

# **College of Education**

# **Policy and Procedures Manual**



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**BLACK HILLS**  
STATE UNIVERSITY

**2024-2025**

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

# INTRODUCTION

The Black Hills State University College of Education (COE) prepares professionals for a variety of educational settings. This document defines policies and procedures which guide all teacher certification programs.

The COE is the Education Preparation Provider (EPP) for Black Hills State University and performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The COE is responsible for the quality of all candidates prepared at BHSU through meeting all accreditation requirements of the South Dakota Board of Regents (BOR), South Dakota Department of Education (DOE), and the Council for the Accreditation of Educator Preparation (CAEP) including Specialized Professional Associations (SPA).

The COE has designed, established, and maintained a committee structure and advisory governance system with educational partnerships for planning, delivering, and evaluating programs. This involves school practitioners as well as faculty and administrators in other units of the institution. Governance involves BHSU and educational partner practitioners, faculty, and administrators in discussion, analysis, and decisions. A key element of that system is the development and implementation of an assessment system that includes the gathering and use of candidate performance data to ensure that candidates meet Interstate Teacher Assessment and Support Consortium (InTASC), CAEP, and SPA standards.

The COE monitors all candidate data, including applicant qualifications and transition points, candidate proficiencies, competence of graduates, operations, and program quality. The COE is responsible for review, input, and implementation of mandates from external bodies or constituencies and for effecting internal review processes and related policies. The COE is responsible for officially representing the university at all external functions relative to teacher education, certification, program approval, and accreditation.

The policies and related procedures that follow in this manual have evolved over time and have been developed with the input of faculty, administrators, college committees, the Teacher Education Advisory Council, candidates, P-12 school personnel, and external bodies. Because it is a “working” document reflecting a changing knowledge base, its assessment and revision will be continuous. No policy or procedure herein shall supersede university or BOR policies or procedures.

Bachelor of Science in Education Programs approved by the DOE and BOR and accredited by CAEP and the DOE:

- **Early Childhood/Special Education**
- **Elementary School Education:**
- **Secondary School Education:**
  - Biology
  - Composite Math and Science
  - Composite Math and Computer Science
  - Composite Science
  - Composite Social Science
  - English
  - History
  - Mathematics
  - Speech Communication
- **K-12 Education**
  - Art
  - Foreign Language - Spanish
  - Music
  - Physical Education
  - Special Education

Graduate Programs approved by the DOE and BOR and accredited by CAEP and the DOE:

- **Master of Education in Reading: additional teaching credential**
- **Master of Science in Curriculum & Instruction: additional teaching credential option**
- **Master of Science in Secondary Education (Project SECOND)**  
Initial teaching certification for candidates holding a bachelor's degree in an eligible discipline.
- **Master of Arts in Teaching Special Education (MAT-SPED)**  
Initial teaching certificate for candidates holding a bachelor's degree in an eligible discipline.

## **SECTION 1 – COLLEGE OF EDUCATION ORGANIZATION AND STRUCTURE**

The general description of the education courses, programs, and degrees are published in the current edition of the Black Hills State University undergraduate and graduate catalogs. The College of Education (COE) programs are approved through the South Dakota Department of Education and accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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

**Competent** graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

Graduates exhibit **confidence** in their ability to positively affect student learning, behavior and motivation.

**Caring** graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

### **ARTICLE 1.0 - Composition**

- 1.1.1 Professional education faculty are those individuals employed by the University who meet the minimum CAEP and HLC accreditation requirements for education faculty, carry a full teaching load (12 credits – tenure/track; 15 credits – term) of education courses, provide services to candidates such as advising, and/or supervising clinical experiences.
- 1.1.2 All professional education faculty hold voting privileges.

### **ARTICLE 2.0 - Meetings**

- 1.2.1 Regular and special COE meetings shall be called by the COE Chair.
- 1.2.2 Regular COE meetings shall be announced at least five (5) working days prior to the day of the meeting. Members shall be notified of any changes in date/time at least two (2) working days prior to the meeting. Special COE meetings will be announced at least one (1) working day prior to the meeting. Attendance is required. Exceptions are made for teaching conflicts.
- 1.2.3 One-fourth of the members of the College may make a written request for a special COE meeting and it shall be the obligation of the Chair to call such a meeting within five (5) working days.
- 1.2.4 Voting at regular and special COE meetings:
  - a. A simple majority of the voting faculty members of the COE shall constitute a quorum at both regular and special College meetings.

- b. Motions may be passed by a simple majority of faculty present at the meeting.
- c. In the absence of specific agreement to the contrary, the latest edition of Roberts' Rules of Order shall govern the conduct of business of all regular and special College meetings.
- d. Written notification of proxy votes may be accepted, but no COE member may have more than one vote per meeting. Proxy may not be considered to constitute quorum.

### **ARTICLE 3.0 - Committees**

#### **The following standing committees shall exist within the COE:**

##### **1.3.1 Professional Progress Committee**

- a. This committee shall include at least three (3) members of the COE and the Director of Field Experiences as chair.
- b. The committee shall be responsible for:
  - 1. Collecting and analyzing data on applicant qualifications.
  - 2. Reviewing and monitoring the progress of candidates at and between all transitions point from admission through their professional education. This process may lead to a constructive plan as per policy Section 3 Article 5.4 or removal per policy Section 2 Article 6.0 and removing candidates from the program as appropriate.
  - 3. Submitting minutes to the office of the COE Chair and keeping the minutes on file in the Office of Field Experiences.

##### **1.3.2 Assessment Committee**

- a. This committee shall include at least three (3) members of the COE and will be chaired by the COE Assessment Coordinator.
- b. The committee shall be responsible for:
  - 1. Regularly evaluating the capacity and effectiveness of the EPP's assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards.
  - 2. Examining data through appropriate qualitative and quantitative methods for purposes of determining and enacting program, course, or instructional changes.
  - 3. Examining assessment tools to: a) meet CAEP standards for quantitative or qualitative tools as appropriate, and b) determine alignment of the tool with the outcome desired.
  - 4. Surveying completers, employers, and alumni on performance proficiency with the SD Code of Ethics and InTASC standards.
  - 5. Collecting and analyzing EPP data on candidate and graduate performance and EPP operations to evaluate and improve the performance of candidates, the EPP, and programs.
  - 6. Ensuring that candidate program assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed by the EPP and educational partners.
  - 7. Collaborating with faculty to ensure that annual advanced and initial program and EPP Assessment Reports are submitted to the Dean.
  - 8. Submitting minutes to the office of the COE Chair and Dean.

##### **1.3.3 Field Experience Governance Committee**

- a. This committee shall include the Director of Field Experiences (Chair), university faculty representatives, P-12 clinical faculty and partner school administrative representatives.
- b. The committee shall be responsible for:
  - 1. Meeting twice a year, in the fall and spring.
  - 2. Making recommendations regarding governance and policy of field experiences.

3. Designing, implementing, and evaluating field experiences and clinical practices in collaboration with school partners.
4. Ensuring that candidate experiences include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
5. Ensuring input from P-12 teachers and/or administrators on candidate preparation.
6. Keeping minutes in the Office of Field Experiences and submitting minutes to the COE Chair and Dean.

#### 1.3.4 Scholarship Committee

- a. This committee shall include at least three (3) members of the College of Education.
- b. The committee shall be responsible for:
  1. Making candidates in the College aware of available scholarships and awards.
  2. Selecting candidates for the receipt of scholarships and awards.

#### 1.3.5 CAEP Accreditation Committee

- a. This committee shall include at least five (5) members including the Assessment Coordinator who shall serve as chair; the Director of Field Experiences; Chair of COE; and faculty representation of initial and advanced programs.
- b. The committee shall be responsible for:
  1. Working with the Assessment Coordinator to plan, augment, and coordinate policies and procedures for maintaining accreditation with CAEP and the State of South Dakota.
  2. Forwarding recommendations concerning policies and procedures for meeting accreditation requirements to the COE faculty for approval.
  3. Preparing for ongoing accreditation by developing and implementing annual goals and objectives relative to accreditation standards.
  4. Maintaining communication with all stakeholders to ensure understanding of the accreditation process and standards.
  5. Keeping abreast of changes in accreditation standards and licensing requirements.
  6. Submitting minutes to the COE Chair and to the Dean.

#### 1.3.6 Graduate Council

- a. Graduate Faculty shall be composed of College of Education Faculty who have been approved by the BHSU Graduate Council to serve as graduate faculty and are appointed to the Council by the COE Chair. The Council shall include at least three (3) members of the graduate level COE faculty and the Coordinators of Graduate Programs-
- b. The graduate faculty shall be responsible for:
  1. Developing, reviewing and revising the COE graduate programs, including all graduate courses, to assure compliance with state and national accreditation requirements.
  2. Making recommendations to the BHSU Graduate Council regarding policy issues under the jurisdiction of the council.
  3. Implementing the candidacy and capstone requirements.
  4. Working with the Coordinators of Graduate Programs to provide specific criteria for any corrective actions for candidates as may be appropriate.
  5. Submitting minutes to the COE Chair and Dean.

#### 1.3.7 Mission and Strategic Planning Committee

- a. This committee shall include at least five (5) members of the EPP.
- b. The committee shall be responsible for:

1. Designing, implementing and evaluating the EPP's conceptual framework through work with all constituents.
2. Developing, monitoring, and revising the College of Education Strategic Plan
3. Communicating progress toward Strategic Plan goals to constituents.
4. Making recommendations regarding resources needed to implement planning goals.
5. Working with the COE Webmaster to review the College of Education website to ensure that the website is current and accurate.
6. Submitting minutes to the office of the COE Chair and Dean.

#### 1.3.8 Recruitment, Retention, and Advising Committee

- a. This committee will include at least three (3) members of the College of Education
- b. Annually reviewing the College of Education recruiting materials to ensure that program material is described clearly and consistently in publications and catalogs.
- c. Working with the COE Webmaster to review the College of Education website to ensure that the website is current and accurate.
- d. Submitting minutes to the COE Chair and Dean.

#### 1.3.9 College of Education Advisory Council

- a. This Council shall include the Dean-Ex-Officio, Chair of COE (Council Chair), Director of Field Experiences, and P-12 public school district administrators and teachers.
- b. Permanent members of the Council will include the Dean, the COE Chair, the Director of Field Experiences, and COE Assessment Coordinator. The remaining members will be appointed by the Chair.
- c. The Council shall be responsible for:
  1. Serving in an advisory role to the College of Education.
  2. Meeting twice a year, in the fall and spring.
  3. Assisting the College in accomplishing its goals.
  4. Ensuring collaboration and input from stakeholders for education program decision-making, placements, assessments, and partnerships.
  5. Serving as ambassadors for the College of Education.
  6. Submitting minutes to the Office of the Dean.

#### 1.3.10 Ad Hoc Committees

- a. Ad Hoc committees shall be created within the College as deemed necessary by the COE Chair, who shall create and staff these committees.

## **SECTION 2 – ADMISSION TO THE PROFESSIONAL TEACHER PREPARATION PROGRAM**

In compliance with the State of South Dakota and regional and national accrediting bodies, the College of Education administers a formal selection process for persons who seek to enter teacher education programs. This selection process dictates that a candidate accomplish the requirements outlined in the following articles:

### **ARTICLE 1.0 - Academic Requirement**

- 2.1.1 Undergraduate teacher education candidates should initiate the application process for admission to the Professional Teacher Preparation Program no later than after the second semester of their sophomore year and as soon as they have taken EDFN 295 or ECE 328L, EDFN 338, and EPSY 302. All candidates must be admitted to the Professional Teacher Preparation Program before attending courses for which

admission is required. Post baccalaureate teacher education candidates should initiate the application process immediately upon provisional acceptance to Project SECOND or MAT-SPED. Post baccalaureate candidates must have the application completed by the beginning of the semester for which admission is applied.

2.1.2 Candidates seeking a Bachelor of Science in Education degree at BHSU and admission into the Professional Teacher Preparation Program must present a cumulative grade point average (GPA) of 2.70 or higher and an overall GPA of 2.70 or higher in all coursework required for the completion of their selected teacher education program as outlined on the BHSU status sheet. Candidates with a degree from an accredited college or university must satisfy the same requirements for admission into the Professional Teacher Preparation Program as a BHSU degree seeking candidate. The term “overall” is to be interpreted as meaning all pertinent course work from all accredited colleges and universities, including course work taken at BHSU. Undergraduate candidates may be required by the Chair to repeat professional core courses older than seven years. As per graduate degree policy, graduate candidates in Project SECOND or MAT-SPED cannot use courses that will be older than six years at the time the Master of Science in Secondary Education will be awarded. Each candidate admitted will have a GPA average of 3.0 or higher.

2.1.3 Undergraduate candidates seeking admission into the Professional Teacher Preparation Program must present a grade of “C” or better in all coursework related to the candidate’s education program and the following prerequisite courses:

- 1) EDFN 295 or ECE 328L Pre-Admission Teaching Practicum
- 2) EDFN 338 Foundations of American Education
- 3) EPSY 302 Educational Psychology

Post baccalaureate candidates seeking admission into the Professional Teacher Preparation Program must present a grade of “C” or better in all coursework related to the educational program and must maintain a 3.0 GPA in all graduate coursework. Candidates for the Master of Science in Secondary Education (Project SECOND) or Master of Arts in Teaching for Special Education cannot use more than two grades of “C” in the master’s degree.

2.1.4 Candidates seeking admission are made aware of SDCL 13:42-10: Mandatory Revocation of Refusal of Certification on Conviction of a Crime – Proof of Conviction. As part of the application for admission to the Professional Teacher Preparation Program, the candidate will sign the Declaration of Criminal Record & Moral Turpitude form to provide evidence that they have read the state mandate and that they know that they may not be eligible for teacher certification even if they have completed the College of Education’s professional Teacher Preparation Program. They are advised to voluntarily disclose convictions (misdemeanors or felonies) and, before entering any field experience, update the disclosure form or reaffirm that information on the form is still correct. The Director of Field Experience/Certification Officer receives all disclosure forms to be filed in candidates’ permanent folders. BHSU does not make decisions about certification. Decisions about the issuance of certificates by the Secretary of Education cannot be made until candidates have finished programs and applied for certification, at which time the Secretary will investigate and review each application.

2.1.5 Candidates on academic probation may not be admitted to the Professional Teacher Preparation Program.

2.1.6 Candidates must submit a current Program Evaluation and three completed Professional Disposition Assessments (PDA) one each from a BHSU professor, clinical educator, and self. Candidates who receive scores of 1 or 2 on Dispositions Checklists must meet with the Director of Field Experiences to discuss concerns and progress. Concerns on Professional Disposition Assessments may lead to a denial of acceptance into or removal from the Professional Teacher Preparation Program.

- 2.1.7 Upon receipt of all necessary admission forms and requirements, the Director of Field Experiences will recommend admission (either full or provisional) or deny admission to the Professional Teacher Preparation Program. If a candidate is lacking requirements for full admission, the Director of Field Experiences may grant a provisional admission for a period of one semester, during which period all deficiencies shall be remedied. If the provisions are not met, the candidate will be removed from the Professional Teacher Preparation Program until such time as all provisions are addressed and the candidate makes reapplication. If admission is denied, the candidate may appeal to the Professional Progress Committee (PPC) per Article 3.0.
- 2.1.8 Candidates in post baccalaureate certification programs must submit all necessary documentation and forms to the Office of Field Experiences by the beginning of the year in which they desire admission. Candidates are subject to the admission requirements as stated above, including passing the appropriate PRAXIS II Content Knowledge exams. Upon submission of all necessary documentation, candidates will be granted provisional admission. Upon submission of all required documentation, candidates will then be fully admitted to the Professional Teacher Preparation Program. They must be fully admitted before the student teaching internship.

## **ARTICLE 2.0 - Field Experience Requirements for the Professional Teacher Preparation Program**

Field experiences are program components conducted in off-campus P-12 school settings. They include classroom observations, tutoring, assisting teachers, student teaching, and internships. For each credit hour of field experience or practicum the candidate must spend a minimum of 45 clock hours, with no more than 10% of the counted hours being used for university-based activities. Student teaching internship and practicum experiences should be sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. All COE field experiences must be approved by the Director of Field Experiences.

### **2.2.1 Student teacher placements for ARSD 24:53:07 must meet the following requirements:**

- (1) Student teachers must demonstrate competency in the job responsibilities required by their chosen program. They shall participate in professional development through self, peer, and supervisory reflection on the student teaching experience;
- (2) Student teachers must complete a minimum of 10 weeks of supervised experiences. The student teachers must spend the majority of the 10 weeks in the subject area and age or grade span for which they are prepared;
- (3) Student teachers who teach at least 15 weeks may earn preparation in two subject areas or grade spans if the student teaching placement meets the required balance of time in each of the subject areas and age or grade spans;
- (4) Student teachers in K-12 programs must complete experiences at two levels; and
- (5) Student teachers in birth through grade three education programs or birth through grade three special education programs must complete experiences at both the preschool and elementary levels.

2.2.2 Prior to assignment to the student teaching internship, candidates must satisfactorily complete all required program courses, including general education requirements, education course requirements, and course work required for all applicable majors and minors. Exceptions need to be approved by the Office of Field Experiences.

2.2.3 Prior to assignment to the student teaching internship, candidates must successfully complete all applicable pre-student teaching practicum experiences.

2.2.4 Candidates must complete no less than ten weeks of the student teaching internship in each major, as per ARSD 24:53:06:03. Candidates majoring in K-12 programs (Art, Music, Physical Education, Special Education, and Foreign Language) must complete the student teaching internship at two of three levels



(elementary, middle level, secondary). The third level should be completed during the pre-student teaching practicum.

- 2.2.5 A request for any deviation of required time for field experiences must be made to the Director of Field Experiences for approval. Such approval can only be given if the deviation does not contradict the policies, rules, or standards of the university, state program approval, or Council for the Accreditation of Educator Preparation (CAEP).
- 2.2.6 Candidates applying for admission to the student teaching internship must present an overall grade point average of 2.70 or higher, in all major course work required for the candidate's selected area(s) of teacher certification.
- 2.2.7 Candidates in post baccalaureate certification and professional development school programs are allowed to enroll simultaneously in coursework and the student teaching internship as approved by the Dean of the College of Education.

### **ARTICLE 3.0 Candidate Progress Review by the Professional Progress Committee**

- 2.3.1 The Professional Progress Committee (PPC), in conjunction with the Office of Field Experiences, monitors the progress of candidates throughout their professional education program at each of the three established Transition Points: (1) admission to the Professional Teacher Preparation Program, (2) admission to the student teaching internship, and (3) successful completion of and exit from the program.
- 2.3.2 The PPC will review the status of each candidate who has not been administratively recommended for continuation in the Professional Teacher Preparation program at each of the three Transition Points. The PPC shall have the authority to make decisions related to candidate continuation in and/or completion of the program. The PPC may also accept and/or solicit pertinent information from candidates initiating applications for admission or appeals. Additional information may be solicited from faculty members, candidate advisors, offices of the university, and other identified sources to provide sufficient data for sound decision-making.
- 2.3.3 Candidates have the right to appeal decisions of the Director of Field Experiences or the PPC. If a candidate desires to register an appeal, it must be initiated through a written request directed to the COE Chair within two weeks. The candidate's appeal may request a meeting with the PPC or, in lieu of a meeting, submission of evidence through written documents. If the candidate requests a hearing at which s/he appears, the candidate may bring an advocate. At the appeal hearing, the candidate will be invited to respond to the committee's concerns and present evidence in support of her/his appeal. After the candidate's appeal has been heard s/he will be dismissed from the meeting and the committee will convene to consider the evidence and come to a decision regarding the candidate's continuation in or removal from the program. The PPC committee's decision is final.
- 2.3.4 The Director of Field Experiences shall have the authority to grant applicants to teacher education a one (1) semester provisional admission with the specific provisions of admission made clear to the candidate. This provisional admittance shall be for one (1) semester or at the discretion of the Director. The Office of Field Experiences keeps records of all admissions (full and provisional), as well as denials.
- 2.3.5 When education faculty have concerns about candidates that are enrolled in their classes, they should complete a Professional Dispositions Assessment Form (PDA). This form can be obtained from and should be forwarded to the Director of Field Experiences. The Director of Field Experiences will then schedule a meeting with candidate to discuss concerns. If problems persist, the Director of Field Experiences will bring the issue to the attention of the PPC. The purpose of the Professional Dispositions Assessment Form is threefold:

- a. To notify the PPC of any candidate that may possess questionable knowledge, skills, and/or dispositions needed to become a successful educator;
- b. To provide the candidate with honest feedback regarding concerns, as well as the opportunity for the candidate to demonstrate expected growth in the area of concern; and
- c. To inform the candidate that concerns, if they persist, may result in a PPC decision to remove her/him from the Professional Teacher Preparation Program Transition Points: (1) admission to the Professional Teacher Preparation Program, (2) admission to the student teaching internship, and (3) successful completion of and exit from the program.

2.3.6 The PPC may request an interview with a candidate before consideration of admission to the Professional Teacher Preparation Program.

#### **ARTICLE 4.0 - Transition Point 1: Admission to Professional Teacher Preparation Program**

- 2.4.1 Candidates who meet all admission criteria are administratively admitted to the College of Education's Professional Teacher Preparation Program. Candidates will receive written notification of their admission and clearance to register for the professional core classes.
- 2.4.2 Candidates who do not meet required criteria are denied admission. Candidates will receive written notification of the reasons for their denial. Such notification will also include an invitation for consultation between the candidate and the Director of Field Experiences.
- 2.4.3 Candidates for admission to teacher education, in pursuit of additional certification or endorsements, shall be admitted on the presentation of a valid (current) teaching license in lieu of other admission criteria.
- 2.4.4 Candidates who hold lapsed teaching certificates/licenses, who seek admission to teacher education, shall be admitted on presentation of their teaching certificate/license.

#### **ARTICLE 5.0 - Procedure for Program Application to the Professional Teacher Preparation Program**

- 2.5.1 Application forms for admission to the Professional Teacher Preparation Program are available online or in the Office of Field Experiences, Jonas 203A.
- 2.5.2 The candidate must complete the application packet and return it to the Office of Field Experiences with all necessary documentation.

#### **ARTICLE 6.0 - Candidate Retention and Termination**

- 2.6.1 The progress of each candidate is reviewed at each of the three Transition Points in the program. (See ARTICLE 3.0 above.) Termination from the Professional Teacher Preparation Program is recommended when it is reasonably clear that a candidate does not or cannot meet the academic requirements or has consistently performed unsatisfactorily in field experiences and/or the student teaching internship, or has demonstrated personal or social behaviors that are considered inappropriate to the education and the well-being of school-aged children as evidenced by Professional Dispositions Assessments and/or other information.
- 2.6.2 The status of any candidate previously approved for admission may be re-evaluated at any time when evidence exists that the candidate may be unsuitable for teaching or a threat or danger to the well-being of children.
- 2.6.3 Faculty may request a meeting of the PPC for the review of any candidate who has failed to satisfy the program criteria. This activity should not be construed to limit the Director of Field Experiences in

appropriate and immediate decisions when deemed necessary. When immediate decisions are made regarding program retention, field experience site transfer or program termination, the Director will share the specific cases with the appropriate faculty at the candidate review.

### **SECTION 3 – FIELD-BASED EXPERIENCES IN THE PROFESSIONAL TEACHER PREPARATION PROGRAM**

Throughout their program, candidates are provided a sequence of planned field experiences integral to selected courses and supported by the mission of the COE to prepare competent, confident, and caring professionals. The EPP and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**ARTICLE 1.0 - Pre-Student Teaching Field Experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe and teach in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers and other school professionals prior to clinical practice.**

- 3.1.1 The Director of Field Experiences has responsibility for the overall direction and function of pre-student teaching field experiences in collaboration with school partners (Pre-Admission Teaching Practicum, Pre-Professional Teaching Practicum and Pre-Student Teaching Practicum).
- 3.1.2 Candidates must successfully complete Pre-Admission Teaching Practicum before placement into the one-year residency or pre-student teaching practicum.
- 3.1.3 Candidates must participate in classrooms at different school and district sites during their field experiences. The candidate must experience diverse instructional experiences with male and female P-12 students from different socioeconomic groups, with exceptionalities, and at least two ethnic/racial groups.
- 3.1.4 Candidates are under the direct supervision of the cooperating teacher/clinical educator and building principal and must abide by existing regulations and expectations of the school district and the COE including, but not limited to, background checks, dress, and behavior.
- 3.1.5 Specific roles and responsibilities are outlined in field experience handbooks.
- 3.1.6 Candidates who need to withdraw from a field experience should direct a letter to the Director of Field Experiences, who will notify appropriate faculty and school district personnel.
- 3.1.7 University instructors, supervisors, or administrators provide regular and continuing support for candidates through such processes as observation, conferencing, group discussion, email, and the use of other technology.
- 3.1.8 Candidates will be formally observed and evaluated as appropriate by the cooperating teacher/clinical educator in the P-12 school using official University forms.
- 3.1.9 A field experience can be terminated by either the Director of Field Experiences or school district personnel when it is deemed to be in the best interest of the school, P-12 students, or the teacher candidate.
- 3.1.10 Initial placement sites within a given semester may be changed when it is found that there is a significant incompatibility between the candidate and either school district personnel or the given field experience

environment. The change may be initiated only if there is time enough remaining to make a second placement.

- 3.1.11 Candidates are participant learners in the school setting. Their level of expertise and experience requires that, for pre-student teaching field experiences, they not be left in sole charge of supervising an instructional setting.

## **ARTICLE 2.0 - Transition Point 2: Admission to the Student Teaching Internship**

The student teaching internship is the culminating field experience activity in the professional teacher preparation program. It is designed to provide teacher candidates with the opportunity to assume the full responsibilities of a classroom teacher under the supervision of a school-based clinical faculty and university supervisor. Candidates begin a process of continuous assessment, reflection, and action directed at positively impacting P-12 learning. To mentor candidate interns, the clinical educators and university supervisors follow the phases of the co-plan, co-teach model.

- 3.2.1 All candidates' progress is reviewed at Transition Point 2. Candidates for the student teaching internship must be approved by the Director of Field Experiences and admitted to the Professional Teacher Education Program. The Director of Field Experiences will bring concerns for candidates not meeting necessary requirements to the Professional Progress Committee for a decision regarding continuation in or removal from the program. The candidate does maintain the right to an appeal to the Professional Progress Committee, as noted in Article 3.0.
- 3.2.2 In addition to meeting all requirements for admission to the professional teacher preparation program, student teaching intern candidates must submit to the Office of Field Experiences the Student Teaching Internship application packet and provide documentation of:
- a. A Status Sheet demonstrating successful completion of all program courses.
  - b. Successful completion of all pre-student teaching field experiences.
  - c. An overall grade point average of 2.70 or higher in academic course work required to meet their selected teacher education program. All teacher education program course work must be completed with a grade of "C" or better.
  - d. Satisfactory Professional Dispositions Assessments.
  - e. Passing scores on the appropriate PRAXIS Content Knowledge Exams for each teaching major.
  - f. Proof of liability insurance.
  - g. Evidence of meeting P-12 school requirement for background check.

## **ARTICLE 3.0 - Placement in the Student Teaching Internship**

- 3.3.1 All candidates expecting to enroll in the student teaching internship must make application according to the published timelines prior to the actual student teaching internship to ensure adequate review and careful placement.
- 3.3.2 The Director of Field Experiences, utilizing a negotiated agreement with selected school districts in South Dakota and Wyoming, coordinates placements to ensure that candidates are assigned to school faculty who are accomplished professionals, with at least three years of experience, and are prepared for their roles as mentors and supervisors. Field experiences will include P-12 candidates with exceptionalities and P-12 candidates from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.
- 3.3.3 Students accepted into the College of Education may make a request to student teach out-of-area. The Director of Field Experiences, upon receiving formal written request from a BHSU intern, will consider out-of-area placements that are beyond 100 miles from the BHSU campus. Out-of-area placements must be requested during the semester immediately preceding the student teaching internship (See cut-off

dates listed below). Out-of-area student teaching placement packets are available in the Field Experience office. Students requesting out-of-area placement need to complete the packet in its entirety for the request to be considered.

The following requirements will be included in the Out-of-Area Placement Packet:

- a. Formal written request for the out of area placement from the BHSU student intern,
- b. Letter of support from the principal of the school being requested,
- c. Letter of support from the clinical educator of the school being requested,
- d. A signed MOU from the clinical educator acknowledging:
  - 1.) Clinical educator understands his/her duties and responsibilities.
  - 2.) Clinical educator is not related to the student intern requesting placement.
- e. A signed MOU from the student intern acknowledging:
  - 1.) Student interns are responsible for any additional fees incurred student teaching out-of-area
  - 2.) Attendance at all PPAT work sessions is required. A Zoom option will be provided in the event an intern is unable to attend in person.
  - 3.) Student intern understands his/her duties and responsibilities during the student teaching internship.

Fall Semester Requests (for Spring Student Teaching) due on or before October 1.

Spring Semester Requests (for Fall Student Teaching) due on or before March 1.

Requests submitted after these dates will not be considered.

Successful completion of the packet is likely to result in out-of-area placement. Exceptions to this will include any previous concerns documented in the intern's file. Failure to complete one or more of the requirements listed above will result in a denied request for out-of-area placement.

If the district where the student is requesting placement charges a fee for accepting interns, that fee will be the responsibility of the student.

*If students have any difficulty meeting these criteria and/or timeline, they are strongly encouraged to communicate with the Director of Field Experience for support and guidance.*

3.3.4 Placements in post baccalaureate certification programs are coordinated with the Director of Field Experiences and comply with COE policies. All post baccalaureate candidates complete all field experiences required for initial teacher certification.

3.3.5 All final placement decisions are made by the Director of Field Experiences.

#### **ARTICLE 4.0 - Role of the Student Teaching Intern and Related Requirements/Expectations**

3.4.1 BHSU COE candidates are required to complete a minimum of sixteen (16) weeks of full days in their student teaching internship. Extension of that period, at the candidate's written request, may occur only upon written mutual consent of the university supervisor, the school district administration, the Director of Field Experiences, and the clinical educator in the P-12 school.

3.4.2 Clinical educators in P-12 schools retain full responsibility over their classrooms and delegate instructional responsibility to the student teaching intern on a temporary basis. However, the student teaching interns are not to be used as substitute teachers in the building unless all the following conditions are met:

- a. Student teaching interns may substitute only for their clinical educators unless school district personnel, the university supervisor, and the Director of Field Experiences have granted permission.

- b. A four-way agreement exists among the school district administration, clinical educator, university supervisor, and student teaching intern.
- c. Substitute payment is based upon district policy.

#### **ARTICLE 5.0 - Supervision and Assessment of Student Teaching Interns**

- 3.5.1 The university supervisor has a shared responsibility with the clinical educator in the P-12 school for overseeing the student teaching intern in the assigned setting. Both use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to institutional standards. Any concerns about student teaching intern performance should be reported immediately to the university supervisor.
- 3.5.2 Assessment and evaluation of the student teaching internship are completed by the clinical educator in the P-12 school in conjunction with the university supervisor. Official University online forms are used and reviewed by the Director of Field Experiences before a candidate is approved for successful completion of the degree (Transition Point 3) and recommended to the state for certification.
- 3.5.3 Detailed procedures for supervision and assessment can be found in the Student Teaching Internship Handbook.
- 3.5.4 In situations where it has been determined that the student teaching intern needs further assistance, the Director of Field Experiences, in coordination with the university supervisor and the clinical educator in the P-12 school, will create a Plan of Assistance (POA). The POA identifies performance deficiencies, provides required remedial steps, and outlines procedures for determining the successful completion of the internship. Failure to successfully complete the POA can result in an extension of the internship and/or a grade of Unsatisfactory (U).
- 3.5.5 The university supervisor and clinical educator in the P-12 school make pass/fail recommendations regarding a candidate's successful completion of the student teaching internship. The Director of Field Experiences reviews all recommendations and makes the final grade assignment.
- 3.5.6 Teacher candidates who do not complete their student teaching internship must appear before the Professional Progress Committee (PPC) to obtain permission to repeat the internship. In addition, if the teacher candidate is on a Plan of Assistance (POA) prior to quitting, failing, or being dismissed, the POA will continue to be in affect if the PPC approves the internship to be repeated.
- 3.5.7 Supervision of clinical practice does not generally exceed eighteen (18) candidates for each full-time equivalent faculty member. The EPP will make appropriate use of full-time, part-time, and clinical faculty.

#### **ARTICLE 6.0 - Field Experience in Advanced Programs Leading to Initial Teacher Certification**

Candidates in the Master of Science in Secondary and MAT-SPED Education graduate degree programs (post baccalaureate teacher certification) participate in all field experiences required for initial teacher certification (pre-admission practicum, pre-student teaching practicum, and student teaching internship).

#### **ARTICLE 7.0 – Field Experience in Advanced Programs Not Leading to Teacher Certification (Advanced Programs for Other School Professionals)**

Candidates in the Master of Science in Curriculum and Instruction and Master of Education in Reading graduate programs participate in field experiences that require them to apply course work and leadership in school/district settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.

- 3.7.1 The graduate candidates and BHSU faculty/school district mentors design, implement, and evaluate projects related to leadership roles for which they are preparing in technology, reading, mathematics, and science education.
- 3.7.2 The graduate candidate field placement includes P-12 students with exceptionalities, and P-12 students from diverse ethnic/racial, linguistic, gender, and socio-economic groups.

#### **ARTICLE 8.0 – Student Teaching Permits**

There are two different types of student teaching permits that students can apply for through the state of South Dakota - a **student teacher permit** and an **advanced student teacher permit**. Each student teaching permit has different requirements for the applicant, employer (school partner), and the regionally accredited institute of higher education (BHSU). Both student teacher permits are optional. Holding either of the permits allows a school district to pay the student teacher during their student teaching experience. The two types of student teacher permits acknowledge a difference in skills and abilities as well as completion of specific requirements in preparation of student teaching. The permits are intended to allow for paid student teaching experiences to help offset living expenses during a time when the student teacher may not have the ability to maintain a part-time job. The advanced student teacher permit also recognizes the challenges the state and national teacher shortage has created and is an option given to individuals who have met very specific criteria to serve as a teacher of record in a school that was unable to hire a fully certified teacher for a vacant position.

- 3.8.1 Students applying for an advanced student teaching permit must have approval through the PPC prior to applying for the permit.
- 3.8.2 According to ARSD 24:28:09:50 **Advanced student teacher permit--Regionally accredited institute of higher learning requirements**. The regionally accredited institution of higher education offering the educator preparation program attended by the student teacher shall provide sign-off on the student teacher's assignment, with acknowledgement that the student teacher candidate has successfully completed the requirements as determined by the regionally accredited institution of higher education offering the educator preparation program including:
  - (1) Successful completion of the state-designated pedagogy test;
  - (2) Successful completion of the state-designated content test or tests in the area or areas assigned;
  - (3) A minimum level of proficiency of a 3.0 grade point average for content and pedagogy coursework;
  - (4) Successful completion of coursework expected of the student teacher candidate to qualify for student teaching experience at the time of application; and
  - (5) Registration for the final coursework necessary for program completion, with the coursework reflected on an official transcript.

- 3.8.3 Student teaching permits are applicable for South Dakota schools only.

#### **SECTION 4 – CONTINUOUS ASSESSMENT POLICIES AND PROCEDURES**

The Professional Teacher Preparation Program at Black Hills State University has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the EPP, and its EPP operations to evaluate and improve the performance of candidates, the EPP, and its programs.

## **ARTICLE 1.0 - Internal Systems for Continuous Assessment**

- 4.1.1 The COE will maintain an assessment system to evaluate candidate's knowledge, skills, and dispositions at transition points throughout their program including admissions, prior to the student teaching internship, and upon program completion.
- 4.1.2 Each content area program coordinator completes an annual report assessing candidate learning in relation to CAEP and SPA accreditation standards to be submitted to the respective Deans and the COE and University assessment committees.
- 4.1.3 An annual unit assessment report at the undergraduate level is compiled, summarized, and analyzed in relation to INTASC standards. Unit performance is shared at an annual retreat for the purpose of improving program quality and unit operations, and it is posted on the COE website so it can be available to candidates and other stakeholders.
- 4.1.4 An annual unit assessment report at the graduate level is compiled, summarized, and analyzed in relation to National Board Propositions for the MSCI and International Reading Association Standards for the MEd. Assessment results are shared with the graduate faculty in a Graduate Council Meeting for the purpose of improving program quality and EPP operations.
- 4.1.5 The Office of Field Experiences maintains records of formal candidate complaints and documents their resolution at the undergraduate level and for the Master of Science in Secondary Education. The Director of Graduate Programs maintains records of formal candidate complaints and documents their resolution for the MSCI and MEd degrees.
- 4.1.6 The College of Education Strategic Plan will be monitored each year by the COE Mission and Strategic Planning Committee. Annually, the faculty will review all categories of the plan, evaluate progress toward benchmarks, and make appropriate revisions to the plan.
- 4.1.7 Standing COE committees will report to the faculty at COE and EPP faculty meetings upon the request of the Chair.
- 4.1.8 Education faculty members who serve on university-wide committees will report committee actions to the faculty at regular faculty meetings as needed.
- 4.1.9 Campus student opinion surveys are used in the evaluation of instructors/professors and courses according to the terms of the agreement between the South Dakota Board of Regents, the Council of Higher Education (COHE Agreement), and institutional practices.
- 4.1.10 Student teacher seminars are held at the end of each academic semester for the purpose of program evaluation including evaluation and supervision of field experiences.
- 4.1.11 Meetings which feature conversations with the Dean may be called by campus student organizations or concerned groups of candidates.
- 4.1.12 The Assessment and Evaluation Committee directs the gathering, evaluating, and reporting of data relative to the performance of program completers, and 1<sup>st</sup> and 3<sup>rd</sup> year program graduates. The committee also takes steps to eliminate bias in assessments and to establish fair, accurate, and consistent assessment procedures.



## **ARTICLE 2.0 - External Systems for Continuous Assessment**

- 4.2.1 The Professional Teacher Preparation Program will undergo a joint review by the Council for the Accreditation of Educator Preparation (CAEP) and the South Dakota Department of Education every seven years according to the Protocol for SD State Program Approval.
- 4.2.2 The Chair is responsible for assuring any modifications(s) will fall within the standards, policies, procedures of CAEP, Board of Regents, and state program approval and will make appropriate notification to these agencies.
- 4.2.3 Various grants and special projects may establish the need for other forms of external monitoring and reporting. This information will also be used for program improvement.

## **ARTICLE 3.0 - Operational Policies and Procedures**

- 4.3.1 Any College standing committee(s) or ad hoc committee can recommend change or innovation in the teacher education program or procedures.
- 4.3.2 The College of Education Advisory Council can recommend change or innovation in the teacher education program or procedures.
- 4.3.3 College of Education Policy and Procedures are initiated, modified, and approved by the appointed faculty of the COE. Such policy must be consistent with that of Black Hills State University, the South Dakota Board of Regents, South Dakota Department of Education, Higher Learning Commission, and the Council for the Accreditation of Educator Preparation (CAEP).

## **ARTICLE 4.0 - Long-Range Planning**

The Professional Teacher Preparation Program utilizes annual and long-range planning to facilitate and monitor its progress, its timely completion of tasks, and its future direction and budgetary needs.

- 4.4.1 The Chair is responsible for developing a strategic plan with input from appropriate faculty and advisory groups.
- 4.4.2 Long-range planning is aligned with expectations of the University, the SD Board of Regents, the SD Department of Education, CAEP, and other external stakeholders.
- 4.4.3 Long-range plans are reviewed with the faculty and updated annually for report to the Vice President for Academic Affairs and the President to support budgetary needs.
- 4.4.4 Long-range plans are used to monitor overall program growth and to predict future trends and needs.

## **SECTION 5 – FACULTY PERSONNEL**

### **ARTICLE 1.0 - New/Vacant Positions**

- 5.1.1 After consultation with the university's administration and the education faculty, the Chair proposes new or vacant positions for advertising.
- 5.1.2 The Chair, in consultation with the Dean, appoints a Search and Screen Committee of COE faculty to review candidates' applications and meet with candidates. Review shall be consistent with the University Search and Screen Policy.
- 5.1.3 The Search and Screen Committee recommends no more than three candidates for the Chair's

consideration and Dean's approval.

- 5.1.4 Initial contact to an applicant is made by the Chair of the Search and Screen Committee and must be consistent with Search and Screen Policy.

## **ARTICLE 2.0 - Conditions of Employment, Performance, and Growth**

- 5.2.1 Faculty members are provided an office with equipment and materials necessary to perform their responsibilities in teaching, service, and research/scholarship.
- 5.2.2 Faculty members will receive the College of Education Standards Document to provide guidelines for their annual performance evaluation (PSE).
- 5.2.3 Faculty, directors, coordinators, and staff in the College of Education are assigned and report directly to their respective supervisors.
- 5.2.4 Faculty responsible for supervision of school-based experiences must have contemporary professional experience in school settings at the levels they supervise and training in supervision and collaboration.
- 5.2.5 Faculty are assigned duties and responsibilities appropriate to their academic background and professional expertise and experience.
- 5.2.6 Faculty are expected to develop close working relationships with personnel in local school districts or in school districts where student teachers are assigned. Joint research projects are encouraged.
- 5.2.7 Faculty are expected to be involved in continued education or professional experiences which will enhance current or future roles in education, and which will model lifelong learning.
- 5.2.8 Faculty are expected to be current with research in their areas of expertise and with reform efforts/movements in education and schools in order that schools recognize and seek their expertise to provide continuing education training to clinical faculty personnel.
- 5.2.9 Faculty are expected to file an electronic copy of the syllabus for each course offered on-campus, off-campus, or any other site in the COE Office of the Dean within one week after the course starting date. The syllabus will follow the COE syllabus format with the required headings, course descriptions, goals, course outline, textbook and materials, evaluation criteria, attendance policy, methodology, and timelines. Each syllabus must include the appropriate conceptual framework statement, disabilities accommodation statement, academic freedom of responsibility statement, and other specified information. A copy of the most current BOR/COEBS syllabus format is available in the Office of the Dean.
- 5.2.10 If the course is an independent study, then a contract with course requirements or syllabus must be filed with the Chair. A copy of the agreement must be given to the candidate with all expectations clearly defined.
- 5.2.11 Clinical educators participating in the field experience components of the Professional Teacher Preparation Program must have a minimum of three years of teaching experience and be certified to teach in the area(s) assigned.

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Last Updated: August 22, 2024 by unanimous faculty vote