

Title II

Higher Education Act

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Southern Illinois University Edwardsville
 Traditional Program
 2009-10

Print Report Card

Program Information

Name of Institution: Southern Illinois University Edwardsville
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Illinois

Address: Box 1049

Edwardsville, IL, 62026

Contact Name: Ms. Gretchen Fricke

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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 2009-10:	1012
Unduplicated number of males enrolled in 2009-10:	311
Unduplicated number of females enrolled in 2009-10:	701

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	24
<i>Race</i>	

American Indian or Alaska Native:	1
Asian:	11
Black or African American:	53
Native Hawaiian or Other Pacific Islander:	4
White:	839
Two or more races:	19

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	220
Average number of clock hours required for student teaching	600
Number of full-time equivalent faculty in supervised clinical experience during this academic year	48
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	701

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Early Childhood	27
Elementary	113
English Language Arts	25
Health Education	9
Mathematics	10
Music	7
Physical Education	31
Science: Biology	14
Science: Chemistry	6
Science: Earth/Space	1
Science: Physics	1
Social Science: Geography	3
Social Science: History	29
Social Science: Political Science	2
Spanish	8
Spanish	8
Special Education	43

Theater	4
Visual Arts	8
TOTAL	357

Subject area	Number prepared
Art	10
Drama/Theater	4
English Language Arts	114
French	5
General Geography	1
General Science	48
German	1
Health Education	16
Math	50
Music	6
Physical Education	2
Physical Science	8
Safety and Driver Education	8
Science: Biology	29
Science: Chemistry	7
Science: Earth and Space Science	1
Science: Physics	1
Social Science	120
Social Science: Geography	3
Social Science: History	32
Social Science: Political Science	2
Spanish	9
Speech	13
TOTAL	520

Section I.e Program Completers

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

2009-10: 357

2008-09: 347

2007-08: 316

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? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Offered a program specifically focused on the content areas of Math and Science in SIUE's existing Masters of Arts in Teaching program. This program is suited for non-traditional students who have already earned a bachelor's degree but wish to pursue a career in teaching.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We reorganized the curriculum of the STEM cohort to include a foundation of science and math goals, methods, knowledge and skills; remainder of curriculum integrates into foundation to provide coherence and connectivity to what is expected in the schools and what will help 6-12 students become successful; science education faculty are members of the team and this year we have added a mathematics education faculty member.</p>
Science	<p>Academic year: 2009-10</p> <p>Goal: Increased access</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Offered a program specifically focused on the content areas of Math and Science in SIUE's existing Masters of Arts in Teaching program. This program is suited for non-traditional students who have already earned a bachelor's degree but wish to pursue a career in teaching.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>We reorganized the curriculum of the STEM cohort to include a foundation of science and math goals, methods, knowledge and skills; remainder of curriculum integrates into foundation to provide coherence and connectivity to what is expected in the schools and what will help 6-12 students become successful; science education faculty are members of the team and this year we have added a mathematics education faculty member.</p>
Special education	<p>Academic year: 2009-10</p>

	<p>Goal: enrollment</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>The first cohort of the Grow Your Own students completed student teaching this semester and will graduate in May. SIUE worked with a local school district (East St. Louis) and a partner community college (Southwestern Illinois Community College) to help these non-traditional students return to school and complete their education. They have been promised jobs within the East St. Louis school district upon graduation.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Working with 3 partners in helping students not familiar with the college setting can prove confusing and cumbersome for all involved. More communication would be recommended in the future.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: none</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>No goals were set for the 09-10 year.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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 tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson Other enrolled students	3				95	265
101 -APT: BIRTH TO GRADE 3 Evaluation Systems group of Pearson All program completers, 2009-10	27	271	27	100	100	268
101 -APT: Birth to Grade 3 Evaluation Systems group of Pearson All program completers, 2008-09	22	267	22	100	100	267
101 -APT: Birth to Grade 3 Evaluation Systems group of Pearson All program completers, 2007-08	25	272	25	100	100	267
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				97	266
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson Other enrolled students	14	263	13	93	96	265
103 -APT: GRADES 6-12 Evaluation Systems group of Pearson All program completers, 2009-10	115	265	115	100	100	267

103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2008-09	105	263	105	100	100	267
103 -APT: Grades 6-12 Evaluation Systems group of Pearson All program completers, 2007-08	81	264	81	100	100	267
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				95	261
104 -APT: GRADES K-12 Evaluation Systems group of Pearson Other enrolled students	17	260	17	100	94	261
104 -APT: GRADES K-12 Evaluation Systems group of Pearson All program completers, 2009-10	98	261	94	96	99	264
104 -APT: Grades K-12 Evaluation Systems group of Pearson All program completers, 2008-09	109	261	107	98	100	264
104 -APT: Grades K-12 Evaluation Systems group of Pearson All program completers, 2007-08	95	259	95	100	100	264
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				97	264
102 -APT: GRADES K-9 Evaluation Systems group of Pearson Other enrolled students	9				95	264
102 -APT: GRADES K-9 Evaluation Systems group of Pearson All program completers, 2009-10	109	266	109	100	100	267
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2008-09	107	266	107	100	100	266
102 -APT: Grades K-9 Evaluation Systems group of Pearson All program completers, 2007-08	115	265	115	100	100	267
096 -BASIC SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				99	264
096 -BASIC SKILLS Evaluation Systems group of Pearson Other enrolled students	381	263	381	100	98	265
096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2009-10	344	265	344	100	100	265

096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2008-09	335	264	335	100	100	265
096 -BASIC SKILLS Evaluation Systems group of Pearson All program completers, 2007-08	310	262	309	100	100	264
141 -DRAMA/THEATER ARTS Evaluation Systems group of Pearson All program completers, 2009-10	4				100	267
141 -DRAMA/THEATER ARTS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	270
141 -DRAMA/THEATER ARTS Evaluation Systems group of Pearson All program completers, 2007-08	2				100	268
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				97	258
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	46	252	40	87	88	254
107 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	27	259	27	100	100	257
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2008-09	23	256	23	100	100	258
107 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2007-08	25	259	25	100	100	258
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				98	263
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson Other enrolled students	100	264	97	97	94	262
110 -ELEMENTARY/MIDDLE GRADES Evaluation Systems group of Pearson All program completers, 2009-10	112	265	112	100	100	265
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2008-09	107	266	107	100	100	264
110 -Elementary/Middle Grades Evaluation Systems group of Pearson All program completers, 2007-08	116	266	116	100	100	264

111 -ENGLISH LANGUAGE ART Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				99	266
111 -ENGLISH LANGUAGE ART Evaluation Systems group of Pearson Other enrolled students	8				95	265
111 -ENGLISH LANGUAGE ART Evaluation Systems group of Pearson All program completers, 2009-10	30	268	30	100	100	267
111 -English Language Art Evaluation Systems group of Pearson All program completers, 2008-09	30	264	30	100	100	268
111 -ENGLISH LANGUAGE ART Evaluation Systems group of Pearson All program completers, 2007-08	20	268	20	100	100	267
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	1				100	264
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2008-09	1				100	267
127 -FOREIGN LANGUAGE: FRENCH Evaluation Systems group of Pearson All program completers, 2007-08	1				100	272
128 -FOREIGN LANGUAGE: GERMAN Evaluation Systems group of Pearson All program completers, 2008-09	1				100	270
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson Other enrolled students	3				91	263
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	8				99	264
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	11	259	11	100	100	265
135 -FOREIGN LANGUAGE: SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	3				100	267
142 -HEALTH EDUCATION Evaluation Systems group of Pearson Other enrolled students	4				93	259
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	9				100	267

142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	9				100	263
142 -HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	8				100	260
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	267
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson Other enrolled students	40	266	39	98	97	266
155 -LEARNING BEHAVIOR SPECIALIST I Evaluation Systems group of Pearson All program completers, 2009-10	43	269	43	100	100	269
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2008-09	48	267	48	100	100	268
155 -Learning Behavior Specialist I Evaluation Systems group of Pearson All program completers, 2007-08	42	267	42	100	100	268
115 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				98	266
115 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5				92	261
115 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	11	274	11	100	100	267
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	13	268	13	100	100	265
115 -Mathematics Evaluation Systems group of Pearson All program completers, 2007-08	10	259	10	100	100	265
143 -MUSIC Evaluation Systems group of Pearson Other enrolled students	5				98	269
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	6				100	270
143 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	3				100	270

143 -MUSIC Evaluation Systems group of Pearson All program completers, 2007-08	3				100	269
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				99	256
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	21	242	13	62	84	251
144 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	31	251	31	100	100	255
144 -Physical Education Evaluation Systems group of Pearson All program completers, 2008-09	27	253	27	100	100	255
144 -Physical Education Evaluation Systems group of Pearson All program completers, 2007-08	33	250	33	100	100	254
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				93	253
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson Other enrolled students	7				95	259
105 -SCIENCE: BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	20	257	20	100	100	261
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2008-09	6				100	261
105 -Science: Biology Evaluation Systems group of Pearson All program completers, 2007-08	9				100	262
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	4				87	256
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	6				96	261
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2008-09	3				100	259
106 -SCIENCE: CHEMISTRY Evaluation Systems group of Pearson All program completers, 2007-08	1				100	256

108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	2					
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	1				100	252
108 -SCIENCE: EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	1				100	258
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2009-10	1				100	264
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2008-09	2				100	266
116 -SCIENCE: PHYSICS Evaluation Systems group of Pearson All program completers, 2007-08	2				100	268
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson Other enrolled students	1					
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2009-10	3				100	260
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2008-09	2				100	263
113 -SOCIAL SCIENCE: GEOGRAPHY Evaluation Systems group of Pearson All program completers, 2007-08	2				100	255
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson Other enrolled students	18	263	17	94	95	261
114 -SOCIAL SCIENCE: HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	32	260	32	100	100	262
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2008-09	34	264	34	100	100	261
114 -Social Science: History Evaluation Systems group of Pearson All program completers, 2007-08	26	260	26	100	100	260
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	4				100	263

117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	2				100	261
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	7				100	261
117 -SOCIAL SCIENCE: POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2007-08	1				100	265
163 -SPECIAL EDUCATION GENERAL CURRICULUM Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				94	255
163 -SPECIAL EDUCATION GENERAL CURRICULUM Evaluation Systems group of Pearson Other enrolled students	17	254	16	94	92	255
163 -SPECIAL EDUCATION GENERAL CURRICULUM Evaluation Systems group of Pearson All program completers, 2009-10	43	260	43	100	99	257
163 -Special Education General Curriculum Evaluation Systems group of Pearson All program completers, 2008-09	48	257	48	100	99	257
163 -Special Education General Curriculum Evaluation Systems group of Pearson All program completers, 2007-08	42	258	42	100	100	258
145 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	10	263	9	90	95	263
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2009-10	8				100	267
145 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2008-09	15	265	15	100	100	264
145 -Visual Arts Evaluation Systems group of Pearson All program completers, 2007-08	12	267	12	100	100	264

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	355	351	99	99
All program completers, 2008-09	345	343	99	100
All program completers, 2007-08	316	315	100	100

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.

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. ELL faculty were consulted to develop ELL modules for use in these courses.

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 I.e Program Completers - numbers are based on academic year.

Supporting Files

Southern Illinois University Edwardsville
Traditional Program
2009-10

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