

Admission Application Packet
to the
School of Education



BLACK HILLS
STATE UNIVERSITY

Professional Teacher Preparation Program
Master of Science in Secondary Education
Project SECOND

Black Hills State University – School of Education
Office of Field Experiences – Jonas 203A
1200 University Street Unit 9038
Spearfish SD 57799-9038

“The Mission of the School of Education is to prepare competent, confident, and caring professionals.”

Provisional Admission to the Professional Teacher Preparation Program

Any candidate applying to the Professional Teacher Preparation Program may be granted a provisional admission to complete all requirements for full admission. Provisional admission is determined by the Office of Field Experiences.

Please complete and submit all required materials in this application packet to the Office of Field Experiences promptly. If you have any questions about the application packet or requirements, please contact Kellie Hatch in the Office of Field Experiences (Kellie.Hatch@BHSU.edu or 605-642-6642).

Admission Application Checklist (check the appropriate box next to EACH item attached)	
<input type="checkbox"/>	I have attached a current professional resume
<input type="checkbox"/>	I have read and understand the policies and laws on pages 3 and 4 (<i>page 4</i>)
<input type="checkbox"/>	I have completed the Disclosure of Convictions (<i>page 5</i>)
<input type="checkbox"/>	I have completed the Professional Dispositions Assessment (PDA) (<i>page 6</i>)
<input type="checkbox"/>	I have completed and signed the PRAXIS Test Commitment Form (<i>page 7</i>)
<input type="checkbox"/>	I have completed the Placement Request Form (<i>page 8</i>)
<input type="checkbox"/>	If applicable, I have completed the Experiential Substitution Form (<i>page 9</i>)
<input type="checkbox"/>	I have completed the Plan of Study Form (<i>page 10</i>)
<input type="checkbox"/>	Following submission, advisor will sign Plan of Study Form (<i>page 10</i>)

Email your completed application packet to:

Email: Kellie.Hatch@BHSU.edu

Phone: 605-642-6642

Program Requirements for Full Admission

Before beginning your student teaching internship, the following documentation is required:

Full Admission Checklist (check the appropriate box next to EACH item attached)	
<input type="checkbox"/>	The eligibility form is on file in the Office of Field Experience
<input type="checkbox"/>	There is a minimum grade of B in the following coursework: ED 622 (Foundations of Education and Learning Theory) EDFN 595 (Pre-Admission Practicum)
<input type="checkbox"/>	Program GPA is 3.0 or better, with no more than two Cs.
<input type="checkbox"/>	Passing Praxis score in the specified content area

BHSU School of Education Policies, South Dakota Board of Regents Requirements, and South Dakota Administrative Rules

Please read each statement below regarding BHSU School of Education policies, SD Board of Regents requirements, and SD state administrative rules. If you have any questions regarding them, please contact the Director of Field Experiences. Sign on the lines provided below indicating that you have read, understand, and will comply with each of these policies and laws.

Selected BHSU School of Education Policies

1. Candidate Progress in the Program

- a. Candidates' progress is reviewed at three transition points during the program as follows. (BHSU SOE Policy 2.3:2.3.1)
 - i. Transition Point 1 – Admission to the Professional Teacher Preparation Program
 - ii. Transition Point 2 – Admission to Student Teaching
 - iii. Transition Point 3 – Program Exit
- b. The Professional Progress Committee (PPC) monitors all candidates' performance and has the authority to make decisions regarding a candidate's continuation or removal from the program. Candidates have the right to one appeal if they have been removed from the program by the PPC. (BHSU SOE Policy 2.3:2.3.2 & 2.3:2.3.3)
- c. Candidates must present satisfactory progress throughout the program to be recommended for program continuation at each transition point. This includes maintaining acceptable GPAs and grades for coursework and receiving positive recommendations on Professional Dispositions Assessments (PDAs). A shortcoming in any of these areas may lead to a PPC referral and decision regarding the candidate's continuation in or removal from the program. This may also include a decision for continuation on a Plan of Assistance (POA) which will be reviewed as per the individual POA agreement. (BHSU SOE Policy 2.3:2.3.5)
- d. If a student teaching intern is experiencing difficulty, he or she may be placed on a Plan of Assistance (POA) which must be successfully completed for program completion. (BHSU SOE Policy 3.5:3.5.4)
- e. Interns who fail their student teaching internship must appear before the PPC. The PPC will make a final decision to determine whether or not they will be allowed to enroll in student teaching again. (BHSU SOE Policy 3.5:3.5.6)

2. Requirements for Placements

- a. All field experience and student teaching internship placements are made by the Director of Field Experiences or the Coordinators of the Master of Science in Secondary Education Program.
- b. Candidates must have a **criminal background check** completed and on file in the district where they will be placed, prior to the beginning of their student teaching internship and/or the pre-student teaching practicum as per school's policy. (SDCL 13-10-12)
- c. Candidates must have a \$1,000,000 Liability Insurance coverage. Send proof of insurance to the Office of Field Experiences before the pre-student teaching practicum and student teaching internship. (BHSU SOE Policy 3.2:3.2.2)

Selected SD Board of Regents Policy Requirements (SDBOR 2:16)

3. Placement in Private Schools
 - a. Interns are typically placed in public schools for student teaching. Interns may be placed in accredited private schools for their internship on an individual case basis.
4. Praxis Exams (cf. ARSD 24:16:05:06)
 - a. **Praxis Content Knowledge exams for a candidate's major(s) must be passed *prior to their student teaching internship*.**
 - b. Interns must submit passing Praxis scores in all required major content areas before they are allowed to begin their internship. (SDBOR 2:16:7B)

Other Important Information

5. Inappropriate behaviors for an aspiring professional and documented by a Professional Dispositions Assessment (PDA) may lead to the candidate's administrative removal from the Professional Teacher Preparation Program.
6. Interns must pass the Praxis Content exam(s) for all certification areas they desire on their teaching certificate before being recommended for those authorizations on their teaching certificates.
7. Interns must successfully complete the Praxis Performance for Teachers (PPAT). Information will be provided by the respective Program Coordinator.
8. Candidates must keep all information relative to P-12 candidates and school personnel confidential.
9. Candidates must read, understand, and agree to comply with the South Dakota Professional Teacher Code of Ethics (<http://doe.sd.gov/oatq/professionalpractices.aspx#PTPSC>).
10. Candidates with previous legal issues need to meet with the Director of Field Experiences regarding their ability to be certified as a teacher.

I have read, understand, and will comply with each of the above policies and laws.

Candidate Signature

Date

Disclosure of Convictions for Certification in South Dakota

Teacher education programs are required to inform candidates of the laws and rules pertaining to denial of a certificate in South Dakota and other states. In South Dakota, there are no comparable laws or rules for denial of admission to teacher education programs or admission to student teaching; however, interns are advised to disclose information related to possible denial of a certificate at those admission stages.

SDCL 13-42-9 provides for refusal of a certificate by the Secretary of the Department of Education and Cultural Affairs for conviction of crimes involving moral turpitude including traffic in either controlled substances or marijuana, or both. **Moral turpitude** is defined as, “an act done contrary to justice, honesty, principle, or good morals, as well as an act of baseness, vileness, or depravity in the private and social duties which a person owes to his fellow man or to society in general” [SDCL 22-1-2 (25)].

Black Hills State University recommends the disclosure of any conviction of crimes, either felony or misdemeanor (except for minor traffic violations) including convictions involving drugs and alcohol.

A “yes” response to the question below is not a denial of admission or an automatic refusal of a certificate.

Candidates are generally advised to continue in teacher education programs after voluntary disclosures and/or to seek advice from their own legal counsel. BHSU does not have the authority to issue certificates, and a decision about the issuance of a certificate by the Secretary of Education cannot be made until candidates have finished programs and have been recommended for certification. The Secretary will investigate and review each application before making a decision to deny a certificate.

Have you ever been convicted of any crime involving moral turpitude that may prevent issuance of a certificate by the Secretary of the Department of Education and Cultural Affairs? Yes ___ No ___	
_____	_____
Signature	Date

If you have responded “Yes” to the question above, please provide the additional information on the back. For multiple offenses, you may provide this information on a separate sheet with your signature and date.

Crime convicted of: _____
Level of offense (check one): Felony ___ Misdemeanor ___

Date of offense: _____ Age at time of offense: _____

Location of offense: _____
(Include city, county, and state)

Details of the incident:

Court documents supporting the above information must be provided when application for the certification is made and may be requested by the School of Education, Office of Field Experiences prior to that time.

The Applicant Conduct Review Statement, which requires disclosure of arrests, indictments, charges, etc. in addition to convictions and which must be completed at application for certification, is provided for informational purposes only at this time.

**Black Hills State University Professional Dispositions Assessment (PDA)
Admission to the Professional Teacher Preparation Program (REQUIRED)**

Self-Assessment to be completed by the Applicant

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

Candidate Name _____ ID _____ Major _____

Evaluator's Name _____ Position _____ Date _____

This form is used in making decisions regarding a candidate's admission to the BHSU School of Education Professional Teacher Preparation Program. It may also be used to document specific concerns about a candidate's behavior in relation to decisions regarding admission to the program.

Rating Scale: 4 = consistently; 3 = most of the time; 2 = occasionally; 1 = rarely; 0 = never; N/O = not observed

Professional Conduct	I, the teacher candidate ...	Rating
Demonstrates responsibility	1. am present, punctual, and prepared for class (InTASC 9)	4 3 2 1 0 N/O
	2. complete assigned tasks that demonstrate high personal standards and best effort (InTASC 9)	4 3 2 1 0 N/O
	3. model professional attire and personal hygiene (InTASC 9)	4 3 2 1 0 N/O
	4. model educated language and behavior (InTASC 5)	4 3 2 1 0 N/O
	5. recognize my professional responsibility by being actively engaged in class (InTASC 9)	4 3 2 1 0 N/O
Is accountable	6. comply with university, SOE, school building, and district policies and procedures (InTASC 9)	4 3 2 1 0 N/O
	7. maintain professional relationships (InTASC 9)	4 3 2 1 0 N/O
Maintains confidentiality	8. maintain confidentiality of professional information (InTASC 9)	4 3 2 1 0 N/O
Competent	9. know that subject matter is not a fixed body of facts but is continuously evolving (InTASC 4)	4 3 2 1 0 N/O
Confident	10. show respect for the individual learner and/or diverse talents of all learners (InTASC 2)	4 3 2 1 0 N/O
	11. display a positive, enthusiastic attitude toward the discipline (InTASC 5)	4 3 2 1 0 N/O
Caring	12. believe all children can learn (InTASC 2)	4 3 2 1 0 N/O
	13. respect others as individuals with differing personal and family backgrounds and various skills, talents, and interests (InTASC 2)	4 3 2 1 0 N/O

Recommendation for Admission to BHSU Professional Teacher Preparation Program (check one)		
Admit _____	Admit with reservations _____	Do not admit _____

Candidate's Signature _____

Comments (use back, if necessary) _____

PDA Form Approved by the College of Education faculty on August 28, 2007 revised November 2020 (aligned with InTASC 2011)

PRAXIS TEST REQUIREMENTS

Commitment Form

I, _____, begin the Master of Science in Secondary Education Program understanding that I must take and pass the required Praxis test(s). Because the South Dakota Department of Education is changing some test numbers/cut scores, I understand I must contact the Office of Field Experiences at the time of PRAXIS registration to confirm that I need the tests originally identified on my Eligibility Review Form. I must also provide *all* pages of the passing score(s) to the Office of Field Experiences at Black Hills State University. I further understand that the passing score(s) must be provided **BEFORE* I can participate in the student teaching internship and that my enrollment in student teaching may be cancelled if the Office of Field Experiences does not receive these scores. Therefore, in accordance with this commitment form, I will register for, registered for, or took Praxis test(s):

Content Area(s) and Test Number(s)

Test Date(s)

Candidate Signature

Date

***SOUTH DAKOTA BOARD OF REGENTS: Policy 2:16:7**

B. Teacher education students must take the South Dakota state certification content exam for their major(s) level of preparation before the semester in which they student teach. Students must achieve the qualifying score for certification in South Dakota prior to beginning student teaching.

C. Teacher education students must take the South Dakota state certification pedagogy exam in the semester in which they student teach.

D. In compliance with ARSD 24:53:04:04, teacher education students must submit to the home Regental university an official copy of all test scores including any subset scores provided by the testing company on all South Dakota state certifications exams.

Request for Experiential Substitution for EDFN 595 (Pre-Admission Practicum) Form

Coursework will still be required – only hours in the field are waived.

Name _____ Date _____

I am formally requesting that my previous experience be counted as meeting the outcomes of EDFN 595 (Pre-Admission Practicum). These outcomes are to:

- (1) Have an opportunity to **observe and assist** a teacher in a classroom for a minimum of **40 hours**.
- (2) Have a chance to **interact with diverse students** in a K-12 school environment.
- (3) Have an opportunity to **understand each school's culture** and key individuals.
- (4) **Gather information** to determine if teaching is a career one wants to pursue.

Candidate: Please provide verification of successful work experience by describing such experiences on the next page, or back of this page. Then have the school principal, or other supervisor, complete the following information.

Principal/Supervisor: The candidate named above is requesting that her/his **previous work experience in your school** be substituted for the EDFN 595 practicum coursework. Please complete the information:

Name of School _____

Position Held by Candidate _____

Job Responsibilities _____

Amount of Time in Position _____ Grade Level(s)/Content Area(s) _____

Please verify whether the candidate has met all of the outcomes noted above, check the appropriate statement below, and return the form directly to the Director of Field Experiences.

_____ Based on the outcomes noted above, I recommend that the candidate's experience substitute for EDFN 595.

_____ Based on the outcomes noted above, I cannot recommend that the candidate's experience substitute for EDFN 595.

I verify that the information stated above is accurate and recommend that the experience substitute for EDFN 595.

Signature of Principal _____ Date _____

Principal email address: _____

Director of Field Experiences Only. _____ Request Approved _____ Request Denied

Signature of Director of Field Experiences _____ Date _____

BHSU School of Education – Field Experiences Office; 1200 University Unit 9038, Spearfish, SD 57799
Email this form to Director: Jami Kesling Jami.Kesling@bhsu.edu

Plan of Study

Following your initial interview with the Program Coordinator, please select your plan of study.

Candidate Name _____

Teaching Content(s) _____

The Following pages have options for the plan of study.

Plan of Study (check the appropriate box)	
<input type="checkbox"/>	One-Year Schedule
<input type="checkbox"/>	Fall Start (Option 1)
<input type="checkbox"/>	Fall Start (Option 2)
<input type="checkbox"/>	Spring Start (Option 1)
<input type="checkbox"/>	Spring Start (Option 2)
<input type="checkbox"/>	Two-Year Schedule

Plan of Study Review Signatures

Obtain the necessary signatures below, formally indicating your intent to complete the application process.

- I have read, understand, and agree to comply with all of the conditions pertaining to admission to the Professional Teacher Preparation Program.

Signature of Applicant

Date

- As Master of Science in Secondary Education program coordinator, I have reviewed this candidate's application and believe it to be accurate (*signed following submission of the packet*).

Signature of Program Coordinator

Date

Director of Field Experiences Recommendation (Office of Field Experiences Use Only)

_____ **Admission** to Professional Teacher Preparation Program

_____ **Denial of Admission** to Professional Teacher Preparation Program (see letter)

Signature of Director of Field Experiences

Date

One-Year Schedule

Summer Coursework	Fall Coursework	Spring Coursework
ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
EDFN 575 Human Relations (3 credits) Summer, Fall, Spring	ED 728 New and Emerging Technologies for Schools (3 credits) Fall, Spring	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	EDFN 790 Seminar (1 credit) Spring only
	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	
	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	
	MLED 580 Middle Level Methods of Teaching (2 credits) Fall, Spring	
	INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring	
9 hours	16 hours	10 hours

Fall Start (Option 1)

Summer Coursework	Fall Coursework	Spring Coursework
	EDFN 575 Human Relations (3 credits) Summer, Fall, Spring	ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring
	SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring	ED 728 New and Emerging Technologies for Schools (3 credits) Fall & Spring
		MLED 580 Middle Level Methods of Teaching (2 credits) Fall & Spring
		INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring
	6 hours	11 hours
Summer Coursework	Fall Coursework	Spring Coursework
	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	EDFN 790 Seminar (1 credit) Spring only
	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	
	8 hours	10 hours

Fall Start (Option 2)

Summer Coursework	Fall Coursework	Spring Coursework
	ED 728 New and Emerging Technologies for Schools (3 credits) Fall, Spring	EDFN 575 Human Relations (3 credits) Summer, Fall, Spring
	MLED 580 Middle Level Methods of Teaching (2 credits) Fall, Spring	INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring
	(5 credits)	(6 credits)
Summer Coursework	Fall Coursework	Spring Coursework
ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	EDFN 790 Seminar (1 credit) Spring only
	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	
(6 credits)	(8 credits)	(10 credits)

Spring Start (Option 1)

Summer Coursework	Fall Coursework	Spring Coursework
		ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring
		ED 728 New and Emerging Technologies for Schools (3 credits) Fall & Spring
		SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring
		9 hours
Summer Coursework	Fall Coursework	Spring Coursework
EDFN 575 Human Relations (3 credits) Summer, Fall, Spring	MLED 580 Middle Level Methods of Teaching (2 credits) Fall & Spring	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	EDFN 790 Seminar (1 credit) Spring only
	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	
	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	
6 hours	10 hours	10 hours

Spring Start (Option 2)

Summer Coursework	Fall Coursework	Spring Coursework
		ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring
		SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring
		6 hours
Summer Coursework	Fall Coursework	Spring Coursework
EDFN 575 Human Relations (3 credits) Summer, Fall, Spring	MLED 580 Middle Level Methods of Teaching (2 credits) Fall & Spring	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	EDFN 790 Seminar (1 credit) Spring only
	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	
	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	
	ED 728 New and Emerging Technologies for Schools (3 credits) Fall & Spring	
6 hours	13 hours	10 hours

Two-Year Schedule

Year 1: Summer Coursework	Year 1: Fall Coursework	Year 1: Spring Coursework
ED 622 Foundations of Education and Learning Theory (3 credits) Summer, Spring	ED 728 New and Emerging Technologies for Schools (3 credits) Fall, Spring	EDFN 575 Human Relations (3 credits) Summer, Fall, Spring
	MLED 580 Middle Level Methods of Teaching (2 credits) Fall, Spring	INED 511 South Dakota Indian Studies (3 credits) Summer, Fall, Spring
(3 credits)	(5 credits)	(6 credits)
Year 2: Summer Coursework	Year 2: Fall Coursework	Year 2: Spring Coursework
SEED 550 Teaching Reading in the Content Area (3 credits) Summer, Fall, Spring	ED 695 Pre-Student Teaching Practicum (1 credit) Fall only	SEED 688 - 7-12 Student Teaching (6 credits) Spring only
	EDFN 595 Pre-Admission Practicum (1 credit) Fall only	SEED 741 7-12 Curriculum and Instruction: Special Content Methods (3 credits) Spring only
	SPED 535 Characteristics and Exceptionalities of Adolescents (3 credits) Fall only	EDFN 790 Seminar (1 credit) Spring only
	SEED 508 Plan, Manage and Assess the Diverse 7-12 Classroom (3 credits) Fall only	
(3 credits)	(8 credits)	(10 credits)