

# Title II

## Higher Education Act

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Southern Illinois University Edwardsville  
 Traditional Program  
 2008-09

Print Report Card

Program Information

**Name of Institution:** Southern Illinois University Edwardsville

**Institution/Program Type:** Traditional

**Academic Year:** 2008-09

**State:** Illinois

**Address:** Box 1049

Edwardsville, IL, 62026

**Contact Name:** Ms. Gretchen Fricke

**Phone:** 618-650-3580

**Email:** gfricke@siue.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

#### Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes

Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: )	No	No

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://www.siue.edu/education/advisement/index.shtml>

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

Junior year

**Does your initial teacher certification program conditionally admit students?** No

**Please provide any additional about or exceptions to the admissions information provided above:**

## Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2008-09:	1672
Unduplicated number of males enrolled in 2008-09:	394
Unduplicated number of females enrolled in 2008-09:	1278

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	30
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	16
Black or African American:	117
Native Hawaiian or Other Pacific Islander:	0
White:	1445
Two or more races:	0

## Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	450
Number of full-time equivalent faculty in supervised clinical experience during this academic year	60
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	345

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

Current database does not allow for easy extraction of IHE and PreK-12 Staff for this reporting year.

## Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	353	326	341
Early Childhood	22	25	29
Elementary Education	107	115	115
Health Education 6-12	9	8	5
Masters of Arts in Teaching	17	8	4
Mathematics 6-12	9	14	13
Music K-12	3	4	6
Physical Education K-12	26	33	31
Science: Biology 6-12	6	9	11
Science: Chemistry 6-12	3	1	1
Science: Earth & Space 6-12	1	0	0
Social Science: Geography 6-12	2	1	4
Social Science: History 6-12	30	25	22
Social Science: Political Science 6-12	7	1	2
Foreign Language: Spanish K-12	12	2	1
Special Education K-12	48	42	54
Theater 6-12	2	2	0
Visual Arts K-12	17	13	15
Foreign Languages: French K-12	0	1	0
Foreign Languages: German K-12	0	1	0
Science: Physics 6-12	2	1	0
English 6-12	30	20	28

## Section I.e Program Completers

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

2008-09: 347

2007-08: 316

2006-07: 338

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: Increased access</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Consideration of off campus sites designed for non-traditional students wishing to teach Mathematics.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Increased access</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Consideration of off campus sites designed for non-traditional students wishing to teach Science.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	Academic year: 2009-10

	<p><b>Goal:</b> enrollment</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Maintain current enrollment in the GYO Program.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
<p>Other</p>	<p><b>Academic year:</b></p> <p><b>Goal:</b></p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

Provide any additional comments, exceptions and explanations below:

**Section II. Assurances**

Please indicate whether your institution is in compliance with the following assurances.

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

All of our candidates are placed in a variety of settings to provide the greatest depth of experiences possible. Field placements vary by program but consist of experiences in urban and rural schools.

**Section III. Assessment Rates**

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
101 -APT: Birth to Grade 3 Evaluation Systems group of Pearson All program completers, 2008-09	21		21	100		
101 -APT: Birth to Grade 3 Evaluation Systems group of Pearson All program completers, 2007-08	25		25	100		
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2008-09	104		103	99		
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2007-08	80		80	100		
104 -APT: Grades K-12 Evaluation Systems group of Pearson	107		104	97		

All program completers, 2008-09					
104 -APT: Grades K-12 Evaluation Systems group of Pearson All program completers, 2007-08	93		92	99	
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2008-09	107		105	98	
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2007-08	116		114	98	
96 -Basic Skills Evaluation Systems group of Pearson All program completers, 2008-09	334		334	100	
96 -Basic Skills Evaluation Systems group of Pearson All program completers, 2007-08	309		309	100	
141 -Drama/Theater Arts Evaluation Systems group of Pearson All program completers, 2008-09	2				
141 -Drama/Theater Arts Evaluation Systems group of Pearson All program completers, 2007-08	2				
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2008-09	23		23	100	
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2007-08	25		25	100	
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2008-09	107		107	100	
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2007-08	116		116	100	
111 -English Language Art Evaluation Systems group of Pearson All program completers, 2008-09	30		30	100	
111 -English Language Art Evaluation Systems group of Pearson All program completers, 2007-08	20		20	100	



127 -Foreign Language: French Evaluation Systems group of Pearson All program completers, 2008-09	1				
127 -Foreign Language: French Evaluation Systems group of Pearson All program completers, 2007-08	1				
128 -Foreign Language: German Evaluation Systems group of Pearson All program completers, 2008-09	1				
135 -Foreign Language: Spanish Evaluation Systems group of Pearson All program completers, 2008-09	11		11	100	
135 -Foreign Language: Spanish Evaluation Systems group of Pearson All program completers, 2007-08	3				
142 -Health Education Evaluation Systems group of Pearson All program completers, 2008-09	9				
142 -Health Education Evaluation Systems group of Pearson All program completers, 2007-08	8				
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2008-09	48		48	100	
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2007-08	42		42	100	
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	13		13	100	
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	10		10	100	
143 -Music Evaluation Systems group of Pearson All program completers, 2008-09	3				
143 -Music Evaluation Systems group of Pearson All program completers, 2007-08	3				
144 -Physical Education Evaluation Systems group of Pearson	27		26	96	

All program completers, 2008-09						
144 -Physical Education Evaluation Systems group of Pearson All program completers, 2007-08	33		33	100		
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2008-09	6					
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2007-08	9					
106 -Science: Chemistry Evaluation Systems group of Pearson All program completers, 2008-09	3					
106 -Science: Chemistry Evaluation Systems group of Pearson All program completers, 2007-08	1					
108 -Science: Earth and Space Science Evaluation Systems group of Pearson All program completers, 2008-09	1					
116 -Science: Physics Evaluation Systems group of Pearson All program completers, 2008-09	2					
116 -Science: Physics Evaluation Systems group of Pearson All program completers, 2007-08	2					
113 -Social Science: Geography Evaluation Systems group of Pearson All program completers, 2008-09	2					
113 -Social Science: Geography Evaluation Systems group of Pearson All program completers, 2007-08	2					
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2008-09	34		34	100		
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2007-08	26		26	100		
117 -Social Science: Political Science Evaluation Systems group of Pearson All program completers, 2008-09	7					

117 -Social Science: Political Science Evaluation Systems group of Pearson All program completers, 2007-08	1				
163 -Special Education General Curriculum Evaluation Systems group of Pearson All program completers, 2008-09	48		48	100	
163 -Special Education General Curriculum Evaluation Systems group of Pearson All program completers, 2007-08	42		42	100	
145 -Visual Arts Evaluation Systems group of Pearson All program completers, 2008-09	15		15	100	
145 -Visual Arts Evaluation Systems group of Pearson All program completers, 2007-08	12		12	100	

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	345	338	98	
All program completers, 2007-08	316	313	99	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

## Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Updated instructional technologies are made available in all School of Education classrooms, including a lab specific to instructional resources for students with special needs, where faculty and preservice teachers have the opportunity to use these tools in planning for and delivering instruction. Preservice teachers also have the opportunity to apply their knowledge in P-12 classrooms as they implement their own lessons with students.

## Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All students take Exceptional Children and Foundations of Education in a Multicultural Society courses which address the above issues. Additionally, all programs have specific methods courses which address the needs of students with disabilities, individualized education program teams and students who are limited English proficient.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Students in the Special Education program take Foundations of Education in a Multicultural Society courses which address the above issues. Additionally, the program has specific methods courses which address the needs of students with disabilities, individualized education program teams and students who are limited English proficient.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Section 1.e Program Completers - numbers are based on academic year.

Supporting Files

Southern Illinois University Edwardsville

Traditional Program

2008-09

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