (2012). *ACSM Recommended exercise reduces intrahepatic triglycerides and VLDL-triglyceride secretion rate in obese individuals with NAFLD*. Presented: American College of Sports Med Annual Meeting: San Francisco, CA, May 29-June 2, 2012
- Kirk, S. M.,** & **Kirk, E. P.** (May, 2012). *Physical activity incorporated within Head Start curriculum improves early literacy in African American children*. **Presented:** American College of Sports Medicine 2012 Annual Meeting, San Francisco, CA.
- Klopfenstein, M.** (September 3, 2012). *Prosodic features and speech naturalness in individuals with Hypokinetic Dysarthria*. PTAP 2012: Prosody in Typical and Atypical Populations. Reading, UK.
- Klopfenstein, M.** (November 17, 2012). *The relationship between stress and naturalness in dysarthric speech*. 2012 Annual ASHA Convention. Atlanta, GA.

- Knowlton, D. S.** (2012, November). *Twitter in university classrooms: Opportunities and cautions*. Presentation at the University of Missouri-St. Louis Focus on Teaching and Technology Conference, St. Louis, Missouri.
- Knowlton, D. S.** (2012, April). *Mainstreaming creative brainsets in the online classroom*. Presentation at the annual meeting of the United States Distance Learning Association, St. Louis, Missouri.
- Liu, Y.** (April 2012). *A comparative study of integrating multimedia into the third grade math curriculum to improve math learning*, The Chinese American Educational Research and Development Association International Conference, Vancouver, British Columbia, Canada.
- Logue, J.** (2012). *Erotic Study and Difficult Desire in Education*. Paper presented at the annual national meeting of the Philosophy of Education Conference, March, 2012.
- Logue, J.** (2012). *Dynamics of Desire: Teaching and Learning About Difference*. Paper presented at the annual national meeting of the American Educational Studies Association, Seattle, WA. Nov, 1, 2012.
- Logue, J.** (2012). *Globalized Difference and Transnational Flows of Resistance*. Paper presented at the annual national meeting of the American Educational Studies Association, Seattle, WA. Nov, 2, 2012.
- Logue, J.** (2012). *Sanctioned Curricular Ignorance as a Challenge to Critical Educational Communities*. Paper presented at the annual regional meeting of the Ohio Valley Philosophy of Education Society Annual Conference, Bergamo Ohio, 9/14/12.
- Lowery, M. R., & **Nadler, J. T.** (2012, August). *The Current State of Women in the Workplace*. Paper in J. T. Nadler (Chair) Bias in Organizational Decisions and Perceptions: Gender, Ethnicity, and Culture. Symposium presented at the 2012 annual meeting of the American Psychological Association (APA). Orlando, FL.
- Lowery, M. R., & **Nadler, J. T.** (2012, April). *Risk-Taking and the Compensation Preference Scale*. Poster presented at the 2012 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). San Diego, CA.
- Markowitz, L.** & **Puchner, L.** (2012). *Racial diversity education: A necessary evil?* Presented at the Annual Meeting of American Educational Research Association, Vancouver, British Columbia, Canada, April 16, 2012.
- Marlette, S.** and Deppe, L. (2012). *Promoting 21st Century Skills with a Prairie Restoration Unit*. NSTA Indianapolis National Conference, March 29-April 1, 2012.
- Marlette, S.**, Pressler, E. (2012). *Vertical Integration of Engineering in K-12 Rural Schools*. A presentation at the STEM Expo, National Science Teachers Association, Atlantic City, May 18, 2012.
- Masters, J. **Pawlow, L.**, **Pomerantz, A.**, & **Segrist, D.** (2012, May). *Common risk factors for weight-related disorders*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- McAndrews, S. & Msengi, S.** (2012, November). *Transforming a Community of Learners through Peer Coaching, Video Reflection and Paired Lessons*. Paper presented at the Association of Literacy Educators and Researchers Annual Conference, Grand Rapids, Michigan.
- McAndrews, S. L. & Msengi, S. G.** (2012, March). L.I.N.C.O.L.N.: Literacy, Informational Text, Nature Journals, Common Core, Language, Inquiry. Presentation at the Illinois Reading Council Conference, Springfield, IL.
- McKenney, E. L. W.,** Reid, A. R., & Overton, A. C. (2012, July). *Ready, Look, Tap: Using behavioral observation software to observe social behavior of secondary students with Autism Spectrum Disorders*. Workshop presented at the annual meeting of the International School Psychology Association, Montreal, Quebec, Canada.
- McKinnis, K., **Brady, K.W.**, & Goodman, J.C. (2012, April). *Do mothers modify their speech when talking to toddlers with autism?* Poster presented at the Missouri Speech-Language-Hearing Association 2012 Convention, Osage Beach, MO.
- Meeks, J. T., & Rosnick, C. B.** (2012, May). *Age moderates the relationship between physiological stress levels and cognition*. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Meeks, J. T., & Rosnick, C. B.** (2012, November). *The moderating role of mind wandering in the relationship between physiological stress and cognition*. Poster presented at the annual meetings of the Psychonomic Society, Minneapolis, MN.
- Miner, C.,** Landwehr, M., Moss, K., & Hirschfelder, K. (2012). *Community presence for individuals with developmental disabilities on a university campus*. Presentation at CEC National Convention and Expo, Denver, CO, April 12, 2012.
- Miner, C.** (2012). *Community presence partnerships: Let's have fun*. Poster Presentation at 2012 Annual TASH Conference, Long Beach, CA, November 29, 2012.
- Morice, L. C.** (2012). *Confronting the unexpected friendship of Flora White (1860-1948) and Robert Strong Woodward (1885-1957)*. Paper presented at the annual meeting of the Society of Philosophy and History of Education, St. Louis, MO. September 28, 2012.
- Morice, L. C.** (2012). *Exploring educational biography through the travel narrative: Flora White's letters from southern Africa, 1885-87*. Paper presented to the Biography and Documentary Research Special Interest Group of the American Educational Research Association, AERA annual meeting, Vancouver, British Columbia. April 16, 2012.
- Morice, L. C.** (2012). *The making of a progressive educator: Flora White's letters from Africa (1885-87)*. Paper presented at the annual meeting of the Society for the Study of Curriculum History, Vancouver, British Columbia. April 12, 2012.
- Morr, R., Murphy, L., Bailey, S. A., & **Nadler, J. T.** (2012, May). *Gender and Agency in Employee Performance Appraisals: Memory bias*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.

- Morrison, S.D., **Xin, H.**, Dharod, J., Nsonwu, M., Young, A. (2012). (panel discussion), *The Montagnard Health Disparities Network: Workable solutions for community empowerment*, presented at the National Refugee and Immigrant Conference: Issues and Innovations, Chicago, IL, October 2012.
- Nadler, J. T.**, Lowery, M. R., Stockdale, M. S. (2012, June). *Sexual Harassment: The Targets, the Employers, and the Accused*. Paper presented at the 2012 annual meeting of the Society for the Psychological Study of Social Issues (SPSSI). Charlotte, NC.
- Nadler, J. T.**, & Witzke, M., (2012, June). *Sexual Orientation: Implicit Bias in Workplace Decision Making*. Paper in J. T. Nadler (Chair) Workplace Diversity: A Tale of 'Isms (Gender, Ethnicity, & Orientation). Symposium presented at the 2012 annual meeting of the Society for the Psychological Study of Social Issues (SPSSI). Charlotte, NC.
- Nelson, W. A.** (2012, April). *Instructional Design and Design Research: Where Are We, and Where Are We Headed?* Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Nelson, W. A.** (2012, April). *Learning Experience Design: Principles and Processes*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Nelson, W. A.** (2012, July). *The many facets of design and research in instructional design*. Paper presented at the AECT 2012 Summer Research Symposia, Louisville, KY.
- Nelson, W. A.** (2012, July). *Instructional design in a studio environment: What happens when design meets Hollywood?*. Paper presented at the AECT 2012 Summer Research Symposia, Louisville, KY.
- Owens, S., & **Hupp, S.** (2012, November). *Autism Interventions: Disseminating and Debunking in a Child Psychology Course*. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Petty, D. & **Cummings, L.** (2012, December). *Learning through Guided Inquiry. Part I*. Presented at the Annual Conference of the Missouri Council of Teachers of Mathematics, Columbia, MO.
- Pettibone, J.C.** (2012). *The Effect of Social Facilitation on Anchoring in Equation Solving*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J.C.** & Smith, A. W. (2012). *Exploring the Effect of Time and social Pressure on Anchoring in Equation Solving*. Poster presented at the annual meeting of the Society for Judgment and Decision Making
- Pomerantz, A. M.** & **Rose, P.** (2012, August). *Is depression the past tense of anxiety? An empirical study of the distinction*. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.
- Puchner, L.** & **Markowitz, L.** (2012). *'Do they really care if they get an education?' Evolution of White preservice teacher beliefs about the value of education in African American*

families. Presented at the 2012 Annual Meeting of the American Educational Studies Association, Seattle, WA, Nov. 1, 2012.

Pryor, C.R. & Pryor, B.W., (April, 2012). *To Know Citizenship is not Enough: Investigating Teachers' Gains in Knowledge, and Intentions to Use*. Paper presented to the meeting of the American Educational Research Association, Vancouver, B.C.

Reading, G. (2012, September). Taking the Middle East to the reading classroom. Presented at Ireland Reading Association International Conference.

Reed, H., Smith, K., Moor, R., & **Nadler, J. T.** (2012, May). *Automatic Prescriptive Stereotypes of Men, Women, and Career Prestige*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.

Reeves, A. & **Van Tuyle, V.** (2012, August). *Preparing Principals for Success with English Language Learners: Challenges and Opportunities in Illinois*. Paper presented at the 2012 conference of the National Council of Professors of Educational Administration (NCPEA), Kansas City, MO.

Reeves, A. (2012, March). Narrative Pedagogy: Employing Digital Storytelling in the Higher Education Classroom. Paper present at the 2012 conference of the International Society for Educational Biography, St. Louis, MO.

Rosnick, C. B., & Meeks, J. T. (2012, November). *Task specific mind wandering and difficulty mediate the relationship between anxiety and performance*. Poster presented at the annual meetings of the Gerontological Society of America, Atlanta, GA.

Rosnick, C. B., Meeks, J. T., & Voegtle, M. (May, 2012). *The Differential Curvilinear Relationship Between Alpha Amylase and Cortisol with Cognitive Ability*. Poster presented at the 24th Annual Association for Psychological Sciences Convention, Chicago, IL.

Rosnick, C. B., Meeks, J. T., & Voegtle, M. (2012, May). *The dual effects model of cortisol and cognitive performance after performing a response inhibition task*. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.

Rosnick, C. B., Meeks, J. T., & Voegtle, M. (2012, April). *Life events and cognitive performance: The mediating role of intrusive thinking and two biomarkers of stress*. Poster presented at the 2012 Cognitive Aging Conference, Atlanta, GA.

Rosnick, C. B., Meeks, J. T., & Voegtle, M. (April, 2012). *The Relationship Between Life Stress and Cognitive Performance: The Mediating Role of Intrusive Thoughts and Cortisol*. Poster presented at the Cognitive Aging Conference, Atlanta, GA.

Rowbotham, M. & **VanTuyle, V.** (June 3, 2012). *Who am I? Developing a sense of self in teaching*. Paper presented at The Teaching Professor Conference, Washington, DC.

Schmittell, M., McCobin, A., & **Hupp, S.** (2012, November). *Oppositional Defiant Disorder Intervent Disseminating and Debunking in a Child Psychology Course*. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.

- Segrist, D.** (2012, May). *But if I refuse: Alcohol refusal and metaperception shift in same-sex dyads*. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Segrist, D., & Meinz, E.** (2012). *Looking for a good read? Creating a Psychology book club*. Presented at the 2012 annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D., & Zeilenga, E.** (2012, August). *Beliefs about alcohol's role in college predicts drinking refusal self-efficacy*. Presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Sherwood, E.** (2012, June). *Building baseline objectives for children's knowledge in science: What do four-year-olds know and what can they do in science*. Poster session presented at the annual Professional Development Institute of the National Association of Early Childhood Teacher Educators, Indianapolis, IN.
- Skaggs, B., & **Nadler, J. T.** (2012, April). *How interviewer-type, web-based interview support, and gender impact organizational attractiveness*. Paper in G. W. Giumetti & R. F. Wills Beeco (Chairs) *Back into the web: New directions in applicant attraction research*. Symposium presented at the 2012 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). San Diego, CA.
- Smith, J. A., **Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J.** (2012, August). *When does a professional relationship with a psychologist begin? An empirical investigation*. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.
- Smith, K., Reed, H., Hitchcock, A., & **Nadler, J. T.** (2012, May). *Don't Ask, Don't Tell II: Stereotype Activation and Language*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Stary, A., **Hupp, S., Everett, G., Jewell, J.** (2012, November). *Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems*. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Todd, J., & **Nordstrom, C.** (April 2012). *An Examination of Employee Layoffs and Organizational Justice Perceptions*. Society of Industrial/Organizational Psychology Conference, San Diego, CA.
- VanTuyle, V.** (April 27, 2012). *Returners: Rural school administrators who grew up to lead the schools they attended*. Paper presented at International Society for Educational Biography, St. Louis, MO.
- VanTuyle, V. & Hunt, J.** (October 16, 2012). *Will new Illinois principal preparation programs fix Illinois public schools?* Paper presented at Critical Questions in Education Conference, Springfield, MO.

Van Tuyle, V. & Reeves, A. (2012, August). *Illinois' New Principal Preparation Program: Implications for Rural Areas*. Paper presented at the 2012 conference of the National Council of Professors of Educational Administration (NCPEA), Kansas City, MO.

Van Tuyle, V. & Hunt, J. (2012). *Will new principal preparation programs fix Illinois public schools?* Paper presented at the Critical Questions in Education Conference in October 2012 in Springfield, MO.

Watkins, S. & **Hunt, J.** (2012). *Unlocking the potential of academic leaders: Analysis of the impact of stress on personal and professional performance*. Paper presented at the International Higher Education Curriculum Design & Academic Leadership Symposium on December 5, 2012 in Hamilton, New Zealand.

Watkins, S. & **Hunt, J.** (2012). *Learning effective listening skills: Research implications for superintendents*. Paper presented at the 19th International Conference on Learning in August 2012 in London, England.

Xin, H., Young, A., Dharod, J., & Morrison, S.D. (2012). *Bridging the gap between the Montagnard refugee community and the American medical society*, presented at the Society for Applied Anthropology Annual Meeting, Baltimore, MD, March 2012.

Yu, T. (Nov. 9, 2012). *Moral education for world citizenship*. Paper presented at the 38th Annual Meeting of the Association for Moral Education, San Antonio, TX.

Other/Invited Presentations

Dudley, M.G. (June 2012). *Judge not: How religious beliefs predict racial and sexual prejudices*. Invited symposium at Society for the Psychological Study of Social Issues, Charlotte, NC.

Ferguson, E. D. (2012). "Making sense out of parenting styles: Following up the contributions of Adler, Dreikurs, and Lewin." Invited Colloquium presentation March 2nd at Western Illinois University.

Fuchs, W., & Foegen, A. (2012, August). *Purposeful use of data in mathematics*. Regional Educational Laboratory (REL) Midwest and the Great Lakes West Comprehensive Center, Making Connections: Improving Mathematics Instruction and Interventions Within a Response to Intervention Framework. Lake Geneva, WI.

Hunt, J. (2012). *Recent evolution of public education in the U.S. and Finland: Can the Finnish model work in the U.S.?* Paper presented on September 28, 2012 to the Society of Philosophy and History of Education in St. Louis, MO.

Hunt, J., Reynolds, G. & Van Tuyle, V. (2012). *School board service in an era of increased accountability: Is the mandated training enough?* Paper presented at the Joint Annual Conference (Illinois Association of School Boards). Chicago, IL, 3 sessions. November 17, 2012.

Kontoyianni, M. & **Rosnick, C. B.** (October, 2012). *Toward Computational Chemogenomics: Prediction of Putative Protein Function and Ligand Association with Focus on the*

Binding Pockets. Invited talk at the Annual American Chemical Society Regional Meeting, Omaha, NE.

Morice, L. & Puchner, L. (2012). *Invited Roundtable Meet Journal Editors*, *Vitae Scholasticae*, Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April 15, 2012.

Morice, L. & Puchner, L. (2012). Invited Presentation on publishing in *Vitae Scholasticae*, 2012 Meeting of the International Society for Educational Biography, St. Louis, MO, April 27, 2012.

Pettibone, J. C. (2012). *Exploring the Construction of Preference Using Traditional and Dynamic Connectionist Models of Decision Making*. Invited talk presented as part of the Illinois State Department of Psychology's Cognitive and Brain Science colloquium series.

Pryor, C.R. (April, 2012). *Perspectives on publishing: The journal Learning for democracy: A journal of thought and practice*. An invited keynote panel address to the Special Interest Group, Democratic Citizenship in Education, the American Educational Research Association, at the annual meeting of the American Educational Research Association, Vancouver, B.C.

Taylor, A. (2012). *Thriving not just surviving, in the shift to Teacher Performance Assessment? SIUE Elementary Educations TPA Journey*. Keynote Address at the IATE Annual Conference, Lisle, IL.

Yu, T. (July 13, 2012). *Educating for world citizens in Chinese schools: A new perspective on virtues education*. Keynote presentation at the 3rd Annual Meeting of the Guangdong Ethics Studies Association, Guangzhou, China.

Yu, T. (July 12, 2012). *The social construction of morality and moral education reform*. School of Social Sciences Education, Sun Yat-sen University, Guangzhou, China.

Yu, T. (April 15, 2012). *Toward an education that is moral: Learning from/with Nel*. Letters to Nel Noddings session at the annual meeting of American Educational Research Association, Vancouver, Canada.

Proceedings/Abstracts/Other

Peer-Reviewed

Holly MR, **Smith BK**, **Kirk EP**, Chapman KS, Novotny LM, Beaty RD, Garrett HE, **Herrick JE**. (2012). Ventilatory efficiency is not associated with ACSM heart disease risk factors in asymptomatic obese adults. *American College of Sports Medicine National Conference*.

Vertical Integration of Engineering Education in K-12 Rural Schools

MASLI3-rural (The Math and Science Leadership Initiative) is an engineering education initiative that is a partnership between five rural school districts in area 5, the SIUE School of Education, the SIUE School of Engineering, the SIUE Center for STEM and Regional Office of Education 40. The project activities are designed to promote and support the integration of engineering design and technology related concepts into the rural classrooms associated with the partnership. Specifically, the project goals include:

1. Increasing rural K-12 teachers understanding of engineering design and technology concepts,
2. The vertical integration of engineering design and technology in the curriculum across K-12 grade levels, and
3. Increasing teacher support, collaboration, and collegiality related to science instruction.

The content focus of the initiative is in line with education reform documents that articulate K-12 science content. Engineering design and technology related concepts have historical relevance in standards based science education reform (1996, NRC). The release of the newly articulated framework for K-12 science education written by the Committee on Conceptual Framework for New Science Education Standards (2011) has created a renewed interest in this area.

The project has a two-prong focus: 1) a summer institute focused on addressing teacher content knowledge, and 2) the creation of teacher learning groups to develop and study the implementation of the engineering design and technology related lessons during a school year follow-up. The summer institute included such things as design challenge immersion experiences (Loucks-Horsley, et al, 2010), a LEGO robotics challenge, and two field trips to provide direct contact to people in various engineering careers and contexts. The school year follow-up activities utilized the Japanese Lesson Study (Lewis and Hurd, 2011). The summer institute, along with the school year follow-up activities, form one professional development cycle that will be repeated two times during the life of the project. The first cycle's focus is grades K-5; the second cycle's focus is grades 6-12.

The evaluation of the project uses a quasi-experimental approach that follows two cohorts of teachers and their students from rural communities. Approximately twenty five teachers participated in the each cycle of activities. Twenty-five additional non- project teachers were purposely selected and assigned as a control group. Progress is reported using multiple measures which include:

- teacher content knowledge using a project designed exam,
- science teaching efficacy beliefs,
- teacher and classroom data using a science curriculum survey to gather information on such things as active learning, teacher preparedness, student reflection, level of professional collegiality. The survey is derived from the Surveys of Enacted Curriculum developed jointly by Council of Chief State School Officers (CCSSO) and the Wisconsin Center for Education Research with funding from the National Science Foundation [http://www.ccsso.org/Resources/Programs/Surveys_of_Enacted_Curriculum_\(SEC\).html](http://www.ccsso.org/Resources/Programs/Surveys_of_Enacted_Curriculum_(SEC).html)
- the quality of professional development activities based on teacher survey data,
- impact on students using state administered exams and project based content exams,
- teacher work samples.

Prepared by: Stephen Marlette, C&I

APPENDIX I: OCECA Annual Report

OCECA Annual Report 2012-2013 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 2012-2013 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

- Ten year service recognition – *Kelly Atkins*

Staffing Changes

- The Office of Clinical Experiences, Certification and Advisement will change to School of Education Student Services starting Summer 2013.
- Kelly Atkins' reporting line was moved to OCECA, although her relationship with the Department of Psychology remains strong.
- Several advising loads were shifted to accommodate changing enrollments in undergraduate programs:
 - Monica Kempland – Health Education, Physical Education (phasing out), Exercise Science majors and Health Education minors
 - Kelly Atkins – 2/3 of Psychology majors
 - Elaine Farrar – 1/3 of Psychology majors, Psychology minors and Speech Pathology majors
 - Craig Skinner – Special Education and ½ of Elementary Majors
 - Michelle Jenkins – Early Childhood and ½ of Elementary Majors
 - LaCheryl Lewis – Secondary Education students

Committees on which we've served

- State Wide
 - IACTE Certification Subcommittee – *Gretchen Fricke*
 - Served as an Annual Report Peer Reviewer for ISBE – *Gretchen Fricke*
- University Wide
 - SIUE Transfer Advisory Group – *Craig Skinner*
 - Admissions Appeals Committee (campus wide) – *Elaine Farrar*
 - Academic Advising Counsel – *Gretchen Fricke*
 - Preview Planning Committee – *Kelly Atkins, LaCheryl Lewis*
 - Suspension Appeals Committee – *Gretchen Fricke*
 - Professional Development and Staffing Committee for Advising – *Michelle Jenkins*
 - Health Professions Advising Team (HPAT) – *Monica Kempland*
 - School of Business Academic Advisor Search Committee, fall 2012 – *Kelly Atkins*
 - University Staff Senate, Panel Member – *Gretchen Fricke*
 - General Advising Academic Advisor Search Committee – *Michelle Jenkins*
- 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 – *Bill Porzukowiak, Angie White*
- Undergraduate Retention Working Group – *Craig Skinner*
- Dean’s Dozen Selection Committee – *Gretchen Fricke*
- School of Education Scholarship Committee – *Gretchen Fricke*
- International Training Program in Pedagogy – *Gretchen Fricke*
- Alumni Association Mentorship Committee – *Michelle Jenkins*
- TPA Implementation Committee – *Bill Porzukowiak*
- Departmental
 - Secondary Education/MAT – *Bill Porzukowiak*

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 Connections NOW customer service training – *Michelle Jenkins*
- Attended Licensure Officer Training Webinars, presented by ISBE – *Gretchen Fricke, Rhona Crail*
- Attended Advising Professional Development Seminars, topics included Servicing Specialized Students (DSS), Retention (Kevin Thomas), FERPA (Laura Strom), Lincoln Plan 1 Workshop, Minding the Gap (outside speaker), Lincoln Plan II Workshop, Cultural Sensitivity Workshop – *Monica Kempland, Michelle Jenkins, Elaine Farrar, Craig Skinner, Gretchen Fricke*
- Attended IACTE Fall Conference – *Gretchen Fricke*
- Attended School of Education TPA Retreat – *Gretchen Fricke, Bill Porzukowiak, Craig Skinner, Michelle Jenkins, LaCheryl Lewis*
- Invited the following guests to present at OCECA Staff Meetings: Patrick Sears (CAPP), Joel Hardman (ESL), Kevin Thomas (Retention), Chris Leopold (Banner), Tammy Dugan (Career Services), Brenda Burke (military credit), Shawna Lehman (international credit)
- Attended USA Funds University Financial Aid Workshop, fall 2012. Topics included Federal Financial Aid Updates, Preventing Student Default and Student Retention – *LaCheryl Lewis*
- Attended Federal Grant Writing Workshop, spring 2013 – *LaCheryl Lewis*
- Attended Retention Workshop – *Gretchen Fricke, Angie White*
- Attended “What Are Communication ‘Musts’ in an Online Class” – sponsored by Academic Innovation & Effectiveness – *Angie White*

Presentations

- Getting a Job to special education 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 – *Michelle Jenkins, Craig Skinner, LaCheryl Lewis*
- An overview of undergraduate Psychology curriculum requirements at SIUE to all PSYCH 200 classes – *Kelly Atkins*
- Review of important deadlines, requirements and reminders for CI 315a and CI 315b secondary education students – *LaCheryl Lewis*
- Student development and advising strategies in American higher education to visiting Chinese scholars in October 2011 – *Monica Kempland*
- *Rome Wasn't Built in a Day* development workshop for Office of the Registrar's Professional Development Day in July 2012 – *Monica Kempland*
- Goal setting for OCECA staff meeting in January 2013 – *Monica Kempland*
- Poster presentations: *Pre-Professional Health Advising as a Learning Partnership Model: A Tandem Journey* and *Help! I Didn't Get In* at Central Association of Advisors for the Health Professions Regional Conference, Detroit, April 2013 – *Monica Kempland*
- Overview of Exercise Science major and careers in KIN 275 class – October 2012, March 2013 and May 2013 – *Monica Kempland*
- *Exercise Adherence* in HED 111 class, May 2013 – *Monica Kempland*
- Presented "edTPA and our P-12 Partners" at the SOE TPA Retreat – *Bill Porzukowiak*
- Presented Graduate Programs and Endorsement options at OCECA staff meeting – *Angie White*
- An overview of special education program at SIUE to all SPED 200 classes – *Craig Skinner*

Advising Highlights

- Several advising loads were changed this school year. Our advisors worked collaboratively to ensure everyone was trained for their new advising loads.
- Continued to work on the University wide Curriculum, Advising and Program Planning (CAPP) initiative to fully implement degree audit for all SOE majors – *all advisors*
- Developed curriculum guides to align current programs with Lincoln Plan 2 requirements – *all advisors*
- Continue to maintain and update Academic Program Profiles, working closely with University Marketing staff – *all staff*
- Implemented first phase of the Lincoln Plan, SIUE's new general education curriculum – *all advisors*
- Implementing second phase of the Lincoln Plan, SIUE's new general education curriculum – *all advisors*
- All advisors are scheduling student appointments using Grades First, either online or through the OCECA front desk – *all advisors, Lindsey Loyd*
- Collaborated with EXSI Program Director, KHE Department Chair, representatives from Lewis and Clark Community College and SIUE Registrar's Office to facilitate development of Exercise Science 2+2 Program – *Monica Kempland*
- Represented SIUE's School of Education at the Lewis and Clark Career Fair on April 16 and provided information about the programs to area 8th graders, through Lewis and Clark's Educational Talent Search program – *Monica Kempland*
- Worked with Kinesiology and Physics faculty to create proposal for new physics course for pre-PT, pre-OT, pre-AT students – *Monica Kempland*
- Implemented walk-in hours each day to accommodate immediate student needs – *Monica Kempland*

- Promoted various education related scholarships to students – all advisors
 - 8 students received the Illinois Minority Teacher Scholarship
 - 22 students received the Teacher Special Ed Scholarship
 - 19 students received the TEACH grant
 - 5 students received the Golden Apple Scholarship

Undergraduate Program Outreach

- Attended Prairie Hall Education Focused Interest Community's Welcome Reception – *Elaine Farrar and Kelly Atkins*
- Community College Day, presented information specific to the transfer student population to representatives from local community colleges – *Gretchen Fricke, Elaine Farrar, Kelly Atkins, Monica Kempland, Craig Skinner, Michelle Jenkins, LaCheryl Lewis*
- Transformation, met with prospective students on campus for Transformation activities – *all advisors*
- School of Education Open House, hosted information table and assisted program faculty with presentations – *all staff*
- PREVIEW SIUE, hosted information table and assisted program faculty with presentations – *all staff*
- Attended the Careers Exploration and Majors Fair – *Elaine Farrar*
- Presented a School of Education session for Springboard– *all advisors*
- Continue to work with College of Arts and Sciences on advising of CAS Secondary Education majors within CAS – *LaCheryl Lewis*
- Attended SPPA Orientation Day for Seniors and Juniors – *Elaine Farrar*
- Work with the Financial Aid Office to assist students with eligibility and receiving the TEACH and Illinois Minority Teacher grant – *LaCheryl Lewis*
- Disseminate information about Teacher Loan Forgiveness and Repayment options – *LaCheryl Lewis*

Graduate Program Outreach

- Madison County Teacher Institute, hosted information table, presented informational session – *Gretchen Fricke, Bill Porzukowiak, Angie White*
- Tri-County Teachers Institute, Centralia, IL, presented informational sessions – *Angie White, Vicki Van Tuyle*
- Illinois Council for the Social Studies, hosted information table – *Angie White*
- Graduate School Open House and Education Fair, hosted information table – *Angie White*
- In an attempt to improve graduate student services, collected data from 2008-current, showing number of SOE student issues as a result of current university policies and procedures – *Angie White*
- Met with members from the Graduate Task Force to provide input regarding university policies impact SOE graduate students. Meetings with Cathy Foland, Bursar and Stephanie McAndrews – *Angie White*
- Visited 39 schools providing informational materials and course schedules to teachers – *Angie White*
- Informational meetings in the following locations - *Angie White*
 - Ladue, MO - EDAD/Superintendent

- 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 and Whiteside School in Belleville - *Bill Porzukowiak*
- Continue to send/improve/update Graduate Newsletter for current off-campus students – *Angie White*
- Created list-serve for each SOE graduate major to communicate efficiently and effectively with information pertaining to specific majors - *Angie White*
- Successfully maintained enrollment numbers despite numerous teacher layoffs occurring again during the 2012-2013 school year– *Angie White*
- Developed and mailed information to Illinois schools within a 40 mile radius of SIUE promoting fall, spring, and summer courses schedules throughout the year– *Angie White, Bill Porzukowiak*
- Developed and maintained an e-mail list of over 28,000 (up from 26,000) local educators and sent numerous e-mail messages about SIUE events, opportunities and the various SOE graduate programs – *Bill Porzukowiak and Angie White*
- Out of 625 SOE graduate students that were registered this year, assisted 90% with registration and enrollment in classes – *Angie White*
- Attended interviews for the Assistant Director of Graduate and International Recruitment – *Angie White*

Special/New Populations

- Participated in the planning, recruiting, advising and administering of the following off campus populations: – *Angie White, Bill Porzukowiak*
 - Curriculum and Instruction, Jerseyville, SU11-SP13
 - Curriculum and Instruction/History, Belleville, SU11-SP13
 - Curriculum and Instruction/History, Belleville, SU12-SP14
 - ECHOS, Roxana, F11-SP14
 - Educational Leadership, Alton, SP12-F13
 - Educational Leadership, Belleville, SP12-F13, 2 sections
 - Educational Leadership, Staunton, SU11-SP13, 2 sections
 - Educational Leadership, Red Bud, SP11-SP13
 - Principal Endorsement, Ladue, MO, Fall 2013 (Pending)

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*
- Update assessment reporting procedure for Graduate Programs late June 2012 to be run late spring of every year – *Angie White and Binod Pokhrel*
- A new database was created with students being transferred from ARGOS to the new Graduate Database, January 2013. Fields were eliminated that are no longer needed for reporting and columns added to improve data reporting. Data entry is minimal and performed once a semester after census reporting – *Angie White*

- Collaborated with Patrick Sears to print batch Degree Audit reports during Graduation Eligibility Checks rather than printing degree audits singularly for each student scheduled to graduate – *Angie White*
- Responded to approximately 600 emails on the general OCECA help desk email (ocecahelpdesk@siue.edu, soeadvise@siue.edu) – *Rhona Crail, Lindsey Loyd*
- Continue to utilize a paperless filing system in the Kinesiology and Health Education Advising Office – *Monica Kempland*
- Use of GradesFirst for advising records – *all advisors*
- Utilization of Banner updates for declaration of majors to expedite process and create a more efficient procedure (rather than paper forms) – *all advisors*
- Created SIUE Secondary Education Facebook page. This page is used to inform students of policy updates, job postings, and to promote interaction and dialogue with SOE students - *LaCheryl Lewis*
- Provided information to students on preparing for state mandated testing requirements, including providing study guides, assisting students with the registration process and deadline reminders – *LaCheryl Lewis, Craig Skinner, Michelle Jenkins*
- Worked to digitize files/records in various ways. Scanned in all past exit forms and placement appeals to eliminate paper records. – *Lindsey Loyd*

University-School Partnerships/Field Placements

- Worked with Service Center to use students' existing SIUE ID card instead of producing a 2nd ID card for field placement purposes only – *Gretchen Fricke, Nancy Waltz, Rhona Crail*
- Confirmed **1,317** field placements during the 2012-13 school year (compared to 1,775 last year), representing **284** individual schools and **109** districts – *Bill Porzukowiak, Nancy Waltz*
- Issued **3,429** credit hours in tuition waivers (compared to 3,847 last year), representing **1,483** actual waivers (compared to 1,705 last year), to cooperating teachers to date for the academic year– *Nancy Waltz and Gretchen Fricke*
- Processed approximately **958** tuition waivers redeemed by cooperating teachers– *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 – *Nancy Waltz*
- 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; this information has been utilized by a number of members of the SOE and by university staff outside of the SOE – *Bill Porzukowiak*
- Maintained School Partner agreement with 121 local educational agencies and added 5 new agreements this year for a total of **126** agreements – *Bill Porzukowiak*
- Served on Belleville District 118 Foundation Board – *Bill Porzukowiak*
- Participated in the Opening Day Session for Belleville District 118 - *Bill Porzukowiak*
- Processed criminal background checks on **324** students (429 processed last year) – *Gretchen Fricke, Rhona Crail*

- Tracked compliance of new safety education state requirement for **478** students (compared to 447 last year) – *Gretchen Fricke, Nancy Waltz*
- Tracked compliance of new DCFC Mandated Reporter requirement for **458** student teachers (compared to 478 last year) – *Gretchen Fricke, Rhona Crail*
- Held CI 315A field placement meeting to inform students of placement process – *Gretchen Fricke, Nancy Waltz, LaCheryl Lewis*

Certification Highlights

- Attended regular Illinois State Educator Preparation and Licensure Board meetings in Springfield, as available – *Gretchen Fricke*
- Certification by entitlement: Processed 462 entitlement certifications with ISBE throughout the year (compared to 382 last year), plus numerous out of state certifications – *Rhona Crail*
- Developed individual plans for 42 individuals seeking subsequent certification through SIUE (compared to 42 last year) – *Gretchen Fricke*
- Continue to track major changes to certification that will impact our students – *all staff*
- Held certification meetings to facilitate the certification process and answer questions with all undergraduate teacher education programs and students in the Type 75 and Superintendent programs – *Gretchen Fricke, Rhona Crail*
- Expanded certification meetings to new audiences, specifically graduate Speech Pathology students – *Gretchen Fricke, Rhona Crail*

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*
- Assisted in the apartment set up for the visiting Chinese scholars – *Elaine Farrar*
- Travelled to China with the SOE Dean and other members of the International Training Program in Pedagogy to promote a strengthened partnership with Northwest Normal University – *Gretchen Fricke*

Reporting Functions

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

Dean's Dozen

- Hosted School of Education table at Welcome Week activities
- Cassandra Sams was selected to the student commencement speaker at Spring 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
- Committee members for 12-13:
 - *CI - Gloria Reading, Elizabeth Sherwood, Randy Smith*
 - *EDL – Jennifer Logue*
 - *PSY – Danice Brown*
 - *KHE – Dave Cluphf, Erik Kirk*
 - *SECD – Wendy Fuchs, Marie Klopfenstein*
 - *Mary Weishaar, Gretchen Fricke*

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.
- ASCC assisted the Charter School in holding another school dance in February 2013.

(Prepared by Gretchen Fricke, OCECA Director)

Report to Dean

Teaching with Primary Sources at SIUE

Submitted by Amy Wilkinson, Program Director

January 30, 2012

Report covers July 01, 2011-December 31, 2012

Quarter	Events	Participants	Regional Office of Education Reached
July-September 2011	Graduate Course Summer Institute (2 events)	24 (11 unique and 13 returning)	Fayette County, Clinton County, Macoupin County, Madison County, St. Clair County
October-December 2011	Workshop at Evangelical Elementary Special Topics Event (Gaining Empathy with the Past Using Narratives) (2 events)	19 (12 unique and 7 returning)	Madison County
January-March 2012	Workshop at New Baden and Madison County ROE Office (2 events)	17 (17 unique)	Clinton County, Madison County
April-June 2012	Graduate Course Summer Institute Workshops at All Saints Academy, St. George Elementary, Girard Elementary, Calhoun CUSD 40, and ROE 3 Office Special Topics Event (The Cherokee Trail of Tears through Southern Illinois) (8 events)	95 (67 unique, 28 returning)	Madison County Macoupin County, St. Clair County, Sangamon County, Clinton County, Bond County, Effingham County, Fayette County, Montgomery County, Jersey County
July-September 2012	Graduate Course Summer Institute Workshops at Madison School District (2 series) and Triad High School	63 (54 unique, 9 returning)	Macoupin County, Madison County
October-December 2012	Workshops at Trinity Lutheran School and Belleville School District 118 (2 events)	25 (24 unique, 1 returning)	Madison County, St. Clair County

Funding

Funding for FY 13 in the amount of \$230,000 was secured on August 22, 2012. A Request for Funding (RFP) will be completed in spring 2013 to include a FY 14 budget and an anticipated budget for FY 15. The appropriation of funds for FY14 will depend on Congress passing a budget on or before March 01, 2013. There is a possibility for sequester or a general cut across government spending to occur which could result in an eight percent cut in the overall national TPS program appropriation. There is a chance the program could be eliminated but the eight percent cut appears to be the main concern of the Library if a budget is not passed by March 01st.

The program plan will need to be closely aligned to the budget and reflect the actual need and spending rates to reach the goals of the program and the needs of K-12th grade teachers. Each program is being asked to be efficient while still offering an effective, progressive program.

Conference Presentations

October 2011

Illinois Council for the Social Studies

Exercise in Visual Literacy with Images of the Japanese American Internment Collections at the Library of Congress

Harper College, Palatine, Illinois

Co-presented with Loyola TPS Director, Michelle Fry

January 2012

Illinois Council for the Social Studies

Building a Community of Historical Thinkers

Bloomington, Illinois

Co-presented with 5th Grade Bunker Hill School District Teacher, Cheryl Best

March 2012

Illinois TPS Library Day

Inquiry Learning with Primary Sources

Springfield, Illinois

Co-presented with Eastern IL University TPS Director, Cindy Rich and Loyola TPS Director, Michelle Fry

October 2012

Illinois School Library Media Association (ISLMA) Conference

Literacy Learning with the Library of Congress Primary Sources

St. Charles, Illinois

Co-presented with Loyola TPS Director, Michelle Fry and Quincy University TPS Director, Byron Holdiman

November 2012

National Council for the Social Studies Conference

I Inquire, We Inquire: Learning & Teaching with Primary Sources

Seattle, Washington

Co-presented with Eastern Illinois University TPS Director, Cindy Rich and 5th Grade Bunker Hill School District Teacher, Cheryl Best

TPS SIUE Summer Institutes

It All Begins with One: Looking at the early 1900's

Learning with Veteran Stories

Upcoming Summer Events

Learning with Veteran Stories

*One more summer institute that will be identified by March 01, 2012

TPS SIUE Part of TPS Teacher Network Beta Testing Initiative

TPS SIUE Program was invited to take part in a beta testing of the National TPS Teacher Network initiative by the TPS Program Manager at the Library of Congress. TPS SIUE will provide feedback and devise a plan to bring a small group of TPS veteran teachers together online to beta test this new professional teacher network.

TPS and TPS SIUE Research Studies and Implications

A national research report on the TPS program has been completed. The TPS SIUE local research report will be completed within the coming months. When the local study is complete, the director of the program will share summary outlining points within the study and implications for change or additions with programming and materials.

**TPS SIUE Website and Materials to Meet National Communication
Compliance**

The national TPS program has mandated full compliance of external communication policies pertaining to local websites and materials by August 15, 2013. A meeting with the Library to review local website and materials will be scheduled no later than March 01, 2013.

Bullet Points

- Awarded \$230,000 for federal FY13
- 781 K-12th grade educators reached since 2002 (Data includes events through January 2013)

- TPS SIUE worked with 155 K-12th grade educators in 14 events from July 2011- June 2012
- Three veterans were interviewed by 7 K-12th grade teachers during a Learning with Veteran Stories Institute in August 2012. Three local veteran stories were captured and submitted to the Veterans History Project at the Library of Congress and will be shared with the IL Veteran Classroom Project.
- TPS SIUE met with 10 IL TPS partners that are housed in colleges and universities to begin working collaboratively to align with Common Core initiatives with TPS professional development activities and materials. The IL TPS program is also looking at statewide assessments to discuss the gaps and suggested shifts through various materials (see attached) to guide the alignment.
- The TPS SIUE program is in the process of completing a local study on its program in fall of 2012 and plans to receive a report in spring 2013. The TPS SIUE program also participated in the national TPS study from 2011-2012. The local and national research studies will inform program change and/or additions to better the support, resources, and event offerings to area participants to whom we serve. A summary will be added to the website and shared with TPS SIUE alum through a newsletter in 2013.
- Jason Stacy (Faculty, Department of Historical Studies) and I jointly submitted a Proposal for the "Conference and Workshop Award" in the graduate office to receive funding to hold, for the first time, the Illinois Council for the Social Studies (ICSS) bi-annual conference at Southern Illinois University Edwardsville on April 12, 2013. The awarded amount is \$4334.16.

APPENDIX K: SOE Student Service Summary

**SOE Student Outreach Summary
AY 2013**

	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 after school programs, community service projects 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.
	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
	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
	East Saint Louis Charter School Computer Lab and Gaming Group	10	20	Assist E. St. Louis Charter school students (10 -20) in Creating Games and learning how gaming project are run in the corporate world!
Service Learning Classes				
	Cougar Literacy Clinic (C&I)	14	600	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
	Lewis and Clark Reading Council	8-10	220	Students attend & present at conferences, and provide leadership for reading organization

	Literacy Skit at Jefferson Elementary School	8	10	Promote literacy education for students and parents at Jefferson Elementary School
	Tutoring at the Edwardsville Detention Center	25	100	Volunteer in the community, as well as working with a diverse group of learners, many of the learners are well below average.
Academic Student Organizations				
	Illinois Reading Council	6	200	Students attend & present at conferences, and provide leadership for reading organization
	IEA/NEA Student Education Association	70	20	Volunteer to community or school
	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	9	128	Members sort and box food for needy families
	KDP—Ronald McDonald House	13	390	Members prepare and serve meals to families of hospitalized children
	KDP—Healing through the Arts; St. John's Mercy Hospital	17	119	Members travel to this St. Louis hospital to assist hospitalized children in creating an art project
	KDP—Community Hope Center	40	400	Members travel to Cottage Hills to sort food, clothes, toys, household goods
	KDP—Learning Fair at St. Boniface	6	24	Serve as Learning Fair judges, critiquing presentations, and evaluating display projects using rubric sheets
	KDP—Literacy Alive	22	88	KDP promotes literacy to a low income school by teaching themed lessons and supplying each student with a book to take home
	KDP—Breakfast with Santa	44	132	Members hosted an event for local children – providing them with seasonal activities, a book, and picture with Santa
	KDP—Kreitner Elementary School Math Night	13	39	Members helped direct math activities and projects
	Psychology Club	30	120	Assisting at Edwardsville Children's Museum, raising funds for the Alzheimer's Association through an annual walk
	Psi Chi	20	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	Skeptathon race, raising approx. \$1,500 for Project S.H.A.R.E.
	Department of SECD	40	40	Walk for Autism; fundraiser for autism research
Total			10,306	

SOE Points of Pride 2013

School-Wide

During this spring's commencement ceremony, the SOE graduated its first cohort of *Ed.D.* students. Congratulations to the faculty and students for their exceptional work over the last two years, during which the cohort has focused on the broad and critical theme of "Leadership for Excellence and Equity."

The following programs received notification that they have been Nationally Recognized by their Specialized Professional Associations:

- Educational Leadership- Superintendent*
- Educational Leadership- Building-Level Administration/Specialist*
- Educational Leadership- Building-Level Administration/Master's*
- Educational Leadership- Building-Level Administration/Endorsement*
- Literacy/Post-Master's*
- Literacy/Master's*
- Educational Technologies
- Elementary Education
- Early Childhood Education
- Secondary Science (Earth & Space, Chemistry, Biology)/Baccalaureate
- Secondary Mathematics/Baccalaureate
- Secondary English Language Arts/Baccalaureate
- Secondary Social Studies/Baccalaureate*
- Secondary Foreign Language (Spanish, German, French)/Baccalaureate

*those programs marked with an asterisk completed their review with NO conditions!

On August 12, 2012 the School of Education welcomed four visiting faculty members from Northwest Normal University in China! The Chinese Scholars were with the SOE for the entire academic semester, augmenting their expertise in pedagogy and sharing their experiences and perspectives. The Scholars visited classrooms, attended and gave seminars, and participated in a variety of cultural events over the semester.

In August, SIUE's *Teaching with Primary Sources Program* (SIUE TPS) was awarded funding to continue its work with educators in the region through September 30, 2013. SIUE TPS, one of 29 educational consortiums nationally, is a federally funded grant housed in the School of Education and awarded by the Library of Congress. The program began in 2002 offering professional development to over 770, K-12th grade educators in 16 surrounding counties through workshops, institutes, and graduate level courses. The program introduces and integrates the Library of Congress' digital collections to offer professional development to promote the use of primary sources to strengthen information and media literacy and inquiry learning in education. The SIUE TPS program is directed by Amy Wilkinson.

During the summer 2012, six teacher candidates were selected from the Elementary Education program to participate in the *Teacher N Training* (TNT) program. The two week institute was held in conjunction with the SIUE STEM Center's Odyssey Science Camp, which provides elementary and middle school students from the Metro east the opportunity to experience the

excitement of science firsthand. During these two weeks, teacher candidates worked with camp mentor teachers and STEM Center staff to develop key skill areas associated with the newly adopted pre-service teacher assessment system (Teacher Performance Assessment). STEM Center Director, Sharon Locke and Stephen Marlette (C&I) served as principle investigators of this project, which was made possible by a generous donation from Boeing, Corp.

Departmental

The Speech-Language-Hearing Center (SECD) is offering an *Accent Modification Program* (AMP) for members of the SIUE community who are non-native speakers of English and would like to improve their American English pronunciation. Participants in the program will meet with a student clinician from the Speech-Language Pathology program twice a week for 50 minutes during the academic semester for a total of 24 sessions. These sessions will be individualized and will focus on improving the intelligibility and naturalness of spoken English.

SOE faculty and staff were engaged in a variety of summer initiatives, including an unprecedented fifth year for the NEH 2012 Summer Institute: *Abraham Lincoln and the Forging of Modern America* facilitated by Caroline Pryor (C&I), in which two groups of 40 teachers from across the country engaged in week-long experiences on campus and in Springfield with Lincoln scholars and at Lincoln sites. Also offered for the fifth summer was the *Piasa Bluffs Writing Project* Summer Institute, led by Ann Taylor (C&I) and Ralph Cordova (C&I). Allison Fahsl (SECD), Stephen Marlette (C&I) and Gary Meyer (Engineering), Co-Principal Investigators on a *MASLI 3-Rural grant*, facilitated a two-week summer workshop for teachers at Carrolton Elementary School. Twenty-four K-12 General and Special Education teachers participated in activities using Legos Robotics to incorporate engineering design into the curriculum.

SIUE Athletics has partnered with the *Department of Kinesiology and Health Education* (KHE) to provide each athlete three DEXA body composition scans per year. The assessments will allow SIUE's athletes and staff (sport coach, strength/conditioning staff, sports medicine, athlete) to educate athletes on the importance of training/nutrition, mark progress throughout the year, monitor athletes during the competitive season to ensure peak performance, and reduce injuries. This initiative is part of an ongoing and critical partnership between KHE and SIUE's Athletics.

Elementary education faculty continued their work in scaling up the pilot of the new Illinois high stakes performance assessment for initial teacher certification - the edTPA. In spring 2012 two faculty, and two full time instructors piloted 120 teacher candidates through the Teacher Performance Assessment, which was sent off campus to Pearson Education for scoring. Candidates also completed the new Senior Assignment Inquiry Into Learning. In fall 2012, the team of one faculty and two full time supervisors met with the entire elementary education faculty and everyone began their first attempts to introduce elements of the edTPA throughout the two year course work. As with all pilots, this task proved to be very complex, but much was learned. First, faculty now recognize how easily our best intentions to support our candidates can be experienced as a "teach to the test" mentality, and second, faculty experienced the great success of maintaining the inquiry approach to the Senior Assignment. Faculty hope to build on these lessons next year as they work on the mandated redesign to the elementary education program.

The Department of Kinesiology and Health Education was voted as the Most Spirited Department for the second year in a row as part of the campus' Catch the Cougar Spirit festivities!

The Department of Special Education and Communication Disorders received a "Best Cougar Spirit Photo" award as part of SIUE's Catch the Cougar Spirit festivities!

The Department of Curriculum and Instruction received notification of approval from President Poshard's office for the addition of a Reading Teacher option in the M.S.Ed. in Literacy Education. This option will allow students to earn either a Reading Specialist Certificate K-12 or a Reading Teacher Endorsement (K-4, 5-8, or 9-12). Reading Specialists work with K-12 students as well as provide support and professional development for teachers and administrators at the school, district, or state level. The new Reading Teacher option is designed for those educators working with children at a specific grade level depending on their certificate (K-4, 5-8, or 9-12). It requires the same initial seven literacy courses as the existing Reading Specialist degree and a classroom action research project, but does not require teaching experience for admission.

FRIENDS, the National Association of Young People Who Stutter, recently held its one-day workshop on campus. The event is facilitated by James Panico (SECD). This year there were 96 participants including speech-language pathologists, undergraduate and graduate students, parents of children who stutter, and adults and children who stutter. The keynote speaker was Dr. Joe Klein, a speech-language pathologist who is an assistant professor at Appalachian State University. The purpose of the event was to enhance learning about stuttering, meet other individuals who stutter, learn about effective treatment strategies for stuttering, and offer a network of resources available for parents. Feedback from participants indicated an overwhelming positive experience of the entire workshop.

The Department of Kinesiology and Health Education, under the leadership of Jennifer Gapin, is working on a research project examining the impact of exercise on cognition in children and adolescents (ages 7-15) who have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).

Faculty/Staff

Eva Ferguson (PSYCH) provided her leadership at the annual International Committee of Adlerian Summer Schools and Institutes, held in Druskininkai, Lithuania. Two SIUE psychology students also attended (Matt Ball and Luciana Sabatino), with participants from 23 countries. The summer school was founded in 1962 by Rudolf Dreikurs to teach the theory and methods of Alfred Adler, and this year's institute offered a wide range of courses by renowned instructors from many nations. University students and professors, medical professionals and nurses, owners of small businesses, and various individuals in the mental health fields were represented.

Matthew Johnson (CHS) received at Beginning Teacher Award from the Illinois Associate for Colleges of Teacher Education.

Jeremy Jewell (PSYCH) was selected as the Fall 2012 Vaughn Vandegrift Research Mentor!

Josh Wooten (KHE), Joel Nadler (PSYCH), and Mike Dudley (PSYCH) were nominated for the Fall 2012 URCA Faculty Mentor award!

Andy Pomerantz (PSYCH) has received the 2013 SIUE Paul Simon Outstanding Teacher-Scholar Award! This award is presented to a faculty member in recognition of the interdependence of research/scholarship and teaching. Andy is the first faculty member from the SOE to receive this prestigious award!

Allison Fahs! and *Craig Miner (SECD)* received funding from the Madison County Mental Health Board and the Meridian Society in support of the upcoming Hoge Lecture performance, *Handicap This!*.

Steffany Chleboun (SECD) received an Excellence in Graduate Education grant from the Graduate School to develop and implement a more effective system for tracking student progress; this program will also be facilitated by Amie King (SECD).

The following SOE faculty members have received S.T.E.P grants for FY 14: *Stacie Kirk (SECD)* & *Erik Kirk (KHE)*: "Comparing dietary intake to the Dietary Guidelines for Americans in African American preschool children enrolled in Head Start" and *Huaibo Xin (KHE)*: "A Grounded Theory Approach to Exploring Bosnian Refugees' Response to a Natural Disaster in the U.S."

Erik Kirk (KHE) was selected as the School's nominee for the University Teaching Excellence/Distinction Award, and received an SIUE Teaching Recognition Award.

James Panico (SECD), the advisor for SIUE's chapter of the Golden Key International Honour Society, has been noted for his exceptional leadership and for the chapter's recent designation of "Bronze" status, signifying that the chapter is advancing towards achieving the highest reporting standard in the Society!

Linda Forbringer (SECD) has received a School of Education Instructional Improvement and Innovation grant, entitled "Developing Candidates' Ability to Use Assessment for Instructional Decision Making."

Alison Reeves (EDL) has received an IERC Faculty Research Fellowship Award for 2013/14.

Liz McKenney (PSYCH) passed the Examination for Professional Practice of Psychology, the state's licensure exam for Clinical Psychologists.

Vicki Scott (C&I) and *Gina Washington (CHS)* have received a Meridian Society Grant for their proposal "Failure is Not an Option: Capitalization Grit for Academic Achievement." Howard Rambsy (CAS) and Denise Cobb (Provost's Office) are also contributing to this initiative.

Chris Rosnick (PSYCH) was nominated for the URCA Faculty Mentor Award.

Steffany Chleboun (SECD) received an EUE grant for fall 2013.

Vicki Scott (C&I) and *Binod Pokhrel (Dean's Office)* have received an EUE grant for fall 2013.

Betsy Meinz (PSYCH) received a Competitive Applications Resubmission Incentive Program grant from the Graduate School.

Binod Pokhrel (Dean's Office) was inducted into SIUE's chapter of Phi Kappa Phi. Binod was also recently certified in Crestron, which is a leading provider of control and automation systems such as those used in the SOE's classroom podiums.

Tian Yu (EDL) has received notification that his book, "Character and Moral Education: A Reader," has been selected as a 2012 Critics Choice Book Awardee from the American Educational Studies Association.

Nicole Klein (KHE) received a certificate of nomination in recognition of her efforts to promote excellence in undergraduate teaching and learning from the Carnegie Foundation for the Advancement of Teaching.

Vicki Van Tuyle (EDL) has been selected to serve on the state-wide Superintendent Advisory Group, which has been charged with making recommendations to ISBE regarding the redesign of the superintendent program.

Stephen Marlette (C&I) has been selected as part of a team representing Illinois at the Building Capacity for State Science Education conference sponsored through the Council of State Science Supervisors.

Wendy Fuchs (SECD), the PI on the Illinois IHE Partnership grant, has been notified that funding has been continued through September of 2013.

Jennifer Logue (EDL) has been selected to deliver the Phil Smith Symposium at the Ohio Valley Philosophy of Education Society conference; her paper is entitled "Using Philosophy of Education to Create Communities in Difficult Times."

Jeremy Jewell (PSYCH) was appointed to the SIUE Financial Conflict of Interest Committee.

Paul Rose (PSYCH) has been selected as the chair of the University's newly formed Strategic Planning Update Committee.

Andy Pomerantz (PSYCH) recently published the 3rd edition of "Clinical Psychology: Science, Practice, & Culture."

Eva Ferguson (PSYCH) has been invited to give the keynote address at the 50th anniversary celebration of the Psychotherapy School in Israel in June of 2013.

Linda Morice (EDL) is working with the Mathews-Dickey Boys' and Girls' Club of St. Louis in developing and implementing a \$1,000 scholarship in memory of the late Dr. Cleveland Hammonds for an undergraduate student that has been accepted into a teacher education program. The scholarship was awarded for the first time last year.

Students

SIUE students had the opportunity to participate in a five-week summer 2012 experience in

Ghana, facilitated by Faustina Blankson (KHE). Six students learned from experts and worked with individuals and families across a variety of community health agencies.

As part of a special collaborative with the School of Education, nine secondary education students in CI315A are working at the CHS on Wednesday afternoons to engage CHS students in the “EStL Charter HS Game Lab.” Through this unique partnership, CHS students learn computational thinking and STEM content through a curriculum that uses Kudo, a tool to build video games. The first session was such a success, additional time for exploration has been provided on Mondays! SIUE students are providing instruction and are monitoring the learning environment. CHS faculty mentors include Matt Johnson, Johnathan Tate, and Barbara Lane; SOE mentors include Randy Smith (C&I) and Wayne Nelson (EDL/Provost’s Office).

Cassandra Sams (SPPA) has been selected as the commencement speaker for the School of Education’s ceremony on May 4th.

Janelle Gosa (KHE) has been selected as the SOE banner carrier for the School of Education’s commencement ceremony on May 4th.

Larrie Beatie (EDL), an Ed.D. candidate, has been selected as the SOE banner carrier for the Chancellor’s Installation ceremony.

Martha Pinones (PSYCH), an URCA Assistant, received a Council for Undergraduate Research Social Services Travel Award. Martha is mentored by Joel Nadler (PSYCH).

Mike Menendez (PSYCH), SIUE alum, presented a seminar on success in the workplace to the Psychology Club.

Maria Byndom (PSYCH), 2011 graduate, was featured in the Illinois Higher Ed Friday Memo. Maria is currently a master’s student at Eastern Illinois University studying Clinical Counseling, and has been recognized as one of EIU’s “Top Black Scholars.”

Our students and student-led organizations continue to provide leadership and support to children, families, and a range of agencies across the region. Students in the *Early Childhood* program are providing a series of family nights for the East Alton, Alton School District, and SIUE Early Childhood Center programs. This initiative is facilitated by Elizabeth Sherwood (C&I).

The student chapter of the *Council for Exceptional Children* sponsored an activity entitled “Spread the Word to End the Word” as part of the campus’ We Are One activities. The resulting banner is currently displayed outside the SECD office.

Psychology’s faculty, staff and students are holding a *Skeptathlon* on April 26th at 2:00. The Skeptathlon is a skeptically-designed 4K run/walk designed to promote critical thinking. It will benefit East St. Louis Head Start. The initiative is being facilitated by Steve Hupp (PSYCH).

The student chapter of the *National Science Teachers Association* held a panel on “How to Get Hired in Education.” The event was mentored by Jessica Krim (C&I).

SIUE's *Kappa Delta Pi* chapter held their Literacy Alive program, which is designed to promote literacy with school-aged children. The theme for this year's March 22nd event at Kreitner Elementary School was "Exploring the World One Book at a Time." The goal was to expose children to the various biomes around the world and to help them understand the animals, their habitat, and the conditions in each biome. KDP and Golden Key members taught a mini-lesson in each classroom which included a read aloud of a picture book and an educational activity that ranged from a short science experiment to an arts and crafts activity. Each child was given a book which correlated with the theme, and resource packets were provided for teachers to use and/or expand upon the lessons or materials taught during the event.

The following SOE students have been named as 2013 SIUE Senior Standouts:

Cassandra Sams (SECD)

Kourtney Mraz (KHE)

Elizabeth Paquin (SECD)

Katelynn Alexander (CAS/Sec Ed)

Tiffany Smith (EDL), a graduate student in the Learning, Culture, and Society program, won SIUE's annual entrepreneurship competition for her proposal "From House 2 Home Kitchens."

The following Ed.D. candidates presented at the 9th annual Qualitative Research Conference at the University Missouri St. Louis: *Julie Brown, Larry Beattie, DeAnn Heck, Nick Schwartz, Marianne Doll, Vince Hughes, and Alex J. Tripamer.*

Mollee Pezold (SPPA) received the Spring 2013 URCA Research Assistant of the Semester Award.

Jaime Henderson (SPPA) has been offered a Competitive Graduate Scholarship for next year.

Rosemary Morr (PSYCH) and *Jaime Henderson* (SECD) have been named as URCA Associates for 2013.

Psychology students *Stephanie Bono, Dalton Maynard, Scott Parrigon* and *Heather Whipple*, were admitted to PhD programs at the University of North Dakota, the University of South Florida, Purdue University and the University of Southern Mississippi, respectively.

On April 17, The Honor Society of Phi Kappa Phi welcomed 118 new members across all academic departments at SIUE. New student members from all departments in the School of Education included 26 juniors, seniors, and graduate students.

On Sunday, April 28th, the SIUE *Lambda Theta Chapter of Kappa Delta Pi*, the International Honor Society in Education, held its annual banquet. During the afternoon's festivities, new officers were inducted and graduating members were corded. The following students were also recognized for their outstanding service: *Amanda Dollar, Misty Hewitt, Hannah McShane, Taylor Pulliam, Rebekah Smith, Grayce Voreis, and Katelyn Winterberg.* KDP's advisors are Barb O'Donnell (Dean's Office) and Cindy McAndrews (C&I).

Ashley Greenlee (PSYCH/Dean's Dozen) has been selected as IERC's first student representative

LaDonna Whitner, an SIUE graduate and Dean of Guidance at Alton High School, received a Peabody Energy Leader in Education Award for the 2012-13 school year!

Ashley Greenlee (PSYCH), a Dean's Dozen student, participated in the African American Literatures and Cultures Institute (AALCI) at the University of Texas at San Antonio this summer; the Institute provides workshops and leadership training for a select group of rising seniors from colleges across the country that have interests in attending graduate school.

Caige Smith was selected to give a verbal presentation at the St Louis Area Undergraduate Research Symposium (STLAURS).

Alissa Yoder (URCA) was awarded 2nd place in the undergraduate research poster category at the annual Texas chapter meeting of the American College of Sports Medicine in Austin, TX (February 28-March 1). Her presentation was entitled "Effects of human apolipoprotein E3 and E4 genotypes on cardiometabolic disease risk." There were 31 posters in the undergraduate research category. In addition, Alissa presented her work at the SIUE's 2013 Graduate Student Research Symposium in April.

East St. Louis Charter School

On Friday, November 30th, ten students from CHS attended the YW-Teens Young Women's Leadership Conference entitled, "Transforming and Embracing Attitudes & Actions that Motivate (T.E. A2. M) Me!" with Stacey Lampkin, CHS Guidance Counselor. The conference, sponsored by the YWCA, included breakout workshop sessions, an awards ceremony honoring local teen leaders, and special guest musical and stepping performances by some of St. Louis' local teens. Over 600 attendees from 20 schools participated in this conference that took place at the Renaissance St. Louis Airport Hotel.

CHS students participated in a variety of events to celebrate Black History Month. Links, Inc., a premier Black women's group, sponsored a field trip to the St. Louis Art Museum for 15 CHS students. Selected students also traveled to SIUE's campus in Edwardsville to perform at the Martin Luther King Jr. Luncheon, and shared their theatrical and musical talents for the SIUE campus during performances in the MUC's Goshen Lounge. In addition, students traveled to Gordon Bush Elementary to share their talents with a large crowd of young children, and also participated in the East St. Louis Higher Education Center's annual performing arts celebration. A group of students was also selected to attend the Black Repertoire Theater's production of "Mountain Top."

CHS students and their parents participated in "Real Talk: Community and Career Symposium," a networking event with successful individuals from East St. Louis. Participants had the opportunity to learn about tools and strategies to equip them for the future, as well as about resources available in the community. The event was facilitated by Kimberly Allen (CHS). CHS Juniors also completed a "PSAE March Madness 2013" competition, organized by Colin Neumeyer (CHS).

DeAndre Howard (CHS Senior) was recognized by State Superintendent Koch for exceeding the IL Learning Standards in Science; DeAndre was the only student recognized for this achievement in

the district.

Desmond Porter (CHS) won the Eugene Redmond poetry contest with a kwansaba he wrote about African-American history. In addition to sharing his poem with classmates at the CHS, Desmond also took a field trip to SIUE with Dr. Redmond and four other CHS students, and also had the opportunity to present his poem at East St. Louis High School as part of an ongoing celebration of Dr. Redmond's work.

While final results are pending, 100% of the CHS Juniors improved their scores on the ACT from fall 2012 to April 2013. In May, the CHS celebrated a 100% graduation rate of its senior class!

APPENDIX M: NWNNU Trip Summary

SIUE School of Education Program Leadership Team Visits China

30 May 2013, 11:20 am



Representatives from the SIUE School of Education traveled to Lanzhou, China on the invitation of the Director-General of the Education Department of Gansu Provincial Government and the President of Northwest Normal University (NWNNU) in Lanzhou, China. The purpose of the trip was to explore areas of partnership between the School of Education and institutions in China.

In March of 2012, the School of Education signed a letter of engagement with NWNNU. With Dean Bette Bergeron's approval and under the leadership of Associate Dean Mary Weishaar, faculty members Yuliang Liu and Huaibo Xin, and Student Services Director Gretchen Fricke, a pilot project for the *International Training Program in Pedagogy* was implemented. This program brought four faculty members from NWNNU to the SIUE School of Education during the fall 2012 semester to focus on enhancing their pedagogical practices and learning more about the American system of higher education. Evaluation data indicated that the program was very successful.

As a result of this success, the Program Leadership Team Members and Dean Bergeron, with support from SIUE Chancellor Julie Furst-Bowe, visited NWNNU from May 5-14, 2013. Discussions were held with hosts from Northwest Normal University and administrators from Gansu Province. The travel included official meetings with university and provincial ministers, meetings with groups of students, a discussion on American education with selected middle and secondary teachers, and several cultural events.

The overall goals included:

- Provide a knowledge base of SIUE and School of Education programs for NWNNU students
- Discuss and determine mutual academic needs and interests for NWNNU, Gansu Province and SIUE

- Define general parameters of a potential *Memorandum of Understanding* between NWNNU and SIUE
- Orient new visiting faculty from NWNNU for their upcoming participation in the SIUE *International Training Program in Pedagogy* for fall 2013 semester
- Develop first-hand understanding of the culture of northwest China and potential living conditions for prospective SIUE students and faculty

Eight faculty members from NWNNU will be joining the School of Education for the fall 2013 semester to participate in the International Training Program in Pedagogy. Find out more about the [School of Education's international activities](#).

Photo(L to R): Xiaodong Zhang, Director for the Division of International Cooperation and Exchanges in Gansu Province; Gretchen Fricke, School of Education Director of Student Services; Mary Weishaar, School of Education Associate Dean; Jiayi Wang, Director-General, Education Department of Gansu Provincial Government; Bette Bergeron, School of Education Dean; Ping Wang, Deputy-Director General, Gansu Provincial Education Department; Huaibo Xin, School of Education Assistant Professor; Yuliang Liu, School of Education Professor

KHE Strategic Plan
June 16, 2010
[Updated May, 2013]

Q: What is a Strategic Plan and why do we need one?

A: A Strategic Plan is like a roadmap the department uses to guide any efforts we make to improve our curriculum, grow our programs, hire new faculty, and obtain resources. A Strategic Plan works to ensure that the decisions we make today benefit us in the future.

Q: What should be included in this plan?

A: Based on the mission and vision of the department, the Strategic Plan should consist of:

- 1) Both short-term (one academic year) and long-term (years) goals and how these fit within the SIUE/SOE goals
- 2) Prioritizing of goals
- 3) Development of strategies and timelines for achieving these goals
- 4) Means of assessment for each goal
- 5) Timelines for assessment, assessment summary, and assessment review by faculty

Mission Statement

The mission of the Department of Kinesiology and Health Education is to contribute to the enhancement of a healthy and active society through professional preparation of both undergraduate and graduate students in the fields related to health and physical activity. Our exceptional faculty strive for distinction in their respective fields and serve as local, regional, and national resources via their teaching, research, and service activities.

Vision

“Integrating leading-edge research, education, and practice in the preparation of physical activity and health professionals”

Long-Term Goals

Timeline

1. Recruit and professionally develop high quality and diversified faculty/staff
 - a) Mentoring program
Ongoing
 - b) Professional development
Ongoing
2. Engage students in and out of the classroom
 - a) Travel Study
Ongoing
 - b) Field experiences (internships, student teaching, service learning activities)
Ongoing
 - c) Research
Ongoing
 - d) Clubs
Ongoing

- e) Open area on 2nd floor of VC – seating, vending, décor
Ongoing
- 3. Build structure for successful development opportunities (increased resources)
 - a) Need “tracking” system for graduates
Completed
- 4. Leading edge in technology integration with respect to curriculum and research
 - a) Online/hybrid courses
Ongoing
 - b) Rethinking supervision in PETE and HED using technology
n/a
- 5. Increase curricular and research collaboration within/outside department
Ongoing
- 6. Develop new and enrich existing curricular programs (include assessment)
 - a) Master’s in Health Promotion
AY 2014
 - b) BS/Minor in Nutrition Science (dietetics)
In Progress
 - c) Certification/Accreditation for all programs (CHES, NCATE, ACSM)
AY 2014
 - d) “Selectives” in Health Ed
Completed
 - e) PhD program in KIN
On hold
 - f) Increased rigor in courses
Ongoing
 - g) Senior assignment
Completed
 - h) Required endorsement in PETE
n/a
 - i) Focus on improved writing in our students
On hold
- 7. Manage program enrollments (growth vs. quality)
 - a) Determine maximums and manageable growth rate for each program
AY 2014
 - b) Derive active recruitment plans/strategies/marketing
AY 2014
 - c) Move targeted 300- and 400-level courses to 200-level for “shoppers”
AY 2014
- 8. Provide educational/preventive/rehabilitative community outreach activities
 - a) After-school programs (obesity, disability)
On hold
 - b) Weight Management Clinic
Ongoing
 - c) Young Athletes
Deleted
 - d) Early Childhood
Ongoing
 - e) Integrating with Health Services on campus
On hold
- 9. Promote news/accomplishments within the unit in order to develop on-campus, community, national, and international reputation for excellence in teaching,

- research, and service (outreach) – PROFITS, PROMOTION, PRIDE
- a) Department Facebook page
Completed
 - b) Create promotional materials (e.g., t-shirts) for department to sell
Completed
 - c) Create speaker series (work with Ed Outreach?)
On hold
 - d) On campus half-day or full-day symposium/conference in particular area
On hold
10. Become a Top-25 KHE Department (nationally) by 2020
- a) Need to determine organizations who produce rankings (e.g., AKA)
AY 2014
 - b) Need to determine criteria upon which rankings are based
AY 2014
11. Plan for Athletics exodus - KHE usage of space
- a) “Computer” lab
In Progress
 - b) Main office
In Progress
 - c) Laboratory space
In Progress
 - d) IHS
Deleted
12. Initiate discussion regarding name of the department
- a) Review the names of similar departments at our peer institutions
Completed
 - b) Determine new name
On hold
 - b) New name approved through university process
On hold
13. Initiate discussion regarding the role of KHE in general education
On hold

APPENDIX O: PSYCH Strategic Planning Updates



Paul Rose, Ph.D.
Associate Professor and Department Chair
Department of Psychology

0118 Alumni Hall
Phone: 5390 Fax: 5087
prose@siue.edu

To: Bette Bergeron
From: Paul Rose
Date: May 28, 2013
Re: Strategic Planning Information for the Annual Report

1. For the 2012/13 academic year, what activities/initiatives in your unit match the university's goals?

- **Engaged Students and Capable Graduates.**

a. In AY13, the psychology department began surveying alumni of our undergraduate program to collect specific feedback on how well our undergraduate program prepares students for the careers and graduate study they pursue. Sample sizes are too small to draw strong conclusions at this point, but feedback has been positive so far and we expect to use the growing data set to guide future curricular decisions.

b. In September 2012, the psychology department began using Twitter to engage students, alumni and community members online. The account is used to announce events, highlight student, faculty and staff accomplishments, promote educational and career opportunities and post information about new psychological research. The account has 188 followers and 295 tweets have been posted as of this writing.

c. Each semester approximately 30-40 undergraduates collaborate with psychology professors on research through the university's Undergraduate Research and Creative Activities program.

d. Six psychology undergraduate and graduate students were admitted to doctoral programs (which they will begin this fall) in the spring of 2013.

- **Committed Faculty and Staff.**

a. In the fall of 2012, Dr. Andy Pomerantz was awarded the Paul Simon Outstanding Teacher-Scholar Award for his efforts to integrate his research with student learning.

b. In the spring of 2013, Dr. Thad Meeks won the Faculty/Staff Community Service Award from SIUE's Kimmel Leadership Center.

- **Active Community Engagement.**

a. In April 2013, psychology students, faculty and staff raised over \$1000 for the St. Clair County Head Start program S.H.A.R.E. (Social Health and Academic Readiness Enrichment).

b. Each semester the Department of Psychology's Attention and Behavior Clinic provides numerous school-based recommendations designed to facilitate academic, behavioral, and personal growth in local children so that they are better prepared to learn in challenging schools, colleges and universities.

c. In March 2013, the Psychology Club organized an Easter Party at Liberty Village Senior Center in Maryville, IL.

d. In December 2012, psychology students, faculty members and staff helped sponsor more than 50 angels for the Salvation Army's Angel Tree program (which involves the collection of gifts for needy local children).

- **Excellent Reputation.**

a. In AY13, Dr. Jeremy Jewell's research (on closed-circuit video interactions between children and their incarcerated parents and relaxation training for incarcerated youth) was featured in these two Edwardsville Intelligencer articles:

- http://www.theintelligencer.com/local_news/article_d30f0882-7471-11e2-a5f6-001a4bcf887a.html
- http://www.theintelligencer.com/commentary/article_08528324-7086-11e2-b7e5-001a4bcf887a.html

b. In the fall of 2012, Dr. Betsy Mainz and her collaborator published an opinion piece about their research in the New York Times:

- http://www.nytimes.com/2011/11/20/opinion/sunday/sorry-strivers-talent-matters.html?_r=1&

2. What specific activities/initiatives are related to diversity (which was our SOE area of focus this year)?

a. Project S.H.A.R.E. (Social Health and Academic Readiness Enrichment) is designed to promote 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 psychology students (several of whom are also members of underrepresented groups) under the supervision of Dr. Steve Hupp.

b. In the fall of 2012 and spring of 2013 the Department of Psychology carefully followed the School of Education's faculty search procedures (which are designed to enhance diversity and ensure compliance with all applicable laws). The search resulted in our hiring a citizen of South Korea and a citizen of Japan. We believe that having a diverse faculty helps students from underrepresented groups feel more welcome in our department.

c. The Department of Psychology is currently collaborating with the Department of Anthropology and other units to bring a diversity trainer to SIUE for a one-day workshop. The workshop is planned for the fall of 2013.

3. Strategic plan statements.

a. Department of Psychology Mission Statement

The mission of the Department of Psychology at Southern Illinois University Edwardsville is to provide excellent and rigorous training in the science and practice of psychology at both the undergraduate and graduate level. We emphasize both research-based and applied experiences in our curricula, often through individual, faculty-guided projects and opportunities. We develop educated individuals who are competitive in both top quality graduate programs and the job market.

The creation and dissemination of knowledge and emphasis on critical thinking underlie our teaching and research philosophy. We integrate teaching, research, and practice by involving graduate and undergraduate students in classroom activities, research projects, and field-based experiences. High-quality learning is also reinforced by the integration of technology into the curriculum.

This mission is accomplished through the commitment of an accessible and enthusiastic faculty and staff who are dedicated to high quality teaching, research, and service to the university and community. Faculty challenge themselves as well as their students to increase their knowledge of psychology, be critical evaluators of information, model ethical behavior, value diversity, and make a positive difference in their field.

b. Department of Psychology Vision Statement

The Department of Psychology at Southern Illinois University Edwardsville seeks to provide an exceptional scholarly and intellectual environment to serve our students, the region, and the professional community of psychology. We will maintain and strengthen our national reputation as we promote new directions, partnerships, and programs that will enhance the professional and academic skills of our students and faculty.

c. Undergraduate Learning Objectives

- GOAL 1: Knowledge Base of Psychology
 - Students should be familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, as reflected in our required psychology curriculum.
- GOAL 2: Methodological and Statistical Skills
 - Students should understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- GOAL 3: Critical Thinking Skills in Psychology
 - Students should respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.
- GOAL 4: Application of Psychology
 - Students should understand and apply psychological principles to personal, social, and organizational issues.
- GOAL 5: Information and Technology Skills Specific to Psychology
 - Students should demonstrate information competence and the ability to use computers and other technology for uses specific to psychology.

- GOAL 6: Communication Skills Specific to Psychology
 - Students should communicate effectively in both written and oral communication.
- GOAL 7: Psychology-Related Career Planning and Development

d. Clinical-Adult Psychology Graduate Program Learning Objectives

Students should be able to:

1. Write a literature review integrating relevant research literature.
2. Use the research literature to develop hypotheses.
3. Design and conduct a study to test the stated hypotheses.
4. Effectively present research information orally.
5. Communicate effectively orally with practitioners.
6. Effectively respond to questions.
7. Effectively communicate psychological research in writing.
8. Communicate effectively in writing with practitioners.
9. Analyze statistical data.
10. Thoroughly critique and discuss research.
11. Demonstrate best practices, values and ethical behavior.

e. Clinical-Child and School Psychology Graduate Program Learning Objectives

Students should be able to meet the learning benchmarks established by the National Association for School Psychologists (the accrediting body for SIUE's School Psychology Specialist Degree). These benchmarks include competency in the following areas:

1. Data-based decision-making and accountability.
2. Consultation and collaboration.
3. Learning and instruction.
4. Socialization and development of life skills.
5. Student diversity in development and learning.
6. School systems organization, policy, development and climate.
7. Prevention, crisis, intervention and mental health.
8. Home/school/community collaborations.
9. Research and program evaluation.
10. School psychology practice and development.
11. Technology standards.

f. Industrial-Organizational Psychology Graduate Program Learning Objectives

Students should be able to:

1. Write a literature review integrating relevant research literature.
2. Use the research literature to develop hypotheses.
3. Design and conduct a study to test the stated hypotheses.
4. Effectively present research information orally.
5. Communicate effectively orally with practitioners.
6. Effectively respond to questions.
7. Effectively communicate psychological research in writing.

8. Communicate effectively in writing with practitioners.
9. Analyze statistical data.
10. Thoroughly critique and discuss research.
11. Demonstrate best practices, values and ethical behavior.
12. Solve problems and interpret technical issues using psychological knowledge.



Department of Special Education and Communication Disorders

Strategic Plan 2011-2016 (Revised for the 2012-13 Academic Year)

The Department of Special Education and Communication Disorders at Southern Illinois University Edwardsville is housed in the School of Education. Five departments comprise the School of Education: Curriculum and Instruction, Educational Leadership, Kinesiology and Health Education, Psychology, and Special Education and Communication Disorders. The Department of Special Education and Communication Disorders supports two distinct programs, one in Special Education and the second in Speech-Language Pathology.

The strategic plan of the Department of Special Education and Communication Disorders is guided by the mission, values, and goals of Southern Illinois University Edwardsville (<http://www.siu.edu/about/mission.shtml>), the School of Education (<http://www.siu.edu/education/about/mission.shtml>) and the Department.

SECD Vision Statement

The Department of Special Education and Communication Disorders will be a significant source of expert educators and practitioners, innovative leaders, and lifelong scholars serving individuals with disabilities.

Mission Statement for the Department of Special Education and Communication Disorders

The mission of the Department of Special Education and Communication Disorders is to prepare undergraduate and graduate students to assume professional roles in special education and speech-language pathology, contribute to research in each respective discipline, and provide opportunities for continuing education and ongoing services to the surrounding community. The department fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards. The intent of the mission is multi-faceted:

- To positively impact services for persons with disabilities within educational systems, healthcare facilities, and the community;
- To foster respect and support for diversity;
- To advocate for the rights of individuals; and
- To ensure students enter the field as competent professionals.

SECD Goals	Strategies	Resources Needed	Expected Outcome Measure(s)
Goal #1 Community and Educational Outreach <ul style="list-style-type: none"> • Increase visibility of Speech-Language-Hearing Center • Increase visibility of department and program activities 	<ul style="list-style-type: none"> • Develop a clinic website • Improve department and program websites • Continue community workshops and professional development activities 	<ul style="list-style-type: none"> • Financial support • Website development committee 	<ul style="list-style-type: none"> • Completed clinic website • Annual Hoge Lecture Series • Outreach workshops & conferences for students, parents & professionals
Goal #2 Academic Quality <ul style="list-style-type: none"> • Continue to meet professional accreditation standards • Prepare students who will contribute to the workforce • Provide quality student advising & mentoring 	<ul style="list-style-type: none"> • Maintain quality programs • Provide students with info and updates on standards, licensure, and certification • Offer career planning activities • Further develop roles & responsibilities of Advisory Council • Formalize advising procedures within programs • Increase communication with OCECA advisors 	<ul style="list-style-type: none"> • Guest speakers • Survey to track student employment 	<ul style="list-style-type: none"> • Meet requirements and recommendations of program reviews • State and national examination results • Analyze and monitor employment survey results • Ongoing involvement with Advisory Council • Develop survey and administer survey about advising • Develop standard advising form for each program

SECD Goals	Strategies	Resources Needed	Expected Outcome Measure(s)
Goal #3 Enhance and Support Diversity <ul style="list-style-type: none"> Recruit and retain minority & international students Recruit and retain male students Recruit and retain minority & international faculty Establish accent modification services (AMP) 	<ul style="list-style-type: none"> Expand role & responsibilities of Diversity Recruitment Committee to include internationalization Meet with university representative about recruitment strategies Develop AMS in Speech Language and Hearing Clinic 	<ul style="list-style-type: none"> Support from Director of Development Funds for recruiting materials Funds for clinic materials 	<ul style="list-style-type: none"> A program for individuals needing AMP Increase enrollment of minority and international students Increase number of minority and international faculty in dept. Increase male enrollment
Goal #4 Scholarship <ul style="list-style-type: none"> Increase student research at undergraduate and graduate level Support the scholarly activity of faculty 	<ul style="list-style-type: none"> Review graduate thesis option in SPPA Inform students of research opportunities Promote interdisciplinary collaboration Facilitate research opportunities for new faculty 	<ul style="list-style-type: none"> SOE support for dissemination of research SECD support for dissemination of research 	<ul style="list-style-type: none"> Increase faculty mentors and students involved in URCA Increase student presentations/publications/research Increase STEM collaboration Schedule brown bag conversations with SOE or university faculty to encourage collaboration
SECD Goals	Strategies	Resources Needed	Expected Outcome Measure(s)
Goal #5 Enrollment <ul style="list-style-type: none"> Increase SPE enrollment Manage SPPA enrollment 	<ul style="list-style-type: none"> Improve enrollment management (credit for service courses & expansion options for SPPA) Provide earlier 	<ul style="list-style-type: none"> Funding Marketing materials Collaboration with C&I SOE support Collaboration with 	<ul style="list-style-type: none"> Direct admission of freshman students into SPE and SPPA programs Increase interdisciplinary programs/courses (e.g., dual certification, interdisciplinary

<ul style="list-style-type: none"> Recruit and retain high quality students 	<p>opportunities for students to take SPE and SPPA courses</p> <ul style="list-style-type: none"> Use marketing strategies Develop dual certification program (SPE & Elementary) Expansion of EC special education Develop freshman seminar in SPPA Consider direct admission to programs 	<p>university enrollment office</p> <ul style="list-style-type: none"> Larger classrooms for SPPA to accommodate increased enrollment 	<p>study courses, EC approval, etc.)</p> <ul style="list-style-type: none"> Develop freshman seminar courses Reach capacity in both programs
<p>Goal #6 Technology</p> <ul style="list-style-type: none"> Faculty development Equipment Integration into classes 	<ul style="list-style-type: none"> Increase instructional use of technology in classes Update technology in dept. Explore distance & online learning options Explore the use of e-books 	<ul style="list-style-type: none"> Funds for new equipment Funds to purchase applications for assistive technology devices 	<ul style="list-style-type: none"> Additional technology for faculty checkout Additional technology for clinic & classrooms Dept. workshops on technology Development of online/hybrid courses

APPENDIX Q: C&I Teacher Candidate Vision

Department of Curriculum and Instruction's Vision of Initial Teacher Candidates





P.R.I.M.E

Promoting, Recruiting ,Increasing, Minority, Educators

WHAT IS PRIME:

PRIME is one of SIUE's student organizations dedicated to

- Increasing the number of minority students within the SOE
- Providing and promoting diversity education for teacher educators and those interested in health and human services.
- Serving as tutors, advocates, and mentors to high school and college students, with the goal of enhancing the SOE's diversity and social justice initiatives.
- Hosting workshops and other educational opportunities for those within the broader southwest Illinois metropolitan area.

PRIME PERKS:

- Excellent Experience;
- Scholarship Information and Guidance;
- Solid Support System
- Educational Activities
- Motivational Speakers
- Learning Opportunities



APPLYING FOR MEMBERSHIP:

If you would like to become a member, email siueprime@gmail.com with:

- Contact information, major and year, estimated GPA and estimated date of graduation
- Level of interest in leadership roles
- Availability to attend the **first meeting on Feb 5 at 5 pm.**

P.R.I.M.E

Promoting, Recruiting ,*Increasing*, Minority, Educators

SOE Goals 2021 Action Steps

- *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.

All photos were provided by SIUE's Photographic Services with the exception of the following:

- "KHE Emeritus" (pg. 1), "Cougar & Friend" (pg. 1), & "International Recognition" (pg. 65), courtesy of Bette Bergeron
- "Gansu Province Dept. of Education" (pg. 1), courtesy of Gretchen Fricke
- "Graduate Poster Presentation" (pg. 31), "Psychology" (pg. 91), courtesy of Eva Ferguson

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