



BLACK HILLS

STATE UNIVERSITY

Admission Application Packet
to the
School of Education

Professional Teacher Preparation Program
Master of Art in Teaching
in Special Education
(MAT)

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 Jean Osborn in the Office of Field Experiences (Jean.Osborn@BHSU.edu or 605-642-66422).

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 read the Placement Request Information (<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: Jean.Osborn@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) SPED695 (Pre-Admission SPED 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

Name _____

Banner **ID** # _____

Current Phone Number _____

Date _____

Address _____ City/State/Zip _____

Email Address _____ @yellowjackets.bhsu.edu Content Area/s _____

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.
 - 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. Student teachers in K-12 programs must complete experiences at two levels.
6. 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.
7. 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.
8. Interns must successfully complete the Praxis Performance Assessment for Teachers (PPAT). Information will be provided by the respective Program Coordinator.
9. Candidates must keep all information relative to P-12 candidates and school personnel confidential.
10. 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>).
11. 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

Black Hills State University Professional Dispositions Assessment
Admission to the Professional Teacher Preparation Program
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 _____

Program _____ 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) _____

PRAXIS TEST REQUIREMENTS

Commitment Form

I, _____, begin the Master of Art in Teaching in Special 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):

_____ Praxis #5354 Special Education: Core Knowledge and Applications _____
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.

Black Hills State University - School of Education
Master of Art in Teaching Program
K-12 Special Education Content Areas

Placement Request Forms for the following field experiences will occur each semester via a google form distributed from the Field Experience Office.

EDFN 595: Pre-Admission Teaching Practicum
ED 695: Pre-Student Teaching Practicum,
SEED 688: 7-12 Student Teaching
ED 688: K-12 Student Teaching

The google form is an opportunity for you to have as much input as possible into your placement for the pre-admission teaching practicum and/or pre-student teaching practicum, and your student teaching. Your choices will be considered to every extent possible in the placement process. However, there are many placements to be done each semester and a certain balance must be maintained among the schools that participate in this experience. Whether or not your choices can be honored, has as much to do with the school's availability as it does with your preferences.

Directions for selecting your placement in the Black Hills Area will be provided in your practicum courses each semester.

If you are completing your practicum "Out-of-the-Area" you will be asked to provide the following information to the Office of Field Experiences via the google-form link provided by the Director of Field Experiences.

Name of School District –

Name of School –

School Telephone Number –

Name of Principal –

Email address of Principal -

Requested Name of Clinical Educator (Mentor Teacher) – if applicable

Email address of requested Clinical Educator -



Request for Experiential Substitution for SPED-MAT Pre-Admission Practicum

Coursework will still be required – only 20 hours in the field are waived.

Name _____ Date _____

I am formally requesting that my previous experience be counted as meeting the outcomes of the SPED-MAT SPED695 Practicum. These outcomes are to:

- (1) Have an opportunity to **observe and assist** a teacher in a classroom for a minimum of **20 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 SPED-MAT pre-admission practicum hours. Please complete the information below.

Name of School _____

Position Held by Candidate _____

Job Responsibilities _____

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

Please verify that the candidate has met all the outcomes noted above, check the appropriate statement below, and return the form directly to the Director of Field Experiences: sharla.dowding@bhsu.edu

____ Based on the outcomes noted above, I verify that the information stated above is accurate. I recommend that the candidate's experience substitute for 20 hours of observation time.

____ Based on the outcomes noted above, I cannot recommend that the candidate's experience substitute for 20 hours of observation time.

Signature of Principal _____ Date _____

Email of Principal _____

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

Signature of Director of Field Experiences _____ Date _____

SPED-MAT Plan of Study

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

Candidate Name _____

Plan of Study (check the appropriate boxes)	
<input type="checkbox"/>	Two-Year Schedule
<input type="checkbox"/>	Summer Start
<input type="checkbox"/>	Fall Start
<input type="checkbox"/>	Spring Start
<input type="checkbox"/>	More-than-two-Year Schedule

Plan of Study Review Signatures

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

1. 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

2. As Master of Art in Teaching in Special 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 _____

Personal Plan of Study

Summer _____ Coursework	Fall _____ Coursework	Spring _____ Coursework
Summer _____ Coursework	Fall _____ Coursework	Spring _____ Coursework

Required Courses

Course Number	Course Title	Credit Hours	
ED 622	Foundations of Education & Learning Theory	3	
INED 511	South Dakota Indian Studies	3	
SPED 506	Introduction to Assistive Technology	2	
SPED 510	Behavior Management of Exceptional Children	3	
SPED 513	Serving Students with MR, DD, and Severe Disabilities	3	
SPED 517	Vocational-Transitional Programming	3	
SPED 520	Curriculum & Instructional Strategies K-12	3	
SPED 531	Identification and Assessment in Special Education	3	
SPED 535	Characteristics and Exceptionalities of Adolescents	3	
SPED 553	Introduction to Autism Spectrum Disorders	3	
SPED 560	Family Systems and Professional Collaboration	3	
SPED 585	Special Education Law	2	
SPED 695	SPED Practicum (<i>elementary</i>)	1	
ED 695	Pre-Student Teaching SPED Practicum (<i>secondary</i>) *co-requisite with SEED 508	1	
SEED 508	Planning, Managing & Assessing the 7-12 Diverse Classroom *co-requisite with ED695	3	
SEED 550	5-12 Teaching Reading in Content Area	3	
SPED 688	Student Teaching (<i>16 weeks: requires 8wks at elementary and 8wks at secondary</i>)	4	
EDFN 790	Seminar Performance Assessment – <i>subject to change</i>	1	

	Grand Total	47 credits	
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**Suggested Two-Year Course Sequence for Completion of the MAT in SPED Program,
if starting in the summer**

YEAR 1: Semester #1– Summer	
Courses	Credit Hours
ED 622 – Foundations of Ed & Learning Theory -3	3
SPED 535 – Characteristics and Exceptionalities of Adolescents	3
Total	6
YEAR 1: Semester #2– Fall	
Courses	Credit Hours
SPED 510 – Behavior Management of Exceptional Children	3
SPED 520 - Curriculum & Instructional Strategies K-12	3
SPED 560 - Family Systems and Professional Collaboration	3
SPED 695 – SPED Practicum (45 hours in an elementary SPED classroom)	1
Total	10
YEAR 1: Semester #3 – Spring	
Courses	Credit Hours
SPED 506 – Intro to Assistive Technology	2
SPED 513 - Serving Students with MR, DD, and Severe Disabilities	3
SPED 531 – Identification and Assessment in Special Education	3
SPED 553 – Introduction to Autism Spectrum Disorders	3
Total	11
YEAR 2: Semester #4 – Summer	
Courses	Credit Hours
INED 511 – South Dakota Indian Studies	3
SEED 550 – 5-12 Teaching Reading in Content Area	3
Total	6
Take PRAXIS K-12 Special Education Content Knowledge (#5354)	
YEAR 2: Semester #5 – Fall	
SPED 517 – Vocational-Transitional Programming	3
SEED 508 – Planning, Managing & Assessing the 7-12 Diverse Classroom	3
ED 695 – Pre-Student Teaching SPED Practicum (45 hours in a secondary SPED classroom – different level than SPED695)	1
SPED 585 – Special Education Law	2
Total	9
YEAR 2: Semester #6 – Spring	
SPED 688 – Student Teaching in K-12 Special Education (16 weeks: requires 8weeks at the elementary level and 8weeks at the secondary level)	4
EDFN 790 – Seminar Performance Assessment for Teachers	1
PRAXIS Performance Assessment for Teachers (PPAT)	
Total	5

Updated September 2021