

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 2021-22	Goal	Goal met? (Y/N)	Description of steps to improve performance in meeting goal or lessons learned in meeting goal
Mathematics	3	N	<ul style="list-style-type: none"> • We have been working with the local chapter of the Educators Rising program to recruit students.
Science (Biology Ed)	3	N	<ul style="list-style-type: none"> • We have been working with the local chapter of the Educators Rising program to recruit students.
Special education	8	N	<ul style="list-style-type: none"> • We have been working with the local chapter of the Educators Rising program to recruit students.

- 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 code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	25	170	25	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	16	171	16	100

ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	24	166	23	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	16	162	16	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	25	165	24	96
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	16	169	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	32	160	28	88
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	16	162	16	100

ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	5			
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) Other enrolled students	2			

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	46	45	98
All program completers, 2020-21	40	40	100
All program completers, 2019-20	52	52	100

Program Information

Admission to teacher education criteria:

- Minimum grade of “C” for three required general education courses including MATH 102 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 338 Foundations of American Education, EPSY 210 Lifespan Development, and SPED 100 Introduction to Persons with Exceptionalities
- Minimum cumulative grade point average of 2.6 on 4.0 scale
- Passing scores on Praxis CORE Exam
- Passing score on Candidate Interview
- Completion of 30 hours of community service

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	124
Subset of Program Completers	79

Gender	Total Enrolled	Subset of Program Completers
Male	29	13
Female	95	66
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	2	1
Black or African American	2	0
Hispanic/Latino of any race	2	0
Native Hawaiian or Other Pacific Islander	0	0
White	116	78
Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	1	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	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	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	184
Number of students in supervised clinical experience during this academic year	174

- **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 2019-20	Number certified/licensed 2020-21	Number certified/licensed 2021-22
Biology Education	1	1	2
Business Education	2	0	0
Computer Education	0	0	1
Elementary Education	41	39	50
English Education	1	2	1
Math Education	4	1	3
Physical Education	3	1	4
Special Education	24	15	18
TOTAL (all areas/subjects)	76	59	79

- **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). We are waiting for final council approval 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 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, socioeconomic 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.

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 413 Serving Students with MR, DD & Severe Disabilities: Study of instructional strategies, materials and equipment specific to the instruction of students with mental retardation, developmental disabilities, and severe disabilities. SPED 417 Voc-Transitional Programming: Presents knowledge and skills regarding vocational and transition planning and

programming, including an overview of internal and community resources such as rehabilitation services and interagency services. SPED 420 Curriculum and Instruction Strategy: Curriculum and individual education program development for special class teachers including strategies and materials at the K-12 level. SPED 431 Identification and Assessment in Special Education: the development, selection, administration and interpretation of assessment instruments and strategies used to determine whether students have a disability and require special education or related services and to evaluate their level of performance to develop and monitor progress on individual education program. SPED 442 Serving Students with Learning Disabilities: Examination of how children evidencing a learning disability or mild mental retardation can have their academic, social/emotional needs met in inclusive settings and/or the more traditional special education setting. SPED 443 Serving Students with Learning Disabilities Practicum: This field experience is to provide students with the opportunity to become familiar with the special education setting and practice the instructional and behavior adaptations, medications and strategies taught in special education course work. During the field experience students will demonstrate their ability to make data-based decisions, create and teach lessons linked to assessments, and manage student behavior. SPED 454 Guided Reading: Emphasis is on combining theory to practice in the areas of guided reading, writing, phonemic vocabulary and selected reading and research to support teaching strategies and assessment. SPED 460 Family Systems and Professional Collaboration: The collaboration and communication skills necessary to work within family systems and the use of resources and services supporting birth through lifespan services, multidisciplinary team functioning, and the placement committee process. SPED 462 Behavioral Disorders: Emphasis on the principles and practices involved in effective diagnosis and curriculum development for children with emotional and/or behavioral problems. SPED 465 Computer Applications in Special Education: ISTE Foundation standards will be studied for the implementation and management of computers in the management of computers in the special education setting. A functional curriculum framework for designing computer learning activities and experiences appropriate for children and adolescents with learning problems will be developed. Other points of emphasis will be computer adaptive equipment, multicultural concerns, and developing critical thinking skills with the use of the computer.

SPED 488 Student Teaching in Special Education: Supervised placement in a special education classroom. Students assume full responsibility for planning, instruction, evaluation, and classroom management during their experience.

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.

- **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 importance of technology in the DSU teacher education program is revealed in the conceptual framework as one of the six core values. The candidate is expected to integrate a variety of technological resources to gather and synthesize information and to create and communicate knowledge. The integration of technology into all teacher education programs is the mission of DSU as noted in DSU's legislative mission statement. All teacher education candidates graduate with a K-12 Educational Technology endorsement in which they take 12-13 credit hours of technology courses. Each discipline has a course specific to their subject content. In this class as well as other methods and content courses, candidates are instructed on how to incorporate technology into their teaching. The lesson plan for the teaching work sample specifically requires technology to be embedded in the lesson. Candidates also submit their electronic portfolio containing prescribed artifacts for review at three points: admission to teacher education, admission to student teaching and exit from the program.