

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 2024-2025	Goal	Goal met? (Y/N)	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics	2	N	• We will continue to actively recruit prospective teacher candidates through Dakota State University's Educators Rising chapter by expanding outreach, engagement, and programming efforts. Collaboration with local Educators Rising chapters will remain a priority, allowing us to build and sustain a strong pipeline of future educators through coordinated activities, mentorship opportunities, and early exposure to the teaching profession. Additionally, DSU will continue to host the annual Educators Rising Expo each fall, providing high school students with hands-on experiences, networking opportunities, and insight into educator preparation pathways. These efforts are designed to strengthen recruitment, increase program visibility, and support the development of future educators across the region

Teacher shortage area in 2024-2025	Goal	Goal met? (Y/N)	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Science (Biology Ed)	2	N	We have been actively recruiting prospective teacher candidates through Dakota State University's Educators Rising chapter by expanding outreach, engagement, and programming efforts. Collaboration with local Educators Rising chapters will remain a priority, allowing us to build and sustain a strong pipeline of future educators through coordinated activities, mentorship opportunities, and early exposure to the teaching profession. Additionally, DSU will continue to host the annual Educators Rising Expo each fall, providing high school students with hands-on experiences, networking opportunities, and insight into educator preparation pathways. These efforts are designed to strengthen recruitment, increase program visibility, and support the development of future educators across the region.
Special education	5	Y	We will continue to actively recruit prospective teacher candidates through Dakota State University's Educators Rising chapter by expanding outreach, engagement, and programming efforts. Collaboration with local Educators Rising chapters will remain a priority, allowing us to build and sustain a strong pipeline of future educators through coordinated activities, mentorship opportunities, and early exposure to the teaching profession. Additionally, DSU will continue to host the annual Educators Rising Expo each fall, providing high school students with hands-on experiences, networking opportunities, and insight into educator preparation pathways. These efforts are designed to strengthen recruitment, increase program visibility, and support the development of future educators across the region

- 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 Pass Rates				
Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	40	171	38	95
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	38	171	38	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	36	174	36	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	16	173	16	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	43	164	37	86
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2024-25	38	166	38	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2023-24	36	168	36	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	16	169	16	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	43	164	39	91
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2024-25	38	167	38	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2023-24	36	171	36	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	16	168	16	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	49	161	41	84
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2024-25	38	164	38	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2023-24	36	164	36	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	16	165	16	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2024-25	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2024-25	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2023-24	4			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	19	170	17	89
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2024-25	40	173	39	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2023-24	34	174	34	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	19	171	19	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	29	165	23	79
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2024-25	35	171	35	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2023-24	20	172	20	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	14	170	14	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	7			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2024-25	22	169	22	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2023-24	11	165	11	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2022-23	12	163	12	100
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	27	170	27	100
ETS5355 -SPECIAL EDUCATION: FOUNDATIONAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2024-25	4			

Summary Pass Rates

Summary Pass Rates			
Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2024-25	77	76	99
All program completers, 2023-24	59	59	100
All program completers, 2022-23	41	41	100

Program Information

Admission to teacher education criteria:

- Minimum grade of “C” for three required general education courses including MATH 103, 102/114 College Algebra, ENGL 101 Composition I, and CMST 101 Fundamentals of Speech (a C is considered a 2.0 on a 4.0 scale)
- Minimum grade of “C” for three pre-professional courses including EDFN 102 Intro to Education, EPSY 302 Educational Psychology, and SPED 100 Introduction to Persons with Exceptionalities
- Minimum cumulative grade point average of 2.6 on 4.0 scale
- Passing score on Candidate Interview

Enrollment and Program Completers

Enrollment and Program Completers		
2024-25 Total		
Total Number of Individuals Enrolled	201	
Subset of Program Completers	83	
Gender	Total Enrolled	Subset of Program Completers
Male	27	13
Female	174	70
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	17	2
Asian	1	1
Black or African American	1	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	1	0
White	179	80
Two or more races	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	2	0

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

Measure	Value
Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	1280
Number of full-time equivalent faculty in supervised clinical experience during this academic year	13

Measure	Value
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	221
Number of students in supervised clinical experience during this academic year	230

- **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 2022-23	Number certified/licensed 2023-24	Number certified/licensed 2024-25
Biology Education	1	0	1
Business Education	0	0	1
Computer Education	3	0	0
Elementary Education	51	23	39
English Education	1	1	0
Math Education	2	4	1
Physical Education	5	6	8
Elementary/Special Education	11	12	21
K-12 Special Education	0	0	12
TOTAL (all areas/subjects)	74	79	83

- **Statement of approval or accreditation of program (if required by the state):**

Spring 2023, DSU was reviewed by the Council of Accreditation for Education Programs (CAEP). Final council approval was received in October 2023. The South Dakota Department of Education approved all programs in the spring of 2023.

- **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 441 prepares future elementary educators to teach students with disabilities effectively through an emphasis on inclusive practices, differentiated instruction, and the legal foundations of special education. Candidates apply these concepts through the development of mock individualized education programs (IEPs), participation in simulated IEP meetings, and the design of lesson plans that accommodate diverse learning needs. The course also incorporates evidence-based strategies, including the use of visual supports (e.g., graphic organizers and gestures), and

promotes reflective practice to support the creation of safe, inclusive, and responsive learning environments.

ELED 462 prepares future educators to effectively teach students new English language learners in diverse classrooms by focusing on curriculum, instructional strategies, and assessment methods tailored for English language learners. The course emphasizes working with multicultural students in both rural and urban classrooms, equipping teacher candidates with the tools to support language development and academic success in diverse learning environments.

- **Provide a description of the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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.**

The integration of technology is a cornerstone of the Dakota State University (DSU) teacher education program and is articulated clearly in the program's conceptual framework as one of six core values. Teacher candidates are expected to utilize a variety of technological tools to gather and synthesize information, as well as to create and communicate knowledge effectively. This emphasis aligns directly with DSU's legislative mission, which affirms the integration of technology across all teacher preparation programs.

1. Preparing Candidates to Integrate Technology into Curriculum and Instruction All teacher education candidates at DSU complete a K-12 Educational Technology endorsement, earning 12–13 credit hours in educational technology. These courses provide extensive preparation in integrating technology into instructional design and delivery. In addition, each content area includes a discipline-specific course focused on applying technology within that subject's pedagogical context. Throughout their coursework—particularly in methods and content-specific classes—candidates learn to embed technology into lesson plans and instructional activities. Candidates complete a teaching work sample that must include the integration of technology within the lesson plan, demonstrating their ability to apply these tools in authentic teaching scenarios.

2. Preparing Candidates to Use Technology to Collect, Manage, and Analyze Data DSU teacher candidates are taught to leverage technology to collect and analyze student learning data as a means to inform instruction and increase academic achievement. In coursework and field experiences, candidates use digital assessment tools, learning management systems, and data analysis platforms to evaluate student progress and make instructional adjustments. These practices are reinforced through performance assessments such as the teaching work sample and evaluated lesson plans.

3. Assessment Points and Ongoing Evidence Teacher candidates compile and submit an electronic portfolio at three transition points in the program: admission to teacher education, admission to student teaching, and program completion. These portfolios include prescribed artifacts that demonstrate the candidate's competence in integrating technology and using data to inform instruction. Portfolio reviews are conducted by faculty using standardized rubrics aligned with program outcomes and accreditation standards.