Higher Education Reauthorization Report – College of Education

Each institution must provide a report annually to the state and to the general public. The states submit to the Department of Education, and make available to the public, an annual report containing institutional and state-level information. The Department makes the state reports available to the public.

The institutional reports include:

- **Goals*** - information about whether goals have been met, activities implemented to achieve goals, and steps taken to improve performance in meeting goals;
- **Assurances**** - description of activities the institution has implemented to meet assurances;

Teacher shortage area in 2015-16	Goal	Goal met? (Y/N)	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics	3	N	• We recruited from the non-education majors and discussed the benefits of being a teacher. Steps were taken to make the Discover Days more applicable to math majors	• Work with math faculty to identify potential math education students. Work with admission to explain the math education program so they are better informed when working with potential students. We will continue hosting the Education Expos which are geared towards perspective education majors. We had a great turnout with positive feedback.
Science (Biology Ed)	3	N	• We recruited from the non-education majors and discussed the benefits of being a teacher. Steps were taken to make the Discover Days more applicable to biology majors	• Work with biology faculty to identify potential biology education students. Work with admission to explain the biology education program so they are better informed when working with potential students. We will continue hosting the Education Expos which are geared towards perspective education majors. We had a great turnout with positive feedback.

Special education	15	Y	• Changed the format of our Discover DSU Days by separating our disciplines and had elementary education with special education.	- We will continue hosting Education Expos, which are geared towards perspective education majors. We had a great turnout with positive feedback. Work with distance education to market the online ELED/SPED program.

- Pass rates and scaled scores for the most recent year for which information is available on assessments used by the state for teacher certification or licensure that have been taken by students who are enrolled in the teacher preparation program and students who have completed the program during the prior 2 years***; program information – admission criteria; enrollment disaggregated by race, ethnicity, and gender; average number of hours of supervised clinical experience; number of full-time-equivalent faculty and students in the supervised clinical experience; total number of students who have been certified or licensed as teachers, disaggregated by subject and area of certification or licensure;

Assessment Pass Rates

Assessment name Assessment code Assessment cut score	Number taking test	Average scaled score	Number passing test	Pass rate (%)	Statewide average pass rate (%)	Statewide average scaled score
• 0101-BUSINESS EDUCATION • All program completers: 2015-16	1	162	1	100%		
• 0354-SE CORE KNOWEDGE & APPLICATIONS • All program completers: 2015-16	14	168	14	100%	100%	**171**
• 0018-ELEMENTARY ED CONTENT KNOWLEDGE • All program completers: 2015-16	7	161	7	100%	95%	**169**
• 0014-ELEMENTARY ED CONTENT KNOWLEDGE • All program completers: 2015-16	12	161	12	100%	100%	**165**
• 0041-ENGLISH LANG LIT COMP CONTENT • All program completers: 2015-16	2	178	2	100%	100%	**181**
• 0061-MATHEMATICS: CONTENT KNOWLEDGE • All program completers: 2015-16	3	164	3	100%	100%	**168**
• 0091-PHYSICAL ED: CCONTENT KNOWLEDGE • All program completers: 2015-16	3	161	3	100%	100%	**156**
• 0235-BIOLOGY CONTENT KNOWLEDGE • All program completers: 2015-16	1	164	1	100%	100%	**165**
• 0624-PRINCIPLES LEARNING AND TEACHING: 7-12 • All program completers: 2015-16	11	173	10	91%	99%	**175**
• 0622-PRINCIPLES LEARNING AND TEACHING: K-6 • All program completers: 2015-16	36	174	36	100%	99%	**176**

Program Information

Admission to teacher education criteria:

o Minimum grade of "C" for three required general education courses including MATH 102 College Algebra, ENGL 101 Composition I, and SPCM 101 Fundamentals of Speech (a C is considered a 2.0 on a 4.0 scale)
o Minimum grade of "C" for three pre-professional courses including EDFN 338 Foundations of American Education, EPSY 302 Educational Psychology, and SPED 100 Introduction to Persons with Exceptionalities
o Minimum cumulative grade point average of 2.6 on 4.0 scale
o Passing scores on Praxis I, Pre-Professional Skills Test or Praxis CORE
o Passing score on Candidate Interview
o Completion of 30 hours of community service
o Papers from EPSY 302 Educational Psychology on theory/theorists, SPED 100 Introduction to Persons with Exceptionalities on IDEA and EDFN 338 Foundations of American Education on "Why I Want to be a Teacher"
o *Dispositions Survey* completed by SPED 100 faculty and candidate

- **Enrollment disaggregated by race, ethnicity, and gender:**

Total number of students enrolled in 2015-16	120
Unduplicated number of males enrolled in 2015-16	22
Unduplicated number of females enrolled in 2015-16	98
2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	110
Two or more races	0

- **Average number of hours of supervised clinical experience; number of full-time-equivalent faculty and students in the supervised clinical experience:**

Average number of clock hours required prior to student teaching	196
Average number of clock hours required for student teaching	480
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	10
Number of students in supervised clinical experience during this academic year	126

- **Total number of students who have been certified or licensed as teachers, disaggregated by subject and area of certification or licensure:**

Teaching subject/area	Number certified/licensed 2015-16	Number certified/licensed 2014-15	Number certified/licensed 2013-14

Teaching subject/area	Number certified/licensed 2015-16	Number certified/licensed 2014-15	Number certified/licensed 2013-14
Biology Education	1	0	2
Business Education	1	1	3
Computer Education	0	1	0
Elementary Education	37	19	28
English Education	2	2	2
Math Education	3	5	2
Physical Education	3	3	4
Special Education	13	10	14
TOTAL (all areas/subjects)	60	41	55

- **Statement of approval or accreditation of program (if required by the state):** Spring 2016, DSU was approved by the Council of Accreditation for Education Programs (CAEP). The South Dakota Department of Education approved all programs in the spring of 2015.

- **Whether the state has designated the program as low-performing:** Dakota State has not been designated as low-performing

- **Description of activities that prepare teachers to teach effectively students with disabilities and students who have limited English proficiency:**

SPED 100 Introduction to Exceptionalities is a course required of all education majors. The course is a survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education. A twelve hour observation of a special education classroom is required. The course is delivered through lecture, small group presentations, videos, on-line components, guest speakers and role playing. During the course students are given several scenarios to role play and decide the next step in working with a student including participating in mock Individual Education Programs (IEP's). The students write essays over the six major principles of IDEA. IEP's are examined; the process of writing and the role of teachers are discussed and role played.

SPED 441 is a course required for elementary education majors. This course focuses on the needs of all learners with disabilities, without disabilities, culturally and linguistically diverse, socio-economic factors, at-risk, and gifted and talented are highlighted within the context of the inclusive classroom. This course addresses instructional strategies for a variety of learners. It reviews the laws of special education and students write mock IEP's along with role playing different perspectives at IEP meetings. Methods of working with a multitude of students are shared in this course. Students are required to write lessons that are accommodating to all students using a differentiated instruction format. They have studied the usefulness of graphic organizers and visual diagrams, gestures, and posters in their teaching so students can learn more efficiently. Teacher self-reflection is stressed and practiced during the course with an emphasis that teachers must know themselves well so they can consciously function in a safe learning environment for all students.

ELED 462 Teaching English: New Language. This course is designed to introduce and prepare students to teach new English Language learners in diverse classrooms. This course focuses on curriculum, instruction and assessment methods for teaching English as a new language to multicultural students in rural and urban settings.

For more information:
http://www.ed.gov/about/reports/annual/teachprep/index.html
https://title2.ed.gov/ContactsHelp.asp