

Department of Special Education
School of Education

Graduate Handbook
(5/11/2011)

Table of Contents

- [Mission](#)
- [Introduction and Admissions Requirements](#)
- [Master's Program](#)
- [Graduate Licensure Programs](#)
- [Graduate Assistantships](#)
- [Students with Disabilities](#)
- [Student Appeals](#)
- [Student Complaint Process](#)
- [Professional Concerns Process](#)

Mission

The Department of Special Education is dedicated to the preparation of educators who establish effective teaching and learning environments for individuals with disabilities in state, national, and global communities.

Introduction

Candidates admitted to a Special Education graduate program may consider three alternatives: (a) special education licensure completed in a Master's degree program, (b) special education licensure completed as part of a Graduate Certificate program, or (c) Master's degree only without a teaching license.

All program options require admission to the SCSU Graduate School. Students may obtain an application from the Office of Graduate Studies (320-308-2113) or the Department of Special Education (320-308-2041). A GPA of 2.75--based upon the final 2 years of undergraduate work--is required for admission to the Graduate School. Application forms for the M.S. and for the Graduate Certificate Options are available online at the following address:

<http://www.stcloudstate.edu/gradadmissions/forms/default.asp>

Admission Requirements

Candidates with an undergraduate GPA of 2.74 or less may be admitted conditionally. Such candidates must sign a contract with the department's Graduate Coordinator to earn a 3.25 grade point average on three designated courses. Full admission (and thus access to methods and practica) is not attained until the conditional admission standards have been fulfilled. Please see the following entry in the Graduate School Handbook:

<http://bulletin.stcloudstate.edu/gb/admission/admission.asp#requirements>

Students seeking admission to the Master's degree program must take the *Graduate Record Examination* (GRE) score at the 25th percentile or higher on the GRE Writing exam.

- Students who score at the 25th percentile or higher are granted full admission to the Master's degree program.
- Students who score between the 10th and 24th percentiles may be admitted conditionally to the Master's program.
- Students must take SPED 306 Academic Writing Skills and earn a grade of "A" or "B" before they are granted full admission.
- Students who score below the 10th percentile are denied admission.

After processing the student's application, the School of Graduate Studies forwards materials relevant for admission to the Department of Special Education. The student is then mailed the contact information needed to schedule an appointment with the designated adviser. It is during the scheduled advising session that an official evaluation of the student's past educational history is conducted. Minnesota Board of Teaching standards will be reviewed and program determinations will be noted on the program evaluation forms. The decision of the Department of Special Education will be forwarded to the Dean of Graduate Studies. Graduate Studies will then notify the student regarding their admission status.

Master's Program

The Department offers two options for completing the Master of Science requirements: Plan A-Thesis or Plan B-Starred Papers. In general, 18-24 credits from the SCSU licensure program can be incorporated into a Master of Science program. The extent to which this may occur is dependent upon the particular licensure program, the student's previous educational training, and the plan which is selected. Advisers will provide detailed information during individual advising sessions.

As indicated in the Master's Degree Checklist that follows, graduate courses are valid for a period of 7 years. However, students may validate courses up to 10 years. The validation process will be explained during the admission interview for those students who required this option.

Admission Requirements

For admission to the Master of Science in Special Education a student must have earned at least a 2.75 GPA over the last two years of their undergraduate education.

M.S. applicants are required to take the GRE for admission and must score at the 25th percentile or higher on the GRE Writing exam.

- Students who score at the 25th percentile or higher are granted full admission to the Master's degree program.
- Students who score between the 10th and 24th percentiles may be admitted conditionally to the Master's program.
- Students must take SPED 306 Academic Writing Skills and earn a grade of C or B before they are granted full admission.
- Students who score below the 10th percentile are denied admission.

Master's Degree Requirements

The Master of Science program has four major areas: Research, Major, Professional Education, and Electives. Plan A and Plan B differ with regard to the course and credit requirements

Graduate Research

Plan A (15 cr.)

- | | |
|--|-------|
| 1. CEEP 678 Statistics (take prior to SPED 601) | 3 cr. |
| 2. SPED 601 Trends and Problems in Special Education* (fall) | 3 cr. |
| 3. SPED 602 Research in Special Education* (spring) | 6 cr. |
| 4. SPED 699 Thesis | |
| | 15cr. |

Total

*Admission to Master's Program required

Plan B (9 cr.)

- | | |
|--|-------|
| 1. CEEP 678 Statistics (take prior to SPED 601) | 3 cr. |
| 2. SPED 601 Trends and Problems in Special Education* (fall) | 3 cr. |
| 3. SPED 602 research in Special Education* (spring) | 3 cr. |
| | 9 cr. |

Total

*Admission to Master's Program required

Professional Education

Plan A or B

Elective Outside Department of Special Education 3 cr.

Special Education Major

Plan A = 9 cr. of special education coursework

Plan B = 18 cr. of special education coursework

Special Education Elective

Plan A : 3 cr., which may include SPED 690, 691, 513, 545 or approved nonlicensure courses (SPED 520 and 521 not included)

Plan B: 3 cr., which may include SPED 690, 691, 513, 545 or approved nonlicensure courses (SPED 520 and 521 not included)

TOTAL CREDITS (MINIMUM) FOR PLAN A: 30 cr.
TOTAL CREDITS (MINIMUM) FOR PLAN B: 33 cr

Plan A: Thesis

The thesis option requires a total of 30 semester credits and is the major activity of Plan A. Prior to initiating any research activity, the thesis proposal must be approved by the student's thesis committee.

The Department of Special Education requires that students follow the APA style recommended by the American Psychological Association Publication Manual when writing their thesis. Detailed information regarding thesis requirements is available in SPED 601 and SPED 602 and in A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s), available from the Office of Graduate Studies (320-308-2113). This manual supercedes the APA style manual and differs from it in spots.

Typically, the thesis should include:

1. Title Page
2. Table of Contents
3. List of Tables and/or List of Figures (if appropriate)
4. *Chapter 1*: Introduction
5. *Chapter 2*: Review of the Related Literature
6. *Chapter 3*: Method
7. *Chapter 4*: Results
8. *Chapter 5*: Discussion
9. References
10. Appendices (if appropriate)

A more detailed description of expectations for a special education thesis is available on the Special Education Department's website:

<http://www.stcloudstate.edu/sped/graduate/msthesis.asp>

Plan B: Starred Papers

The Plan B option requires a total of 30 semester credits. One starred paper, which is written in conjunction with two consecutive research courses, serve as the culminating activity for this option. Students should develop the topics for the starred papers with the SPED 601 and SPED 602 course instructors and/or their graduate adviser. Specific details will be provided in these two graduate research courses, though the papers will follow a general format:

1. Title Page
2. Table of Contents
3. List of Tables and/or List of Figures (if appropriate)
4. *Chapter 1: Introduction*
5. *Chapter 2: Review of the Related Literature*
6. *Chapter 3: Conclusions and Recommendations*
7. References
8. Appendices (if appropriate)

A more detailed description of expectations for a special education starred paper is available on the Special Education Department's website:

<http://www.stcloudstate.edu/sped/graduate/mspaper.asp>

A list of specific steps for proposing and completing the thesis or starred papers follows.

Master's Degree Checklist

Download the Master's Degree Checklist ([PDF: 24K / 3 pages](#))

Graduate Certificate and Licensure Programs

The Department of Special Education Department offers graduate K-12 licensure and Graduate Certificate programs in learning disabilities (LD), emotional/behavioral disorders (EBD), developmental disabilities (DD), and autism. The LD, EBD, and DD programs lead to Minnesota teacher licensure; the Autism Certificate program does not lead to licensure.

St. Cloud State University is also part of the Minnesota Collaborative Teacher Preparation Program that leads to licensure in Blind and Visual Impairment:

<http://www.stcloudstate.edu/sped/graduate/TheMinnesotaCollaborativeTeacherPreparationPrograminSpecialEducationBlindorVisuallyImpaired.asp>

The Graduate School admission procedures are the same as those required for the Master's program, although **students are not required to take** the *Graduate Record Exam*. Typically, most students meet with a faculty member during a pre-admission conference. During this conference, general information is provided. Following admission to the Graduate School, students must meet with a designated adviser who will assist them in developing an official program of study.

Candidates are not allowed to register for methods courses, practicum courses, or research courses until they are fully admitted to Graduate Studies (accepted by the School of Graduate Studies AND signed a program of study developed with a special education adviser)

Please note that there may be some discrepancies between the *Handbook* and the *Graduate Bulletin*. It is the student's responsibility to obtain information about all licensure and endorsement programs that are of interest, and with the adviser's guidance, plan a program that includes all requirements.

General Requirements

1. Students must maintain an average grade of "B" or higher.
2. Students must earn a grade of "C" or higher on any required course in a licensure program.
3. No credits will be accepted in the Master's degree program for courses completed 7 or more years prior to admission. However, these courses may be counted toward licensure if the student has mastered the teaching standards addressed in the course and is currently active in the special education profession. The student's adviser will make these decisions during the student's admission interview.
4. No credit will be transferred in lieu of the licensure-specific methods course or practicum in each licensure area.
LD-SPED 646, 680, 681
DD-SPED 647, 660, 661
EBD-SPED 622, 670, 671
5. In order for students to be recommended for a K-12 teaching license by St. Cloud State University, students must be admitted to the SCSU Graduate School and must take a minimum of 9 credits at SCSU (methods course and practica).

Students should meet with a special education adviser prior to the beginning of the sophomore year to determine a sequence of study (preferably during the freshman year).

Electronic Portfolio

All graduate students seeking special education licensure must complete an electronic portfolio that includes projects completed during student teaching/practicum experiences. We recommend that you use **eFolio Minnesota** (<http://efoliuminnesota.com>), a product of the Minnesota State Colleges and Universities developed in partnership with state workforce and education organizations. As part of course requirements, students must submit a link to their portfolio. Electronic portfolio requirements are outlined and reviewed in SPED 204.

Please click on link to portfolio components:

<http://www.stcloudstate.edu/sped/undergraduate/PortfolioContents.asp>

Students should meet with a special education adviser prior to the beginning of the sophomore year to determine a sequence of study (preferably during the freshman year).

Minnesota Teacher Licensure Examination

All students must register for and take the Minnesota Teacher Licensure Examination (MTLE) as soon as possible so that they are able to register for 300- and 400-level education courses. MTLE registration materials are available in the Office of Clinical Experiences office (EB-B120) and on their website:

<http://stcloudstate.edu/mtle/default.asp>

What are the MTLE tests?

All candidates applying for first-time Minnesota teaching licensure must complete:

1. Basic Skills

The Basic Skills examination includes three subtests: Reading, Writing and Mathematics. Examinees may take one, two or all three subtests at one test appointment. However, it is advisable to take one at a time. It is also advisable to access the sample questions and practice tests, which are available at the MTLE website and in the MTLE/Praxis Center in the Education Building (EB-B113-C).

All Basic Skills examinations are computer based tests.

Subtest Format	Reading Approximately 48 multiple choice questions	Writing Approximately 33 multiple choice questions and two written assignments	Mathematics Approximately 50 multiple choice questions
Time Allowed	Up to 1 hour	Up to 1 hour and 30 minutes	Up to 1 hour and 15 minutes
Reference Materials Available During Subtest	None	Written assignment directions	Formulas/Constants page
Cost	\$25.00*	\$25.00*	\$25.00*

*There is also an annual registration fee of \$50.00, paid once per program year, September 1 - August 31, regardless of the number of tests taken during that year.

AUTISM CERTIFICATE PROGRAM (certificate only)

The Autism Certificate **does NOT lead to licensure**, but is designed instead to provide advanced, specialized training for individuals with professional licenses who work with K-12 pupils with autism spectrum disorders. Four of the Graduate Certificates (LD, EBD, DD, P/HD) are designed as university programs for candidates who wish to earn licensure but who do not wish to pursue the M.S. at the time of first admission. In

addition, St. Cloud State University is part of the Minnesota Collaborative Teacher Preparation Program that leads to licensure in Blind and Visual Impairment.

All graduate courses can be transferred to an M.S. (if they meet other requirements) if the candidate should decide, at a later date, to pursue an M.S. Candidates must attain full admission to a graduate program (either the M.S. or a Graduate Certificate) in order to be eligible to enroll in methods or practicum courses. The Graduate Certificate is the best option for students who either (a) do not wish to pursue an M.S. or (b) are uncertain about earning an M.S. at the time of admission.

Autism Certificate Program

The Autism Certificate Program is offered through the Department of Communication Sciences and Disorders in the College of Fine Arts and Humanities and the Departments of Educational Leadership and Community Psychology and Special Education in the College of Education.

Communication Sciences and Disorders	Educational Leadership and Community Psychology	Special Education
102 Brown Hall	B210 Education Building	A211 Education Building
Phone: 320.308.2092	Phone: 320.308.2160	Phone: 320.308.2041
Fax: 320.308.6441	Fax: 320.308.3216	Fax: 320.308.3475
Website: www.stcloudstate/csd/	Website: www.stcloudstate.edu/elcp/	Website: www.stcloudstate.edu/sped/
Contact: Dr. Teri Estrem (tlestrem@stcloudstate.edu)	Contact: Dr. Chaturi Edrinisha (cdedrinisha@stcloudstate.edu)	Autism Certificate Coordinator:
Department Office Manager: Elaine Taufen	Department Office Manager: Sandi Radzak	Dr. Mary Beth Noll (mbnoll@stcloudstate.edu)
		Department Office Manager: Kathy Sauer

Admission Requirements Specific to the Autism Certificate Program

- Undergraduate or graduate licensure is required in special education, speech-language pathology, behavior analysis, physical therapy, occupational therapy, or related areas.
- To be considered for admission, the applicant must complete the admission requirements specified by the School of Graduate Studies.

- The Program Coordinator will review application files and notify students of admission status and registration approval.
- Students may not register for classes until they are admitted to the program.

Program Requirements

The program consists of 15 credits, or five courses. However, most students with professional licensure in the aforementioned areas have already met the requirements for the two courses that are prerequisites to the three core courses in the Autism Certificate Program.

- Two prerequisite courses are required and are offered during fall, spring, and summer sessions.
- Three sequential core courses are required. Students can complete the three consecutive courses during one summer.

SPED 503 SPED Foundations	3 cr.
SPED 505 Behavior Theories/Practices	3 cr.
SPED 623 Learning Environments for Students with Autism Spectrum Disorders	3 cr.
CSD 624 Language/Communication Assessment and Interventions for Students with Autism Spectrum Disorders	3 cr.
CPSY 627 Behavior/Social Skills Assessment and Interventions for Students with Autism Spectrum Disorders	3 cr.

LD, EBD, and DD CERTIFICATE PROGRAMS

Certificate and Licensure: LD, EBD, and DD

SPED 503 SPED Foundations	3 cr.
SPED 505 Behavior Theories/Practices	3 cr.
SPED 511 SPED Procedural Safeguards	3 cr.
SPED 515 Assistive Technology	3 cr.
SPED 519 Literacy for Special Educators	4 cr.
SPED 531 Collaboration Skills & Transition	3 cr.

Additional courses for candidates with a valid MN secondary or K-12 license

SPED 518 General Education Literacy for Special Educators	2 cr.
MATH 330 or SPED 513 Mathematics Instruction for Students with Special Needs	3 cr.

Additional courses for students with a non-teaching degree

SPED 200 Introduction to Education (test-out option)	
SPED 518 General Education Literacy for Special Educators	3 cr.
MATH 330 or SPED 513 Mathematics Instruction for Students with Special Needs	3 cr.

SPED 545 Social/Natural Sciences for Special Educators	3 cr.
SPED 338 Elementary Education Field Experience	2 cr.
SPED 339 Secondary Education Field Experience	2 cr.
SPED 455 Special Education Field Experience	2 cr.
HLTH 505 Mood Modifying Substances	2 cr.
HURL 597/598 Human Relations for Teachers I and II	3 cr.
CEEP 262 Human Growth and Development	3 cr.
CEEP 361 Educational Psychology	3 cr.

Special Education Certificate Courses - 15 credits

Learning Disabilities

SPED 516 Individual Assessment in SPED	3 cr.
SPED 521 Characteristics of Students with Learning and Behavioral Disorders	3 cr.
SPED 646 Learning Disabilities Methods	3 cr.
SPED 680 Practicum in Learning Disabilities: Elementary	3 cr.
SPED 681 Practicum in Learning Disabilities: Secondary	3 cr.

Emotional and Behavioral Disorders

SPED 516 Individual Assessment in SPED	3 cr.
SPED 521 Characteristics of Students with Learning and Behavioral Disorders	3 cr.
SPED 622 Emotional/Behavioral Disorders Methods	3 cr.
SPED 670 Practicum in Emotional/Behavioral Disorders: Levels I-III	3 cr.
SPED 671 Practicum in Emotional/Behavioral Disorders: Levels IV-VIII	3 cr.

Developmental Disabilities

SPED 516 Individual Assessment in SPED	3 cr.
SPED 520 Characteristics of Students with Physical, Health, and Developmental Disabilities	3 cr.
SPED 647 Developmental Disabilities Methods: Moderate/Severe	3 cr.
SPED 660 Practicum in Developmental Disabilities: Mild/Moderate	3 cr.
SPED 661 Practicum in Developmental Disabilities: Moderate/Severe	3 cr.

Graduate Program Sequence

Graduate Teacher Licensure Programs

Students pursuing licensure via the LD, EBD, DD, and P/HD Graduate Certificate Programs will follow a specific sequence as they proceed through the certificate program. Teacher candidates are evaluated at several transition points to determine their eligibility for the subsequent program phase.

Transition Points

It is important to note that these transition points are not reflected on the Application to the Graduate Certificate Program that students submit to the Office of Graduate Studies. Rather, these transition points are recorded on a department form that serves as the student's official internal program planning sheet. The teacher candidate and advisor together develop the plan that is kept in the student's file in the Department of Special Education. Essentially, candidates

1. Apply for admission to the Graduate Certificate and for permission to take *Introductory Courses*
2. Apply for status as eligible for *Advanced Studies*. As it turns out, students coming into the Special Education program with an existing degree and Minnesota licensure in education (not necessarily special education) are eligible for admission to both Phase 1 and Phase 2.
3. Candidates successfully completing advanced studies may apply for *Practicum and Completion* phase of their studies.
4. Finally, candidates who exit practicum successfully may apply for a Graduate Certificate in their emphasis area (Learning Disabilities, Emotional/Behavioral Disorders, or Developmental Disabilities).

Note: Candidates nearing completion of the *Introductory* phase may appeal to their advisor to take up to 7 credits worth of courses in the *Advanced Studies* phase. The advisor might grant permission for the candidate to take *Advanced Studies* courses while admission to that phase is pending if the candidate maintains a high level of performance in the program in terms of both academic and practical performance or if the candidate cannot fit one of the Introductory Studies courses into their schedule but can fit an *Advanced Studies* course into the schedule. It must be understood that the candidate does this at their own risk, as, depending upon their performance as they complete the introductory phase, admission is not guaranteed into *Advanced Studies*.

Explanation of Graduate Certificate/Licensure Transition Points

Transition Point 1: Admission to Graduate School/Introductory Studies.

Candidates for teacher licensure at the post-bachelor's level are eligible to apply for admission to one of the Graduate Certificates in Special Education through the School of Graduate Studies. The individual in this phase may take courses at the undergraduate level that make them eligible to apply for *Advanced Studies*. Admission to graduate studies requires a 2.75 grade-point average and possession of a bachelor's degree from an accredited university. These requirements can be viewed at the following URL: <http://www.stcloudstate.edu/graduatestudies>.

Transition Point 2: Admission to Advanced Studies. Candidates who successfully complete Introductory Studies courses are eligible for admission to Advanced Studies. Because many of the courses at the introductory level are undergraduate-level deficiency courses, many candidates for licensure (those with existing Minnesota teaching licenses) may apply for introductory and Advanced Studies courses at the same time [that they apply for the program].

To be eligible for *Advanced Studies*, candidates must demonstrate a 3.0 GPA, no unresolved professional concerns, and have a program of study in place. Finally, candidates who were required to take SPED 338, 339, and/or 455 must have earned professional-level scores on their **Dispositions for the Field of Special Education** documents. Candidates must have received at least a C in all Introductory courses or have a current MN teaching license. Candidates certified as eligible for summer practicum may enroll in methods courses (SPED 647, SPED 622, SPED 646, SPED 648).

Transition Point 3: Admission to Practicum. Candidates with no documented professional concerns, who maintain a 3.0 GPA, and earn a B or better in all Advanced Studies courses are eligible to apply for the *Practicum-Completion* phase of their studies. To be eligible for Practicum, candidates must document that they have no unresolved professional concerns.

Transition Point 3.A: Completion. A candidate who successfully complete practicum courses may apply for a Graduate Certificate and licensure in Minnesota.

Admission/Introductory Studies	Advanced Studies	Practicum &
*Meet all School of Graduate Studies entrance requirements for Grad. Certificates or M.S	* Maintain overall 3.0 GPA * C or better in all <i>Introductory</i>	<i>Practicum</i> *Maintain over *C or better in a <i>Studies</i>

*Complete Praxis I (PPST)

Complete the following courses or their equivalent:

SPED 200 Intro to Education (or test out)

HLTH 505
HURL 597/598
CEEP 262
CEEP 361
SPED 338, 339, 455

SPED 503

SPED 505

SPED 515

SPED 513 or Math 330
SPED 518
SPED 545
SPED 520 or SPED 521
SPED 531

Note 1: Candidates with particular needs may ask their advisor for permission to take advanced studies courses when they near completion at this level. Advisor permission is required in order for students to register for advanced studies courses. Candidates take advanced studies courses at their own risk.

Note 2: Candidates with an existing teaching license may apply for admission-level and advanced studies level simultaneously

Studies courses

*No unresolved professional concerns

SPED 511
SPED 516
SPED 519

EL competencies are imbedded in all 500-level courses.

Summer Practicum Methods

*If certified eligible by advisor for summer practicum, then...

SPED 647 (DD Methods)
or

SPED 622 (EBD Methods)
or

SPED 646 (LD Methods Intersession

Note: Deadlines for application to Practicum

March 1 for summer
March 1 for fall
October 1 for spring

courses

* No unresolved concerns
*EL requirements/com met

Fall or Spring Practicum
*If a fall or spring practicum is

SPED 647 (D
or

SPED 622 (E
or

SPED 646 (L
(Intersess

* and/or...

SPED 660
Practi

SPED 670 &
Practi

SPED 680
Practi

Completion

* Successful com
above courses

*Portfolio review
successfully

*Complete MTL

*Certificate awa

Transition Point 2: Admission to Advanced Studies. Candidates who successfully complete Introductory Studies courses are eligible for admission to *Advanced Studies*. Because many of the courses at the introductory level are undergraduate-level deficiency courses, many candidates for licensure (those with existing Minnesota teaching licenses) may apply for introductory and *Advanced Studies* courses at the same time [that they apply for the program].

To be eligible for Advanced Studies, candidates must demonstrate a 3.0 GPA, no unresolved professional concerns, and have a program of study in place. Finally, candidates who were required to take SPED 338, 339, and/or 455 must have earned professional-level scores on their Dispositions for the Field of Special Education documents. Candidates must have received at least a C in all Introductory courses or have a current MN teaching license. Candidates certified as eligible for summer practicum may enroll in methods courses (SPED 647, SPED 622, SPED 646, SPED 648).

Transition Point 3: Admission to Practicum. Candidates with no documented professional concerns, who maintain a 3.0 GPA, and earn a B or better in all Advanced Studies courses are eligible to apply for the *Practicum-Completion* phase of their studies. To be eligible for *Practicum*, candidates must document that they have no unresolved professional concerns.

Transition Point 3.A: Completion. A candidate who successfully complete practicum courses may apply for a Graduate Certificate and licensure in Minnesota.

Practicum Requirements

Each licensure area requires that the applicant complete a supervised experience under the direction of the University faculty. Practica are typically offered fall and spring semesters during the academic year for students with no special education teaching experience. Candidates who have had at least 1 year of contractual teaching experience are eligible to register for a summer practicum.

During the summer, practicum experiences vary according to the licensure area. For example, students pursuing LD licensure must complete the 3-credit LD methods course during intersession, just prior to the summer LD practicum. However, for E/BD, DD, and P/HD licenses, the methods course must be taken during the academic year prior to the summer practicum. The E/BD and DD methods courses are offered both fall and spring semesters; the P/HD methods is offered fall semester only.

In order to manage these experiences in a systematic fashion, a number of guiding principles have been adopted by the department in order to effectively utilize faculty resources and provide the experiences necessary for licensure:

1. All practicum experiences will be located in agencies with which the department has established procedures for the providing of practicum experiences. This is

- necessary in order that appropriate supervision can be provided by the university faculty. With the present resources, isolated practicum locations are not feasible.
2. Practicum placements can be made only when and where appropriate licensed personnel are available. Due to the number of teacher licensure candidates, the Department cannot guarantee availability of a summer practicum placement.
 3. In order to be eligible for summer practicum, candidates must have had at least 1 year of contractual teaching experience are eligible for a summer practicum OR a minimum of 2 years of experience as a program paraprofessional at both the elementary and secondary levels. However, program paraprofessionals are eligible for the LD practicum only for their first license. During the LD summer practicum/methods block, students collaborate in closely supervised teams to develop research- and data-based academic and social interventions (e.g., direct instruction, curriculum-based measurement, and learning strategies). Additional licenses may be added with 9 credits of methods and summer practicum.
 4. Students who are employed in a special education teaching position and who are eligible for summer practicum may earn 3 of 6 practicum credits by creating a portfolio that documents Board of Teaching standards in their current teaching position. Students pursuing E/BD, DD, and P/HD licenses will receive portfolio information during the fall or spring methods class prior to the summer practicum. Therefore, students should wait to register for the methods class until the academic year preceding the summer practicum so that they are provided with current information.
 1. Although 3 credits is allowed for portfolio documentation of one on-the-job teaching experience, on-the-job summer practicum experience is not allowed for all 6 credits for students who do not have an existing special education license. All students are expected to complete a minimum of 120 hours in one site-based practicum in a setting and/or level that is different from their current teaching setting.
 5. Practicum placements will be assigned for only those who have completed all of the prerequisite coursework and have been fully admitted to Graduate Studies. Full-time graduate students may take some licensure coursework in conjunction with their practicum during fall and/or spring semesters, if approved.

At the time of the admission interview with an adviser, students must indicate when they plan to complete the practicum. The Department of Special Education will use this information to contact students in order to determine if the student is still planning to complete the practicum at the designated time. Application forms for admission to the practicum will then be distributed to those who are eligible and wish to participate. If more requests for practicum placements are received than there is space available, participants will be selected in the order in which they were admitted to a graduate program.

On-the-Job Practicum Option

Selected candidates with at least 3 years of contractual experience in special education may be eligible for an on-the-job practicum. Eligibility for this “competencies” option is

decided on a case-by-case basis. Please ask your advisor about the competencies option if you think that you may be eligible.

Paraprofessional Option

Special education program paraprofessionals with a minimum of 2 years in both an elementary and secondary setting are allowed to count their professional employment experiences toward practicum requirements. In addition, program paraprofessionals will be allowed to take as many as 9 credits self-paced through the Office of Continuing Studies (CEEP 262, CEEP 361, and SPED 203). Program professionals pursuing special education licensure at the graduate level must meet with a faculty adviser, from whom application forms may be obtained.

Paraprofessionals with a bachelor's degree qualifying for this option will first pursue learning disabilities licensure through the LD Graduate Certificate program. Because of their documented paraeducator experience, they will be able to participate in a summer practicum. During the LD summer practicum/methods block, students collaborate in closely supervised teams to develop research- and data-based academic and social interventions (e.g., direct instruction, curriculum-based measurement, and learning strategies).

Graduate Assistantships

A number of graduate assistantships are available in the Department of Special Education. Application materials may be obtained from the Department or the Office of Graduate Studies, 121 Administrative Services (320) 308-2113.

Students with Disabilities

If a student has a disability, he or she may require learning accommodations. When a student discloses a disability, the adviser will explore the need for a planning conference with a representative from Student Disability Services (320) 308-4080. At the student's request, the adviser will arrange this conference.

Student Appeals

In an attempt to ensure fair treatment of all students, the department has developed a decision-making process. First, students should discuss any problems and/or solutions with their adviser. In the event that a student feels appropriate consideration has not been rendered or if the adviser is not able to make a decision unilaterally, that individual may submit an appeals form to the Appeals Committee explaining his/her request and its rationale. Forms may be obtained in the Special Education office.

The Appeals Committee consists of a minimum of three faculty members who will consider each appeal individually, based upon the concerns presented in the appeal letter. If the appeal is denied, the student may then appeal to the Associate Dean of the College of Education.

Professional Concerns Process

The Department of Special Education has developed a Professional Concerns process to assist in the evaluation and assessment of special education students who are having difficulty negotiating their graduate program. Information regarding the Professional Concerns Process is available in the Department of Special Education office (EB A-211) or from the student's adviser.

Graduate candidates for Minnesota licensure will not be allowed to enroll in methods courses (SPED 646, SPED 622, SPED 647, or SPED 648) or practicum if unresolved professional concerns documentation exists in their file. Graduate students should speak with their advisor and the faculty person filing the professional concern in order to resolve the situation.