

Section I: Program Information

Institution Information

IPEDS ID
219471

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414 E. Clark St

City
Vermillion

State
South Dakota

Zip code
57069

Salutation
Dr.

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Section I: Program Information

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1315	Teacher Education - Reading	UG	
13.1331	Teacher Education - Speech	UG	

Total Number of Teacher Education Programs

17

Undergraduate Requirements

Are there initial teacher certification programs at the undergraduate level? Yes

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	Yes		Yes	
Fingerprint check		No	Yes	
Background check		No	Yes	
Minimum number of courses/credits/semester hours completed	Yes		Yes	
Minimum 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 basic skills test score	Yes			No
Subject area/academic content test or other subject matter verification		No	Yes	
Recommendation(s)	Yes		Yes	
Essay or personal statement		No		No
Interview		No		No
Other: Grades in specific courses and meet all student teaching requirements	Yes		Yes	

What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.) **2.7**

What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.) **2.7**

Supervised Clinical Experience

Are there programs with student teaching models? Yes

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	55
Number of clock hours required for student teaching	1120

Are there programs in which candidates are the teacher of record? No

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	6
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	215
Number of students in supervised clinical experience during this academic year	150

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

Depending on the major students complete 55 to 117 hours of pre-student teaching experiences. We moved to a full year-residency program so that the students in earlier experiences now will be spending a full year in the field which accounts for the reduction in early experiences. Full year students will complete 1120 clock hours for student teaching. A few remaining programs only require 560 clock hours. The number of faculty, adjunct/Pre-K12 and number of students in supervised clinical experience represents data from student teaching experiences/residency.

Section I: Program Information

Enrollment and Program Completers

Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	298
Subset of Program Completers	125

Gender	Total Enrolled	Subset of Program Completers
Female	228	88
Male	70	37

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	3
Asian	1	1
Black or African American	2	1
Hispanic/Latino of any race	7	2
Native Hawaiian or Other Pacific Islander		
White	278	118
Two or more races	6	0
No Race/Ethnicity Reported	1	0

Section I: Program Information

Teachers Prepared

Teachers Prepared by Subject Area

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education-Special Education	29

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education Elementary Education	70

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	125
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	13
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education- English as a Second Language	3
13.99	Other:	

Teachers Prepared by Academic Major

Do participants earn a degree upon completion of the program? Yes

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	29
13.1202	Teacher Education - Elementary Education	70

CIP Code	Academic Major	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	12
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	3
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	8
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	15
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	

CIP Code	Academic Major	Number Prepared
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

Section I Program Information

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

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

All undergraduate special education teachers complete a double major with a content area or elementary teaching along with a full special education majors. Students document time spent working with diverse populations. All graduates complete courses in Human Relations, Indian Education, and Special Education regardless of their academic program.

Section II

ANNUAL GOALS

Annual Goals: Math

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in math in 2020-21? Yes

All undergraduate special education teachers complete a double major with a content area or elementary teaching along with a full special education majors. Students document time spent working with diverse populations. All graduates complete courses in Human Relations, Indian Education, and Special Education regardless of their academic program.

Review Current Year's Goal (2021-22)

2. Is your program preparing teachers in math in 2021-22? If no, leave the next question blank. Yes

Describe your goal. 3 in program. We work closely with Arts and Sciences to support Math BSED majors in addition to the work our advisors do in supporting with arranging tutoring sessions and other retention strategies.

Set Next Year's Goal (2022-23)

- 1. Will your program prepare teachers in math 2022-23? If no, leave the next question blank.** Yes
- 2. Describe your goal.** 2 in program

Annual Goals: Science

Report Progress on Last Year's Goal (2021-22)

- 3. Did your program prepare teachers in science in 2020-21?** Yes
- 4. Describe your goal.**
- 5. Did your program meet the goal?** No

We admitted 1 science education major in 2021-22 academic year. We will review our records for incoming freshmen that are interested in science education to see if there is a recruitment issue that might be addressed.

Review Current Year's Goal (2021-22)

- 6. Is your program preparing teachers in science in 2021-22?** Yes
- 7. Describe your goal.** We will review our records for incoming freshmen that are interested in science education to see if there is a recruitment issue that might be addressed.

Commented [KC1]: Robin, Should this be 2020-21 ?? and the next set of dates be 2021-2022?

Set Next Year's Goal (2022-23)

- 8. Will your program prepare teachers in science 2022-23?** Yes
- 9. Describe your goal.** We will continue with our 21-22 goal.

Annual Goals: Special Education

Report Progress on Last Year's Goal (2021-22)

- 10. Did your program prepare teachers in special education in 2020-21?** Yes
- 11. Describe your goal.** Our goal is to continue to graduate 20 or more SPED teaching graduates.
- 12. Did your program meet the goal?** Yes
- 13. Description of strategies used to achieve goal, if applicable:** We surpassed our goal with 29 graduates. We will leave our goal at 20 and wait to see if this is a trend or isolated growth.

Set Next Year's Goal (2022-23)

- 14. Will your program prepare teachers in special education in 2023-23?** Yes
- 15. Describe your goal.** We will leave our goal at 20 and wait to see if this is a trend or isolated growth.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

Report Progress on Last Year’s Goal (2021-22)

16. Did your program prepare teachers in instruction of limited English proficient students in 2020-21? Yes

17. Describe your goal. We will strive to increase our number of ELL endorsements to 10.

18. Did your program meet the goal? No

Description of strategies used to achieve goal, if applicable: We continue to encourage students to have the EL minor. Our numbers are down from previous years and this might be due to the fact that there is a teacher shortage and students know that they do not need minors/endorsements to be marketable. Also, we are in transition of replacing faculty and we currently do not have a professor with expertise in this area.

Set Next Year’s Goal (2022-23)

1. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? Yes

2. Describe your goal. Continue to encourage students to complete the minor and let them know that this makes them a more effective teacher.

Section III Program Pass Rates

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	70	161	70	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	84	160	84	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	33	162	33	100
ETS7803 -ELEMENTARY EDUCATION: MATHEMATICS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7802 -ELEMENTARY EDUCATION: READING AND LANG ARTS CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7804 -ELEMENTARY EDUCATION: SCIENCE CKT Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS7805 -ELEMENTARY EDUCATION: SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	13	174	13	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	10	174	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	12	178	12	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	12	168	12	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	17	170	17	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	8			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	37	174	37	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	51	175	51	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	15	173	15	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	24	176	24	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	32	177	32	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	15	175	15	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	14	170	14	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) Other enrolled students	18	174	18	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	26	169	26	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	29	168	29	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	9			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	14	164	14	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	13	160	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	2			

Section III Program Pass Rate

Summary Pass Rates

Group	Number Taking Assessment¹	Number Passing Assessment²	Institutional Pass Rate
<i>All program completers, 2021-22</i>	120	120	100
<i>All program completers, 2020-21</i>	145	145	100
<i>All program completers, 2019-20</i>	64	64	100

Section IV

Low-Performing

Low-Performing

1. Is your teacher preparation program currently approved or accredited? Yes
If yes, please specify the organization(s) that approved or accredited your program:
State and CAEP
2. Is your teacher preparation program currently under a designation as "low-performing" by the state? No

Section V

Use of Technology

Use of Technology

1. Does your program prepare teachers to:

- (a) integrate technology effectively into curricula and instruction? Yes
- (b) use technology effectively to collect data to improve teaching and learning? Yes
- (c) use technology effectively to manage data to improve teaching and learning? Yes
- (d) use technology effectively to analyze data to improve teaching and learning? Yes

2. 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.

All undergraduate teacher preparation students complete two technology classes, TET 200- Basic Skills in Technology, and TET 400, Methods in Educational Technology & Media and demonstrate these skills in internships and student teaching. TET 200 - This course will provide students with the basic computer/technology skills that are necessary for professional and personal use. It meets the technology competencies established by USD and accreditation standards required by the School of Education. Students will be able to use the software and computers in the lab to complete related assignments and projects, Understand terminology related to computer technology and use the terms appropriately in written and oral communication. Students will be able to use the computer as a tool that can be used by the teacher in an elementary/secondary classroom. Students will become more self sufficient in the use of computers as demonstrated by their ability to use software without specific instructions and their ability to solve computer use problems with minimum of assistance. Demonstrate skill in using productivity tools for professional and personal use, including word processing, spreadsheet, database, and print/graphic utilities. Use spreadsheets for recording, organizing, analyzing, and displaying numerical data graphically.

Students will be able to read and summarize professional literature as demonstrated by the submission of article reviews and class participation. Access electronically stored data. Transfer data files from one application package to another. Navigate previously unfamiliar software by following instructions in online tutorials and menu bar helps. Use electronic mail and web browser applications to communicate with others and Use automated on-line search tools to access, index, and download desired internet information and resources. Understand and abide by copyright regulations related

to electronic media. Students will be able to use Google Sites to create an online portfolio. TET 400 - Methods and techniques of the use of educational technology and media in teaching. Design, develop, implement, and evaluate technology-rich instruction that demonstrates an understanding of the dynamic and interactive nature of technologies, content, and instructional strategies to engage students in transformative learning experiences. Promote and model the principles of digital citizenship. Make use of digital technologies to engage in professionalism and professional growth with peers, including mentor teachers. Residency: During the residency year all teacher preparation students complete a student learning outcome (SLO) sample in which they pre-assess learning, identify weaknesses of individuals or disaggregate groups after reviewing the data, modify their instruction based on this information, and chart growth of individual students using technology.

Section VI Teacher Training

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

- a. Teach students with disabilities effectively**

There is specific coursework and experiences for all general education students to prepare them for teaching students with disabilities. These teachers-in-training learn how to teach students from all 13 of the special education categories and including gifted learning. Through collaboration projects, they also learn about pre-referral, placement meetings, parent disagreement with decisions, and general and special education teacher disagreement during mock meetings and case studies. Disabilities, UDL, and IEP information are also included in the textbook and within a module that they complete. These topics are thoroughly covered in class and through assignments. Secondary and K-12 preservice teachers take SPED 100 Exceptional persons which also includes information about IEP components, and how to teach individuals with disabilities covering the 13 special education categories and gifted learning.

- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.**

An assignment of student teaching requires all students to participate in an IEP meeting on their student teaching checklist. Elementary Education Majors take 2 special education courses, SPED 100 Exceptional Persons and SPED 441, Inclusive Methods. In these courses they review an IEP, learning about places where general education teachers are part of the process. Using a case study, they hold a reasonable facsimile of an IEP meeting where individuals take on various roles. Students often create in service presentations to introduce parents to IEP processes or complete Fishbowl type IEP meetings where they learn how to participate in meetings and give feedback to their peers. Disabilities, UDL, and IEP information are also included in the textbook and within a module that they complete. These topics are thoroughly covered in class and through assignments.

- c. Effectively teach students who are limited English proficient.**

All preservice teachers in elementary education also take a course, ELED 462 (Teaching English as a New Language). In this course they learn teaching strategies for working with English Language Learners. All preservice teachers in secondary and K-12 take the course SEED 450 (Content Area Literacy). Here, students learn methods for educating all learners, including English Language Learners (ELL), in preparation for teaching within their respective content areas in contemporary public middle and high schools, as well as during internships and student teaching. Students receive instruction, participate in discussions, and complete tasks that include group presentations specifically regarding diverse students, including ELL ones. The course also includes, among other best-practice activities, instruction covering vocabulary acquisition and reading strategies, discussion techniques, using multiple levels of text, graphic organizers, and writing strategies, all strongly supporting diverse and ELL students in today's content area classrooms. In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and climate for learning recognizing the cultural differences and needs of various diverse groups.

2. Does your program prepare special education teachers? Yes.

If yes, provide a description of the activities that prepare special education teachers to:

a. Teach students with disabilities effectively

Special Education teachers complete coursework in a number of areas. The entire program is focused on teaching students with disabilities effectively. Coursework covers research based methods for instruction, how to adapt curriculum and instruction to meet state standards for special needs students, the use of motivational/instructional systems for special needs learners, and the various models of data gathering systems to design and monitor progress toward IEP goals and objectives that are based on general education state standards. In SPED 432 Methods and Materials for Students with LD and SPED 420 Curriculum and Instructional Strategies they are prepared to teach students with disabilities. The theory and methods learned in these courses are applied in real situations during student teaching.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.

Students have multiple opportunities to write IEPs. They have IEP writing assignments and transition plans in classes and lesson plans to meet the goals and objectives. In addition, they must also write an IEP while student teaching.

c. Effectively teach students who are limited English proficient.

In SPED 432 Methods and Materials for Students with LD and SPED 420 Curriculum and Instructional Strategies, students learn a variety of strategies to assist students from linguistically diverse backgrounds to acquire the content curriculum taught in the general education classroom. The theory and methods learned in these courses are applied in real situations during student teaching. In addition, all teacher education candidates also take a course in Human Relations (EDFN 475/575) and Indian Education (INED 211/411/511 that prepares them to establish a culture and

climate for learning recognizing the cultural differences and needs of various diverse groups.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

All candidates except fine arts and graduate certification candidates complete a year-long residency in an effort to provide exposure to the entire academic year in the P-12 schools. We have also embedded key courses into the year-long experience to increase relevancy of this content. In addition, mentor teachers have been trained in co-teaching strategies to increase the positive impact of having two teachers throughout the year. 2. The University of South Dakota School of Education was involved in the NExT Consortium focused on improving learning of P-12 students through improved teacher preparation. Through this partnership we have new assessment instruments (Common Core Entrance, Exit, Transition to Teaching, and Supervisor Surveys) to evaluate program satisfaction as perceived by the program completers as well as supervisors of our graduates at the end of the first year of teaching. The data is reviewed and used to impact programmatic and course content decisions.