

***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 Kellie Hatch in the Office of Field Experiences Kellie.Hatch@BHSU.edu or call 605-642-6642.

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

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:

|  |
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| **Full Admission Checklist**(check the appropriate box next to EACH item attached) |
|  | The eligibility form is on file in the Office of Field Experience  |
|  | **There is a minimum grade of B** in the following coursework: ED 622 (Foundations of Education and Learning Theory) SPED695 (Pre-Admission SPED Practicum) |
|  | Program GPA is 3.0 or better, with no more than two Cs.  |
|  | 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
	1. Candidates’ progress is reviewed at three transition points during the program as follows. (BHSU SOE Policy 2.3:2.3.1)
		1. Transition Point 1 – Admission to the Professional Teacher Preparation Program
		2. Transition Point 2 – Admission to Student Teaching
		3. Transition Point 3 – Program Exit
	2. 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)
	3. 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)
	4. 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)
	5. 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
	1. All field experience and student teaching internship placements are made by the Director of Field Experiences.
	2. 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)
	3. 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)**

1. Placement in Private Schools
	1. 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.
2. Praxis Exams (cf. ARSD 24:16:05:06)
	1. **Praxis Content Knowledge exams for a candidate’s major(s) must be passed *prior to their student teaching internship*.**
	2. 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**

1. Student teachers in K-12 programs must complete experiences at two levels.
2. 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.
3. 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.
4. Interns must successfully complete the Praxis Performance Assessment for Teachers (PPAT). Information will be provided by the respective Program Coordinator.
5. Candidates must keep all information relative to P-12 candidates and school personnel confidential.
6. 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>).
7. 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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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
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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***PDA Form Approved by the College of Education faculty November 2020 (aligned with InTASC 2013)***

**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.

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

***Coursework will still be required – only 40 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 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 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: jami.kesling@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 40 hours of observation time.

\_\_\_\_\_ Based on the outcomes noted above, I cannot recommend that the candidate’s experience substitute for 40 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plan of Study**

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

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching Content(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **Plan of Study**(check the appropriate boxes) |
|  | Two-Year Schedule  |
|  | Summer Start  |
|  | Fall Start |
|  | Spring Start |
|  | 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

1. 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** |
|  |  |  |
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|  |  |  |
|  |  |  |
|  |  |   |
| **Summer \_\_\_\_\_\_ Coursework** | **Fall \_\_\_\_\_\_ Coursework** | **Spring \_\_\_\_\_\_ Coursework** |
|  |  |  |
|  |  |  |
|  |  |  |
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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 (elementary) | 1 |  |
| ED 695 | Pre-Student Teaching SPED Practicum (secondary) \*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 (16 weeks: requires 8wks at elementary and 8wks at secondary) | 4 |  |
| EDFN 790 | Seminar Performance Assessment – subject to change | 1 |  |
|  | **Grand Total** | **47 Credits** |  |

**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 |
| 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** |
| **YEAR2: Semester #5 - Summer** |
| **Courses** | **Credit Hours** |
| 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 SPED 695) | 1 |
| SPED 585 – Special Education Law | 2 |
| **Total** | **9** |
| **YEAR 2: Semester #6 - Spring** |
| **Courses** | **Credit Hours** |
| 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 |
| **Total** | **5** |

Updated June 2023