



NORTHERN
STATE UNIVERSITY

Millicent Atkins
School of Education

Teacher Education Program

Candidate Handbook

Effective Fall 2024

Millicent Atkins School of Education

Our Mission

The mission of the Millicent Atkins School of Education is to prepare, advise, and support students to become highly qualified professionals and leaders in education, mental health, and physical health by providing dynamic experiential and research-based instruction that promotes equity, inclusion, and innovation. We provide research, service, and life-long learning opportunities to enrich the lives of our campus and local communities.

Our Vision

The Millicent Atkins School of Education aspires to distinguish itself as a leader in professional preparation by creating authentic learning environments through innovative instruction, inquiry, collaboration, and service to empower students to impact the ever-changing world.

We believe:

in fostering curiosity, innovation, and creativity in the pursuit of knowledge through research.

that academic promise consists of more than a student's GPA or test scores and includes traits such as initiative, resilience, work ethic, and dedication to educational goals.

in developing candidates who will become active members of society, effective and ethical leaders, and agents of social change.

that practical application of knowledge and skills across disciplines is essential for professional growth and development.

in creating inclusive environments that value and respect the diverse backgrounds, experiences, and perspectives of all individuals that leads to authentic connections and relationships.

Teacher Education Program

Our Mission:

The Teacher Education Program seeks to develop the wisdom and imagination of its students for the purpose of instructing, involving, challenging, and caring for all learners.

Our Vision:

The Teacher Education Program seeks to develop educators who are committed and passionate about the continuing process of learning, who take an active role in promoting the learning of all students, and who will advocate with and for their students.

We believe:

in programs of quality that promote learner-centered experiences and collaborative planning among the SOE faculty and staff, teacher candidates, and PK-12 practitioners.

in inquiry and reflectivity for the purpose of developing leadership to improve professional practice.

in providing a quality learning environment encouraging teacher candidates to inquire into the context of learning and practice, act on beliefs, and critique their own learning and teaching.

in modeling effective teaching as defined by current research, applied practice and professional experience.

in change and innovation as an essential element in learning, teaching, and leadership, and in the promotion of practices that value students, teachers, and administrators as change agents in educational setting.

in the preparation of teacher candidates to advocate for all students, to value self-determination and fairness, and to believe in the right for all students to succeed.

Introduction

Northern State University's Teacher Education Program (TEP) in the Millicent Atkins School of Education (SOE) prepares undergraduate and graduate students for a diverse set of educational atmospheres. We have a proud tradition of preparing high quality educators and professionals. Northern Normal and Industrial school opened September of 1902 with the enrolling of Miss Elizabeth Mitchell of Hecla as the school's first student. The first president, Charles F. Koehler, declared the purpose of giving students an education in academic studies. The initial admission requirements were simple: the applicant must be at least 14 and have a desire to teach.

Today, we graduate dozens of new teachers every year who enter classrooms in South Dakota, Minnesota, North Dakota, and across the nation. Our graduates have been named "Teacher of the Year" in their districts, served in leadership roles in professional organizations and in schools, and all make a significant impact in today's ever-changing world. Graduates of NSU's Teacher Education Program are highly sought after by schools locally, regionally, and beyond; with teacher shortages across the United States, options for employment are numerous.

Our programs are designed to give you real-world experiences in PK-12 classrooms while you take courses that prepare you to teach, serve, and advocate for all students. All faculty in Teacher Education hold a doctoral degree and are active in research and contribute their service to the SOE, NSU, the community, and the profession. Every teacher education program and our graduate leadership and administration program are nationally accredited by the Council of Accreditation for Educator Preparation (CAEP)

This document has been prepared with the teacher candidate in mind and is meant to guide all programs that lead to teacher certification through definition of policy and procedures.

The Educator Preparation Program (EPP) is the Teacher Education Program in the Millicent Atkins School of Education, and the Teacher Education Program performs the key leadership role in governance and management of curriculum, instruction, and resources for the preparation of professional educators. The TEP maintains responsibility for the quality of all candidates prepared at NSU.

The processes and assessment measures are data-driven, and the TEP has developed and implemented an integral assessment system that includes the gathering and use of candidate performance data to ensure candidates meet inTASC, CAEP, SPA, and SOE Disposition Standards. The TEP monitors all student data, including applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.

The policies and related procedures that follow in this handbook have evolved over time and have been developed with the input of faculty, administrators, the TEC, teacher candidates, and PK-12 teachers and administrators. It is a "working document," and will continue to reflect change; revisions will be continuous. No policy or procedure herein shall supersede Northern State University's policies or procedures.

It must be noted that the handbook is not necessarily all-inclusive of every possible scenario, and when issues arise, they will be considered by the Teacher Education Program Department Chair.

Program Standards (InTASC)

Our programs that lead to teacher certification adhere to national teacher education standards that articulate what effective teaching and learning look like as well as the skills, knowledge, and competencies teachers must possess to effectively educate diverse students. In our program you will learn (based on the [Interstate Teacher Assessment Consortium Model Core Teaching Standards](#)):

- How learners grow and develop and how to implement developmentally appropriate and challenging learning experiences
- To use understanding of individual differences and diverse cultures to create inclusive learning environments and to use differentiated instruction that supports each learner to meet high standards
- How to work with others to create environments that support individual and collaborative learning, encourage positive social interaction, foster self-motivation, and engage students
- The central concepts, tools of inquiry, and structures of the discipline you wish to teach

Definitions:

CAEP Accreditation: CAEP is NSU's accreditation body. CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen PK-12 student learning.

Disposition: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

Exceptionalities: Physical, mental, or emotional conditions, including gifted/talented abilities, that require individualized instruction and/or other educational support or services.

Field Experience: A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters.

INTASC Standards: Standards by which our beliefs are guided. In each course within the School of Education, faculty utilize these standards of education to determine the level of proficiency a candidate attains in preparation to become a professional educator.

Praxis I CORE: Applicants to the Teacher Education Program must take and pass the CORE Math, Reading, and Writing subtests unless they have at least a 19 ACT composite score.

Praxis II Content: The Praxis II content exam must be taken and passed with a [score](#) determined by the SD Department of Education prior to student teaching.

Praxis III Principles of Learning and Teaching (PLT): Teacher candidates must take and pass the PLT with a [score](#) determined by the SD Department of Education during the student teaching semester.

Teacher Candidate: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other schools professionals. Candidates are distinguished from students in PK-12 schools.

Commonly Used Acronyms:

BOR: Board of Regents

CAEP: Council for the Accreditation of Educator Preparation

CPAST: Candidate Pre-service Assessment of Student Teaching

CT: Cooperating teacher

DOE: Department of Education

EPP: Educator Preparation Provider

ETS: Educational Testing Service: PRAXIS

FERPA: Family Educational Rights and Privacy Act

InTASC: Interstate Teacher Assessment and Support Consortium Standards

OFE: Office of Field Experiences

PAFE: Pre-admission field experience

PSTE 1: Pre-Student Teaching Experience 1 (30-hour field experience)

PSTE 2: Residency I (Pre-Student Teaching Experience 2) (60-hour field experience)

SLO: Student Learning Objective

SOE: School of Education

SPA: Specialized Professional Associations

STE: Residency II (Student Teaching Experience)

TEP: Teacher Education Program

TC: Teacher Candidate

US: University Supervisor

Undergraduate Degree Major Programs of Study

Associate of Science

[Early Childhood Education](#)

The Associates of Science degree in Early Childhood Education creates an opportunity for NSU to prepare individuals for educating young children during a critical time, cognitively and socially. The program provides foundational coursework and experiential learning experiences in early childhood settings for candidates to develop the skills necessary to facilitate the learning of young children.

Bachelor of Science in Education

[Elementary Education](#)

The elementary education program is the largest education program at NSU. The program prepares students to teach grades K-8 and provides the theoretical and practical skills needed to provide quality education to children in a classroom setting. The curriculum provides a pragmatic understanding of child development and psychology balanced with general education and methods classes and a variety of field experiences.

[Special Education](#)

The special education program prepares students to teach grades K-12 and provides the knowledge skills necessary to develop curricula for students with special needs and to support students with diverse learning needs in a variety of settings. The special education program requires student teaching at both the elementary and secondary levels.

[Secondary Education](#)

A degree in secondary education from Northern provides students with the pedagogical knowledge to effectively teach grades 5-12 and prepares students to meet the tremendous demand for secondary teachers. A major field of study accompanies the secondary education degree and students can choose from the following content areas: [biology](#), [chemistry](#), [English](#), [history](#), [mathematics](#), or [social science](#). Coursework will provide knowledge and practice of how to create engaging lessons for students with varying abilities and backgrounds.

[Art Education](#)

This program prepares students to teach grades K-12 and requires student teaching at both the elementary and secondary levels. Students will learn advanced visual design skills and use traditional studio media tools while developing strategies for teaching K-12 students how to pursue their own artistic passions. The art education program requires student teaching at both the elementary and secondary levels.

[Spanish Education](#)

The Bachelor of Education in Spanish prepares students to teach grades K-12. The content coursework concentrates on real-world application and prepares students to share knowledge of the Spanish language and culture with K-12 students. The Spanish education program requires student teaching at both the elementary and secondary levels.

[Physical Education](#)

A degree in physical education combines an understanding of scientific and fitness principles, pedagogy, and curriculum development to prepare students to teach grades K-12. The coursework

trains students to promote physical literacy, healthy lifestyles, and positive attitudes toward lifelong physical activity. The physical education program requires student teaching at both the elementary and secondary levels.

Minor Programs of Study

In addition to a chosen major, NSU offers several options for minors. The coursework required for education minors aligns with the SD Department of Education's requirements for obtaining an endorsement to teach in that area. The options for minors include: [early childhood education](#), [elementary reading](#), [English as a new language](#), [E-learning](#), [physical education](#), or [special education](#).

Endorsements

An endorsement refers to a specific area that a teacher is qualified to teach. Teachers who are initially certified in one area, such as biology or history, can obtain additional endorsements through the SD Department of Education (SD DOE). The preparation and assessments needed vary, and students should refer to the [Endorsement Search](#) page for information on obtaining specific endorsements.

Graduate Degree Programs of Study: Master of Science in Education

[Educational Studies Individualized Interdisciplinary Studies](#)

The individualized interdisciplinary track of the MEd in Educational Studies allows students to work closely with faculty to select coursework in areas of emphasis to match career goals. In addition to educational studies foundation courses, students can choose from a variety of course options.

This program does not lead to certification.

[Educational Studies Secondary Education](#)

This program leads to teacher certification and is designed for students who have earned a bachelor's degree in a teachable content area from an accredited university. Consult with the graduate faculty coordinator for the program to identify a major content area authorized by the SD Department of Education for this program.

This program leads to initial certification. Students will complete Praxis content and pedagogy examinations at the achievement level set by the SD Department of Education.

[Instructional Design In E-Learning](#)

This program's curriculum focuses on increasing learning engagement through technology-enhanced and research-based methodology. Each course provides opportunities to create content for classroom use while gaining feedback from program faculty and peers. Specialized courses focus on digital learning and communication, teaching with digital technology, applying learning theory into instruction, and creating engaged classroom experiences.

This program does not lead to initial certification.

Accelerated Option: undergraduate education majors (elementary education, secondary education and special education), can start the master's during their senior or final year through an accelerated program, taking up to 12 credits at the master's 500 level instead of the 400 level.

Leadership and Administration

This program includes the Principal Preparation Program which leads to certification for K-12 Building Principal in South Dakota and aligns with the National Educational Leadership Preparation (NELP) building-level standards. The curriculum is designed to provide a framework for understanding how to best prepare, support, and evaluate educational programs designed to serve PK-12 students.

Applicants must have at least three years of verified experience on a valid teaching certificate in an accredited PK-12 school, one of which includes classroom teaching experience or direct service to students. The MSEd in Leadership and Administration complies with certification requirements and has been approved by the SD Department of Education.

This program leads to advanced certification. Students will complete a Praxis content examination at the achievement level set by the SD Department of Education.

Special Education

This graduate program is designed for:

- Current special education teachers who wish to advance their knowledge in their field as generalist special education teachers or teachers of students with visual impairments
- Current K-12 general classroom teachers who'd like to pivot to special education and diversify their skills
- Teachers responding to the market demand for special education teachers and teachers of students with visual impairments

This program does not lead to initial certification. Students will complete a Praxis content examination at the achievement level set by the SD Department of Education, which is required for adding an endorsement to an existing certification.

Visual Impairment Specialization: Educators - including special educators - who already have state licensure can select the master's degree program or the master's degree with specialization in visual impairments to expand their ability to serve students with disabilities.

Accelerated Option: undergraduate special education majors can start the master's program during their senior or final year through an accelerated program, taking up to 12 credits in the master's at the 500 level instead of the 400 level.

Teaching and Learning

The Master of Science in Education in Teaching and Learning aligns with the National Board for Professional Teaching Standards (NBPTS), including the knowledge, skills, dispositions, and beliefs that characterize teacher leaders. Graduates of this program are prepared to share their expertise through leadership and mentoring roles in their school districts.

This program does not lead to initial certification.

Teacher Education Council

The TEC is a decision-making body on university-wide elementary, secondary, and PK-12 issues. It is responsible for the integrity of the admission to teacher education process, and therefore, voting will occur only regarding the process and/or standards for admission. This committee makes recommendations about curriculum considerations as it affects education programs specifically, as well as other university programs. Fully aware of teacher certification and program accreditation requirements, the TEC works to recommend curriculum changes that will best meet and/or exceed the requirements.

The Teacher Education Council (TEC), chaired by the dean of the School of Education, functions at the council level regarding matters related to teacher education. The TEC consists of representatives from each college or school who have experiences in PK-12 settings and are currently involved in teacher education through their own discipline.

From within the SOE, there are eight faculty representatives, each from a department or program: special education, elementary education, secondary education, and K-12 education. From outside the SOE, there are two faculty representatives from the School of Fine Arts and three faculty representatives from the College of Arts and Sciences. The areas represented include music education, art education, history/social sciences education, language/literature/communications education, and math/science education. Each representative is responsible for the information flow between the TEC and their constituents.

Serving in an advisory capacity without voting privileges, shall be one student, one area PK-12 administrator, one area PK-12 teacher, one representative from the SOE Office of Field Experiences, the SOE Assessment Coordinator, and one SOE advisor. The student representative will be excused when sensitive information is discussed.

Council members are appointed by the dean of the School of Education. Terms are for three years and are renewable, except the student representative term, which is annual and renewable.

A subcommittee of TEC exists to handle student disposition concerns in the classroom and in field experiences (see Dispositions policy, located on page 14 of this handbook).

Program Assessment

Review of Professional Education Programs

The Teacher Education Program employs several key assessments across all teacher education programs. All assessments are either based on or correlated to the InTASC Standards and the TEP's guiding framework. These assessments are included in the TEP's annual report and discussed each term during Assessment Day. The regular program assessments include:

- Lesson Plan Implementation Guide rubric
- Technology evaluation
- Classroom and field dispositions evaluations
- Pre-student teaching experience final evaluations
- Student teaching midterm and final evaluations
- Praxis I CORE exam
- Praxis II content exam

- Praxis II Principles of Learning and teaching exam

The TEP reports enrollment demographic data and Praxis pass rates through the Title II report system and are viewable as [state report cards](#).

In addition to the Title II and TEP annual reports, the program also reports to the Council for Accreditation of Educator Preparation (CAEP) on eight annual measures:

- Impact on PK-12 learning and development (Component 4.1)
- Indicators of teaching effectiveness (Component 4.2)
- Satisfaction of employers and employment milestones (Component 4.3/A.4.1)
- Satisfaction of program completers (Component 4.4/A.4.2)
- Graduation rates (initial and advanced levels)
- Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial and advanced levels)
- Ability of completers to be hired in education positions for which they have prepared (initial and advanced levels)
- Student loan default rates and other consumer information (initial and advanced levels)

Every seven years, the TEP completes a self-study report to CAEP for review. Part of that review includes an onsite visit from several national and state trained reviewers who conduct a comprehensive evaluation of the program. The last visit occurred April 2021, and the TEP received accreditation through the academic year 2028.

Advisory Services

All NSU students have access to a professional academic advisor, either through TRIO/SSS or the Student Success Center. Professional academic advisors at Northern State University are committed to providing assistance pertaining to the selection of a major, minor, and/or endorsement requirements, university requirements, academic planning, registration, academic, career, personal, and social concerns.

Professional advisors are held accountable for in-depth knowledge of their specific advising area and general knowledge of all professional education programs. Advisors are expected to make appropriate referrals when additional services are needed by students. Students are strongly encouraged to regularly seek assistance from their advisor regarding academic matters. Students are responsible for arranging meetings with their advisors to discuss academic programs, registration, academic status, grade reports and any other services requested of the advisor.

New students should meet their advisors during the first four weeks of their first semester of study to get acquainted and discuss the requirements identified on their plan of study through Degree Works. Students are responsible for ensuring that they have current information regarding program completion which includes being aware of advising meetings, important dates/deadlines, and changes in curriculum and state certification requirements.

Students ultimately have final responsibility for their own program, schedules, and meeting the requirements for graduation. While students are encouraged and, in some cases, required to meet with their advisor regarding academic matters, this assistance does not relieve students of the personal responsibility of fulfilling all the degree requirements for their program.

Admission to Teacher Education

Admission Requirements

Admission to teacher education is required for all students expecting to complete a degree-granting teacher education program that leads to initial certification in any teaching field. In compliance with the state of South Dakota and regional and national accrediting bodies, the TEP administers a formal selection process for persons who seek to enter teacher education programs. The process dictates that a candidate accomplishes the requirements outlined below:

- Earned a content and cumulative GPA of 2.700 or higher
- Completed ENGL 101 with a C or higher.
- Completed CMST 101, 215, or 222 with a C or higher.
- Completed EPSY 302 with a C or higher.
- Completed MATH 103 (or higher-level math course) with a C or higher.
- Completed the Praxis Core Academic Skills for Educators (CORE) exams ONLY IF their ACT composite (overall) score was 18 or lower:
 - Reading score of 140 or higher
 - Writing score of 150 or higher
 - Math score of 132 or higher
- Grade of “C” or better in major courses
- Disposition Evaluations
 - EDFN 102 professor
 - SPED 100 professor
 - EPSY 302 professor
 - Cooperating teacher in Pre-admission field experience
 - Recommendation of the advisor(s)

Once all requirements/prerequisites have been met, candidates may access the [Teacher Education Program Application](#).

Conditional Admission Policy

A student who does not meet all requirements for admission to the Teacher Education Program may apply for conditional admission. Conditional admission may be granted when a student fails to meet only ONE of the admission criteria and there is evidence of expected success. Conditional admission is not guaranteed. Students may apply one time only for conditional acceptance, and those who are granted conditional admission will receive conditional acceptance for a duration no more than one full semester (Fall or Spring).

To apply for conditional admission to the Teacher Education Program, students must have a minimum content and cumulative GPA of 2.600. No applications indicating a GPA of below 2.600 will be reviewed.

Students must meet all regular admission standards by that semester’s final reporting date for grades (usually one week after finals conclude, please refer to the relevant NSU semester schedule for the exact date). Students seeking to apply for conditional admission to the Teacher Education Program must:

- have a minimum content and cumulative GPA of 2.600.
- present one letter of recommendation from either a content or education faculty member.

- provide a narrative description of the acceptance criteria not met and a plan of action for fulfilling the unmet requirement by the semester deadline.
- submit the application on or before August 1 (for Fall admission) or December 1 (for Spring admission).

Students who are granted conditional admission may participate in the 396 field experience and selected Block 1 courses. They may not participate in a 496 field experience; education methods courses, admission-required education courses above the 400-level, or the Student Teaching Experience.

Conditionally-admitted students must satisfactorily meet dispositional expectations. Dispositional data are gathered at two points during the semester in most education courses, and students admitted conditionally must not receive a rating of “0” (unacceptable) or an average lower than 1.5 overall (with at least 2 courses reporting) in order to maintain good dispositional standing.

Any student granted conditional admission who does not successfully meet all admission requirements within the conditional semester will be dismissed from the program. Students may re-apply for regular admission at any time they meet all regular admission standards, but no further conditional admission will be granted.

Provisional Admission Policy

Students may be provisionally admitted so they can register for the upcoming term if all other admission requirements are met but the EPSY 302 grade has not yet been finalized. If the student does not earn a grade of “C” or above in EPSY 302, the application will be denied, and education courses will be dropped from the student’s schedule. Students may re-apply for regular admission at any time they meet all regular admission standards.

Please note: Students may NOT apply for provisional and conditional admission for the same term.

Considerations Prior to Applying

Once admitted to the program, teacher candidates must maintain a 2.700 cumulative GPA and a 2.700 major GPA.

Additional costs during the program will include field experience fees that are set by the SD Board of Regents and are published in the NSU Catalog, Praxis exam fees, fingerprinting, background check, and liability insurance.

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 Teacher Education Program, the candidate will sign the Declaration of Criminal Record and 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 though they have completed a professional teacher preparation program in the NSU School of Education.

The purpose of the form is for candidates preparing to enter the field to disclose any criminal convictions which could potentially impact the candidate’s ability to be certified in South Dakota after program completion. Disclosure of a criminal conviction does NOT mean that the candidate will be

removed from a field experience or the program; rather, disclosure allows the Teacher Education Program to clarify whether that conviction could potentially be an impediment to the candidate's path to certification and to provide guidance to the candidate.

In rare cases, where the conviction involves crimes that fall under the "moral turpitude" standard, defined below, a TEC subcommittee meeting may be required to decide whether the candidate may continue in the program and proceed through the scheduled field experience.

Failure to disclose any conviction which later appears on a background check may cause significant delays in a candidate's program and/or field experience up to and including suspension or dismissal from the TEP.

Please note that NSU does not have the authority to issue certificates, and a decision about the issuance of a certificate by the South Dakota 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 deciding to approve or deny a certificate.

Tentative Application and Admission Timeline

Students wishing to apply for the fall semester must have their applications submitted by August 1st. For admittance beginning in the spring, applications must be submitted by January 1st. Applications submitted after those dates will not be reviewed until the following semester.

Notification of admission decisions may take up to 30 working days. You will receive a letter via e-mail with the admission decision.

Requirements After Admission

To maintain good standing and successfully progress through the Teacher Education Program to completion, the following requirements must be met each term:

- Maintain a 2.700 cumulative GPA
- Maintain a 2.700 content major GPA
- Complete all field experiences with an average score of 2 "meets expectations" on disposition evaluations.
- Classroom dispositions with an average of a 1.5 or better per term (no score of 0 in any disposition category). The target score is an average of 2.

Failure to meet these requirements may result in a formal review by the TEC subcommittee, possible implementation of a Plan for Success (formerly known as Plan of Improvement), and/or dismissal from the program. Students will not be allowed to participate in any field experience unless they are in "good standing."

Please note: It is the responsibility of the student to ensure that all requirements are met each term. Requirement indicators will be audited regularly and as needed; however, failure on the part of the TEP to immediately identify that a student is no longer in compliance with requirements does NOT negate the student's responsibility to meet those requirements and will NOT exempt the student from the consequences of failing to meet all requirements.

Dispositions

The Teacher Education Program has an obligation to ensure that all completers have achieved proficiency in three primary areas: content knowledge; pedagogy skills; and dispositions. The first two areas are assessed via formative and summative measures like classroom assignments, lesson plans, field evaluations, and Praxis tests. The third area, dispositions, while as important as pedagogy and content knowledge, is more difficult to assess as this area encompasses the many “soft skills” effective teachers possess.

The classroom dispositions process was developed by faculty and staff, using the InTASC standards as a starting point, and is facilitated by the SOE Assessment Coordinator. The individual indicators further describe the dispositional categories and the expectations for all candidates in the TEP.

The process includes most education courses as well as a student self-assessment survey, which is sent to all declared education majors at the end of each term. Self-assessment data is used to gauge the level of understanding students have regarding their own dispositional performance as well as what is expected of them. The Assessment Coordinator has also created a dispositions presentation with pre- and post-test to check for understanding and will present that information in any education course, at the request of faculty.

At approximately the midpoint for each term, faculty meet to discuss the process and potential concerns about student progress toward meeting the dispositions standards. Midpoint dispositions ratings are collected from faculty the following week. The Assessment Coordinator then organizes all ratings into one spreadsheet, calculates single-class and multi-class averages for each individual student, and then identifies any students with a 0 in any category and/or a multi-class average below 1.50, for notification. Faculty discuss the concerns they have, brainstorm ideas for helping candidates get back on track, and identify any issues that should be referred to the Teacher Education Council Dispositions Subcommittee for further review. Notified students are asked to respond with an acknowledgement that they understand the dispositional concern(s) and a plan for how they intend to improve.

The Assessment Coordinator facilitates any TEC dispositions subcommittee meetings, summarizes the subcommittee’s recommendations, and arranges follow-ups with the student through the Plan for Success and/or other remediation processes.

Faculty submit dispositional ratings for all students again at the end of the term. The Assessment Coordinator adds those ratings to the spreadsheet, calculates single and multi-class averages, and analyzes growth. If concerns have arisen since midpoint, the remediation process can be initiated at the end of the term to carry forth into the next term.

Data Storage and Document Management:

- All dispositions ratings are maintained in a large master spreadsheet, used to track progress, and identify areas for growth for individual students as well as the program overall.
- Copies of any documents pertaining to a student's dispositions will be maintained in the student's-education files.
- The data is also used as evidence for agencies and accrediting bodies that oversee the program; educator preparation programs are required to demonstrate that the program is monitoring dispositions and that candidates are properly prepared for professional teaching.
- Faculty have been asked to communicate any immediate concerns to the Assessment Coordinator for proper routing, documentation, and retention.

Field Experiences

Field experiences are an integral component of Northern State University's Teacher Education Program in the Millicent Atkins School of Education. The variety of experiences throughout the program provide the opportunity to observe various teaching methods and strategies, classroom management, teacher and student interactions, pedagogical techniques, roles and responsibilities of teachers, classroom design, and diversity among learners.

Field Experience Fees

Experience	Fee
ELED/SPED/SEED 396 Pre-Student Teaching Experience 1 (PSTE 1)	\$176
Residency I ELED/SPED/SEED 496 pre-student teaching experience (PSTE 2)	\$176
Residency II ELED/SPED/SEED 488 student teaching experience (STE)	\$352
Early Childhood Education (ECE): <ul style="list-style-type: none">• ECE 489 (Kindergarten)• ECE 488 (Preschool)• ECE SPED 495 Teacher of Visually Impaired or Pres SPED	\$352 per experience

Professional Expectations

Teacher candidates are expected to adhere to and apply the practices of a PK-12 teacher. The South Dakota Code of Professional Ethics ([SD 24:08:03](#)) articulates educators' obligations to students, the public, and the profession.

Candidates for field experiences are required to attend several meetings during which information is communicated such as: eligibility criteria, application process, timeline of actions, testing requirements, and certification. STE candidates must attend the annual NSU Teacher Job Fair.

Plans for Success

If a teacher candidate, at any point in a field experience, demonstrates a weakness in any area of teaching or professionalism, a plan for success may be written and implemented. The plan is intended to instruct and support the candidate as well as to offer a clear path for effective and expeditious remediation to aid the candidate in completing the field experience successfully.

Unsuccessful Field Experiences

A teacher candidate may request to be withdrawn from a field experience as the result of extenuating circumstances. A withdrawal request may only be initiated by a teacher candidate in currently in good standing according to the US and CT. The request should be made in writing to the Field Experiences Placement Coordinator who will determine if withdrawal is appropriate.

There are circumstances that warrant discontinuing a candidate's field experience placement when the actions of the teacher candidate present a negative impact on the learning environment, the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- in the SD Code of Professional Ethics,
- in the knowledge or skills as outlined in the InTASC Standards,
- as indicators in the Dispositions Rubric or

- as determined by university faculty, university field experiences supervisors, cooperating teachers, site administration, Field Experiences Coordinator, Teacher Education Department Chair, or the TEC subcommittee.

In such circumstances, the following actions may be taken:

- The Field Experiences Placement Coordinator immediately suspends the experience.
- The university supervisor, cooperating teacher, site administrator, and Field Experiences Placement Coordinator confer immediately with the teacher candidate to be sure they are aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.
- The Field Experiences Placement Coordinator will conduct a thorough investigation of the circumstances, and the information will be presented to a Teacher Education Council (TEC) subcommittee. The subcommittee may request the presence of the teacher candidate.
 - If the TEC subcommittee determines that suspension is not necessary, the candidate may continue in the placement and may be placed on a Plan for Success.
 - If continued suspension of the experience is deemed most appropriate, the teacher candidate will receive a grade of “no credit” for the experience. The candidate may re-apply for the experience, but acceptance and placement are not guaranteed.
 - *Candidates who are formally suspended from the student teaching experience may not reapply to student teach for at least one calendar year.*

Permanent Termination of a Field Experience

A grievous violation of professional conduct that poses the risk of harm to students is cause for immediate termination of the field experience. Teacher candidates who commit serious unprofessional acts and/or acts may risk removal from the Teacher Education Program in addition to not receiving credit for the current field experience. *Candidates who are permanently terminated from the student teaching experience may NOT reapply for the student teaching experience at Northern State University.*

Due Process

Any formal decision made regarding the discontinuation of a field experience, student teaching experience application denial, or removal from the Teacher Education Program will be communicated in writing via e-mail to the teacher candidate. Candidates who wish to appeal should use the following steps:

1. Make an appointment with the Teacher Education Department Chair.
2. Schedule a hearing with the Teacher Education Council through the Assessment Coordinator.
3. Request a meeting with the School of Education Dean.
4. Appeal the Dean’s decision to the Academic Vice President as outline in the NSU catalog.

Professional Agreement

Teacher candidates are required to sign a professional agreement prior to any formal field experience. The Professionalism Agreement outlines specific expectations during the field placement to which a candidate must observe (see Appendix A).

Disclosure of Convictions

Teacher Education Programs are required to inform candidates of the laws and rules pertaining to denial of a certificate in South Dakota. In South Dakota there are no laws or rules for denial of admission to teacher education programs or admission to student teaching; however, candidates are advised to disclose information related to possible denial of a teaching certificate. The Millicent Atkins SOE requires candidates to submit a disclosure of convictions prior to the PAFE, the Residency I PSTE, and the STE.

Cooperating School Qualifications

The administration and faculty of the cooperating school should have a positive interest in educational programs and are willing to take an active interest in teacher candidates' professional development. Cooperating schools should provide opportunities for teacher candidates to work with diverse groups of students, concur with the listed objectives for the PSTE and the InTASC standards. The cooperating school must be accredited.

Cooperating Teacher Qualifications

Cooperating teachers must hold a current teaching certificate in the subject area/age span appropriate for the placement and at least three years of successful teaching experience, at least one of which is in the current school district. Cooperating teachers should have a thorough knowledge of their teaching fields, a working knowledge of related fields and experience in a wide variety of teaching methods and techniques, and a desire to mentor a teacher candidate and actively seek out opportunities to incorporate co-planning and co-teaching.

Grading

All field experiences are graded as Satisfactory (S) or Unsatisfactory (U). Fulfillment of all responsibilities associated with the field experience is necessary to obtain credit for the field experience. A grade of "U" in an experience will impact future experiences and progression in the program.

Substitute Teaching

Teacher candidates may serve as substitute teachers throughout their Teacher Education Program. During a scheduled field experience, candidates are limited to three consecutive days of substitute teaching and not more than ten days of substitute teaching during the experience. In accordance with the SD Department of Education, teacher candidates may not serve as instructors of record or enter into a teaching contract with a school district until the field experience is successfully concluded.

Field Experiences Summary

Experience	Point in Program	Time	Teaching Requirement	Supervisor	Assessment
EPSY 296 pre-admission field experience (PAFE)	Semester prior to application to TEP	Minimum of 2 full days	Observation	Cooperating Teacher (CT)	<ul style="list-style-type: none"> • Candidate dispositions self-assessment • CT Dispositions Evaluation
ELED/SPED 396 pre-student teaching experience 1 (PSTE 1)	Following admittance to the TEP	Minimum of 30 hours	Teach 1 lesson	CT and University Supervisor (US)	<ul style="list-style-type: none"> • Candidate self-Final Evaluation • CT Final Evaluation
SEED 396 field experience	Following admittance to the TEP	Minimum of 30 hours	Service learning and observation	CT and US	Residency I and II Professional Documentation
Residency I ELED/SPED/SEED 496 pre-student teaching experience (PSTE)	Semester 7	Minimum of 60 hours	Teach 2 lessons	CT and US	<ul style="list-style-type: none"> • CT/US/TC Final evaluation • PSTE Teacher Work Sample
Residency II ELED/SPED/SEED 488 student teaching experience (STE)	Semester 8	12 weeks	Phases TBD w/CT and US	CT and US	<ul style="list-style-type: none"> • CT/US/TC Midpoint evaluation • CT/US/TC Final evaluation • STE Teacher Work Sample

Pre-Admission Field Experience (PAFE)

Objectives

The pre-admission field experience is the first step in the transition from the role of a student to the role of a teacher. It affords the candidate an opportunity to spend two days in an elementary or secondary classroom environment observing the developmental levels of children and adolescents. In addition, candidates will observe the diversity among learners. Learning outcomes for this experience include:

- discuss current issues related to classroom management, climate, developmental needs of students, motivational techniques, and teaching strategies.
- synthesize the numerous decisions teachers make every day.
- reflect on what it is like to be a teacher.
- set goals for pre-student teaching experiences.

Placement Procedures

The pre-admission field experience is a minimum of two full days to receive credit for completing the experience. Candidates will be placed with a CT for two consecutive days, preferably in the candidate's home community. Placement in the Aberdeen area is an option if necessary. The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) and communicate the details with the candidate via e-mail. Candidates must complete the Professional Agreement and Disclosure of Convictions forms.

Assessment

Upon completion of the PAFE, candidates will complete a self-evaluation based on the Candidate Pre-Service Assessment of Student Teaching (CPAST) Final Evaluation and submit an experience reflection.

Cooperating teachers will complete the PAFE Disposition Evaluation after hosting a teacher candidate for the pre-admission field experience. The cooperating teachers are asked, to what degree, the teacher candidate demonstrates dispositional indicators using a 4-point scale: (3) exceeds expectations; (2) meets expectations; (1) emerging; (0) does not meet expectations).

- The candidate demonstrated punctuality.
- The candidate demonstrated effective oral and written communication.
- The candidate demonstrated the ability to work in a collaborative manner.
- The candidate acted in a professional manner by following the school district's policies and procedures.
- The candidate responded positively to feedback and constructive criticism.

Early Childhood Education Experience (ECE)

Objectives

The Early Childhood Education experience includes 30 hours of interaction and observation in a preschool or daycare setting. NAEYC Standards 1-6 are applied to this field experience:

1. Child Development and Learning in Context
2. Family-Teacher Partnerships and Community Connections
3. Child Observation, Documentation, and Assessment
4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
6. Professionalism as an Early Childhood Educator

Placement Procedures

Candidates completing the Early Childhood Education experience will be placed in a preschool or daycare setting for 30 hours. The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) and communicate the details with the candidate via e-mail. Candidates must complete the Professional Agreement and Disclosure of Convictions forms.

Assessment

Upon completion of the Early Childhood Education experience, candidates and their cooperating teacher will each complete a self-evaluation based on the Candidate Pre-Service Assessment of Student Teaching (CPAST) Final Evaluation.

Candidates will also complete a time log that is signed by their cooperating teacher, create a learning opportunity, and complete the experience reflection.

Pre-Student Teaching Experience 1

Objectives

The Pre-Student Teaching Experience (PSTE 1) provides the teacher candidates with 30+ hours of supervised practice in an elementary or middle level classroom. The candidate will complete a Lesson Plan Implementation Guide and teach one lesson. The experience includes opportunities for teacher candidates to continue developing the knowledge, skills, and dispositions required of effective teachers through observation and direct teaching experience. Learning outcomes for this experience include:

- Justify how contextual information (school and student) will impact teacher's planning and teaching.
- Explain and apply the SD Professional Code of Ethics for Educators as they relate to the placement classroom.
- Develop a plan for a productive learning environment using appropriate motivation and management strategies.
- Reflect on teaching effectiveness, identifying areas of strength and areas for improvement or goals.

ELED/SPED Placement Procedures

The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) for this experience typically in the Aberdeen School District and communicate the details with the candidate via e-mail. A university supervisor will be assigned to each candidate for the ELED/SPED PSTE 1 experience.

ELED/SPED Assessment

During their experience, the candidate will submit a lesson recording to be evaluated by their university supervisor. Upon completion of the experience, the candidate's cooperating teacher will submit a final evaluation utilizing the Candidate Pre-Service Assessment of Student Teaching (CPAST) Final Evaluation. The candidate will also complete and submit a Time Log that is signed by the cooperating teacher, one lesson plan, and a self-evaluation based on the CPAST.

SEED Placement Procedures

The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) and communicate the details with the candidate via e-mail.

SEED Assessment

Upon completion of the experience, the candidate's cooperating teacher will submit a final evaluation utilizing the Candidate Pre-Service Assessment of Student Teaching (CPAST) Final Evaluation. The candidate will complete and submit a Time Log that is signed by the cooperating teacher, the Residency 1 & II Professional Documentation, and an experience reflection.

Residency I Pre-Student Teaching Experience (PSTE 2)

Objectives

The Residency I pre-student teaching experience provides candidates with supervised practice in an elementary, middle level, or secondary classroom. The experience requires a minimum of 60 hours and requires candidates to teach two lessons. Candidates are assigned a university supervisor who will observe at least one taught lesson. Learning outcomes for this experience include:

- Establish a working relationship with the cooperating teacher and other school employees.
- Develop proficient levels of teaching competence through guided teaching experiences.
- Write and execute two completed Lesson Plan Implementation Guides.
- Evaluate data and complete the PSTE Student Learning Objective (SLO) Process Guide.
- Engage in self-evaluation and professional goal setting.

Placement Procedures

The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) and communicate the details with the candidate via e-mail. Candidates must complete the pre-student teaching experience application by the communicated deadline. Applications submitted after the due date may not be considered for placement. A university supervisor will be assigned to each candidate for the Residency I PSTE. For this level of field experience, candidates must complete a state and federal background check by the communicated deadline in addition to the Professional Agreement and Disclosure of Convictions forms.

Background Check

PSTE candidates must have a criminal background investigation by means of fingerprint checks by the Division of Criminal Investigation and the Federal Bureau of Investigation. Background checks must be completed by the communicated deadline or the PSTE may be delayed or postponed. Fingerprint application cards and envelopes may be obtained from the Field Experiences Placement Coordinator.

- PSTE placements in the Aberdeen School District will contact the District Service Center (605) 725-7123 to make an appointment to complete the background check process. Aberdeen School District does not require fingerprint cards or envelopes.
- PSTE placements outside of Aberdeen School District should contact the cooperating school to determine the process for completing background checks in that district.

Fingerprinting can be completed at the Brown County Jail and the cost is \$20.00 (cash only). You must bring photo identification. Candidates should carefully complete the fingerprint application cards with black ink and mail the applications (with fingerprints) together in the provided envelope with the appropriate payment (check or money order, no cash) payable to the Division of Criminal Investigation.

It is the candidate's responsibility to verify with the cooperating school district that they have received the background results prior to the first day of the experience.

Attendance Policy

Candidates are given course release time from their education block classes during the designated PSTE weeks. The candidates will collaborate with the CT and US to schedule their 60 hours during the designated time. Candidates are expected to report to their classroom when they are scheduled and notify the CT by 7:30 am in the event of an illness or emergency. The candidate is responsible for rescheduling time to ensure the 60-hour requirement is fulfilled.

Assessment

PSTE candidates will plan and implement two formal lessons in the educational setting. The first lesson is recorded by the TC for reflection and development and is also observed by the CT. The second lesson is observed by the CT and the US. The completed lesson plans for each lesson must be submitted to the US for review and approval by the communicated deadline.

Two triad meetings will be held that require attendance of the TC, the CT, and the US. The first meeting is intended as a discussion of the requirements, professional expectations, and to answer any questions. During the second meeting (Final Consensus Triad Meeting), the TC, CT, and US will collectively rate the candidate's performance based on the CPAST indicators. The US will record the ratings for all participants and is responsible for documenting the final evaluation.

Candidates will complete a PSTE Teacher Work Sample and submit a Time Log that is signed by the cooperating teacher. The US is responsible for assessing the Teacher Work Sample, verifying the Time Log, and issuing a final grade for the PSTE.

Residency II Student Teaching Experience (STE)

Objectives

The professional semester is designed to provide teacher candidates with the opportunity to assume the full-time responsibilities of the classroom teacher. Learning outcomes for this experience include:

- Develop high levels of teaching competence through guided and co-teaching experiences.
- Design instruction and assessment to promote student learning.
- Create and implement effective lesson plans to meet the needs of all learners.
- Employ effective instructional practices as outlined on the CPAST
- Manage the classroom that results in a positive, productive, and inclusive learning environment
- Fulfill professional responsibilities
- Maintain professional relationships with fellow teachers, students, administrators, and parents.

Eligibility

Teacher candidates who are eligible to apply for a student teaching experience have met the following criteria:

- Maintained a 2.700 major **and** cumulative GPA,
- Completed 80% or more of content area coursework,
- Successfully completed all prior field experiences
- Consistently met performance indicators as outlined in the Millicent Atkins School of Education Standards for Dispositions.
- Taken and passed the appropriate Praxis II Content Exam by August 1 (fall placement) or January 1 (spring placement).
- Obtained professional liability insurance in the amount of \$1,000,000 which can be obtained by joining [South Dakota Education Association](#).

- Completed a criminal background check by August 1 (fall placement) or January 1 (spring placement).

Applications must be submitted by the communicated deadline for placement consideration. Approval and placement are not guaranteed. Reasons for application denial include but are not limited to, failure to meet any of the above criteria, deficient evaluations of prior field experiences, or significant documented concerns from faculty members, university supervisors, cooperating teachers, or site administrators.

Placement Procedures

The Field Experiences Coordinator will arrange placements (candidates do not make placements or contact administrators) and communicate the details with the candidate via e-mail. A university supervisor will be assigned to each candidate for the Residency II STE.

Candidates' input is taken into consideration for student teaching experience placement and may identify on the application the type of placement sought. The Field Experiences Placement Coordinator will aim to meet the candidate's request, but placements cannot be guaranteed.

Due to the complexity of securing a student teaching placement, candidates may not request changes after the placement is confirmed with the cooperating school and teacher.

Phases of Student Teaching

The Millicent Atkins School of Education TEP encourages the strategic use of phases within the student teaching experience.

- Phase 1 – Introduction and observation. The initial triad meeting is held and together the CT, US, and TC will create a tentative outline of the student teaching experience.
- Phase 2 – Co-teaching and partial responsibility – The cooperating teacher gradually shares teaching responsibilities with the TC such as alternating lessons, days, or classes.
- Phase 3 – Co-teaching and full responsibility. The teacher candidate is responsible for all instruction, activities, and events for which the CT is normally responsible. The TEP recommends a minimum of 2 weeks with full responsibility in a 12-week placement and 1-2 weeks in a 6-week placement. The length and intensity of responsibility is at the discretion of the CT. The CT is encouraged to be near but not in the classroom during this time. The midpoint consensus triad meeting is held.
- Phase 4 – Reflection. The teacher candidate gradually transitions instruction and responsibilities to the CT. The TWS should be completed, and the final triad meeting is held.

Attendance Policy

Teacher candidates are expected to be in attendance all day, every day at the cooperating school. Candidates should attend all in-services, meetings, and conferences when invited. In the event the school district cancels classes, the teacher candidate is expected to report to school on the make-up day if during the STE.

Candidates must notify the CT by 7:30 am in the event of illness or emergency. If the candidate was planning to teach that day, they must ensure all materials are prepared and available for the CT. In addition, if the US was scheduled to observe, notify them by 7:30 am to cancel and reschedule the visit. Two or more sick days will need to be made up.

Absences that are not due to illness or emergency must be approved prior to the absence. The candidate must communicate the request a minimum of three weeks in advance to the Field Experiences Placement Coordinator who will discuss the absence with the university supervisor.

Approval is not guaranteed and is granted on a case-by-case basis. Candidates are expected to make up two or more absences during the experience. Candidates completing PK-12 placements understand that frequent absences during their first 6-week placement may delay the start and end dates of their second 6-week placement. Frequent absences may result in a Plan for Success or removal from a placement.

The following activities are required and will not be counted as an absence during the STE:

- NSU Teacher Job Fair (spring semester only)
- Praxis PLT Exam (1 day)

Assessment

Teacher candidates are assessed informally and formally throughout the experience with observations from the CT and the US. In addition to consistent formative feedback, the CT and US will formally observe the teacher candidate and provide summative feedback.

- Candidates in a 12-week placement will be observed a minimum of two times.
- PK-12 candidates in 2 6-week placements will be observed a minimum of one time in each placement.
- Candidates in a preschool, kindergarten, or early childhood special education placement will be observed a minimum of one time.

Consensus triad meetings are held at the midpoint of a 12-week placement and at the end of the first 6-week placement for PK-12 candidates. The final consensus meeting is held at the end of the 12-week placement or after the second 6-week placement for PK-12 candidates. During the triad meetings, the TC, CT, and US will collectively rate the candidate's performance based on the CFAST indicators. The US will record the ratings for all participants and is responsible for documenting the final evaluation.

The Specialized Program Standards Evaluation (SPA) is completed by the CT and the US. The SPA content-specific summative report is used to evaluate the teacher candidate's progress in the content area. Math, Music, and Spanish Education programs are exempt from the SPA requirement.

Candidates will complete a TWS of which the US is responsible for assessing. All components of the STE must be completed successfully to obtain a grade of "S" for the experience. Candidates cannot complete the education program without successfully completing the STE.

Student Teaching Permits

Along with the regular student teaching experience, teacher candidates can purchase permits through the South Dakota Department of Education to complete their student teaching experience. If a candidate wants to receive a stipend during their student teaching experience or be the instructor of record in a classroom, they must purchase one of the following permits.

- A student teaching permit is required for teacher candidates to receive a school district stipend during their student teaching placement. Not every school district offers stipends to student teachers.
- An advanced student teaching permit is required for teacher candidates to student teach as the instructor of record in a school district and receive payment for this arrangement. To qualify for the advanced student teaching permit, teacher candidates must complete both the content and

PLT Praxis exams. All expectations and requirements of the Teacher Education Program must be met.

Both permits are issued by the South Dakota Department of Education. Candidates can apply through the Department of Education certification system if interested in either of these permits. Receiving one of the student teaching permits does not guarantee receipt of a stipend or instructor of record contract from a school district. A permit is not required to complete NSU's normal student teaching experience.

Student Rights and Responsibilities

Mandatory Reporting

South Dakota codified law 26-8A-3 Persons required to report child abuse or neglected child-- Intentional failure as misdemeanor. Any physician, dentist, doctor of osteopathy, chiropractor, optometrist, emergency medical technician, paramedic, mental health professional or counselor, podiatrist, psychologist, religious healing practitioner, social worker, hospital intern or resident, parole or court services officer, law enforcement officer, teacher, school counselor, school official, nurse, licensed or registered child welfare provider, employee or volunteer of a domestic abuse shelter, employee or volunteer of a child advocacy organization or child welfare service provider, chemical dependency counselor, coroner, or any safety-sensitive position as defined in § 3-6C-1, who has reasonable cause to suspect that a child under the age of eighteen has been abused or neglected as defined in § 26-8A-2 shall report that information in accordance with §§ 26-8A-6, 26-8A-7, and 26-8A-8. Any person who intentionally fails to make the required report is guilty of a Class 1 misdemeanor. Any person who knows or has reason to suspect that a child has been abused or neglected as defined in § 26-8A-2 may report that information as provided in § 26-8A-8.

Family Educational Rights and Privacy Act

All students, including Northern State University teacher candidates, are protected by the Family Educational Rights and Privacy Act (FERPA). School administrators, cooperating teachers, and university supervisors may have access to student teacher records which contain information about their academic history, their student teaching progress, and other personal information including a candidate's Plan for Success.

Disclosure of such information to those other than authorized personnel who have legitimate educational interest is prohibited by the Family Educational Rights and Privacy Act of 1974. The intentional disclosure of protected information by the cooperating teacher or the supervisor violates FERPA and Northern State University's policy of confidentiality.

An exception to the above is that student information may be disclosed if the student signs a statement of permission for the information to be released.

Withdrawal from the Teacher Education Program

Students who were formally admitted to the Teacher Education Program and have decided to withdraw from the program must submit a formal letter of withdrawal to the Millicent Atkins School of Education Teacher Education Department Chair. Should a student decide to pursue teaching in the future at Northern State University, the student will need to apply for re-admission.

Academic Due Process

Due process exists to assure students of an orderly set of procedures when there is a possibility of prejudice, capricious evaluation, or other perceived unfair treatment on the part of members of the NSU School of Education. To protect both the student and the faculty or staff member who might be

involved, if a dispute arises which cannot be resolved through routine interactions, the following due process will be followed in accordance with the NSU academic grievance procedure.

1. Informal meeting or interaction--The initial meeting between the student and the faculty or staff member to try to resolve differences. This meeting could be in person or via e-mail.
2. Formal Meeting--After failing to arrive at a resolution, the student should file a written complaint, within ten (10) days, with the faculty or staff member and request a formal face-to-face meeting.
3. Second Level Meeting--If the outcome of the formal meeting is not satisfactory, the student shall file, within five (5) days, a written grievance with the department chair. The student, faculty or staff member, and the department chair will meet with the intent of arriving at a solution. Should the department chair's action or role be grieved, continue to step 4.
4. Formal Hearing--If the issue is still unresolved, the grievance may be forwarded to the Academic Grievance Committee within ten (10) days.

A complete statement of due process procedures is available in the [NSU Student Handbook](#).

Disability Support Services

Students who would benefit from support for a disability are urged to contact Disability Support Services. This office offers counsel and advocacy for persons who may require accommodations to enable learning because of a disability. The Teacher Education Program makes accommodations in the admissions process for students with disabilities, and applications of all students are screened without regard for disability.

After admission to The Teacher Education Program, students can expect reasonable accommodations to support their learning in classes and field experiences upon request and with the involvement of Disability Support Services. Faculty will not adjust assessments of student work made prior to their being informed of the need of the student for accommodations.

Sexual Harassment

Northern State University students participating in any field experience must know and understand the school district policy on sexual harassment. Failure to adhere to the district policy will result in legal implications. Please see the Board of Regents [Sexual Harassment Policy 1:17](#).

Professional Student Organizations

Many opportunities are available for teacher education candidates to become involved in professional activities. Student organizations provide opportunities for candidates to develop leadership skills and to gain additional insight into the profession of teaching.

South Dakota Education Association (SDEA)

[The SDEA/NEA Student Program](#) will address the needs of today's diverse student population and facilitate student achievement by sharing ideal professional ethics and standards with pre-professional educators. SDEA-SP is open to all students.

Council for Exceptional Children (CEC)

The NSU [Council for Exceptional Children \(CEC\)](#) works to improve the educational success of children and youth with disabilities and/or gifts and talents through educational events on campus and in the community. CEC is open to all students with an interest in special education. Dues are collected annually for members who are interested in joining the national CEC group.

Association for the Education of Young Children (AEYC)

The NSU [Association for the Education of Young Children \(AEYC\)](#) chapter serves to promote interest in early childhood education, provide educational activities and programs for the community and provide continuing educational opportunities for pre-service teachers. AEYC is open to all Northern students.

Teacher Education Scholarships

A number of scholarships are available for new and continuing Northern State University students majoring in education. For more information, please visit the [Millicent Atkins School of Education Scholarship website](#). The application deadline (unless otherwise listed) will be announced each Spring.

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