

Department of Special Education  
School of Education

Undergraduate Handbook  
(5/11/2011)

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### 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

Special Education offers an undergraduate major that leads to a Bachelor of Science in Education and prepares candidates to teach in a variety of educational settings. Those who complete the special education major will be licensed to teach students with learning disabilities (LD), emotional/ behavioral disorders (E/BD), or developmental disabilities (DD). If a student is pursuing an elementary or secondary teaching license and wishes to also pursue special education teacher licensure, it is recommended that the student obtain a Special Education Minor (19 credits) and complete the remainder of the licensure requirements at the graduate level.

It is the student's responsibility to obtain information about special education licensure and endorsement programs of interest, and with the adviser's guidance plan a program that meets all requirements. Please note that there may be some discrepancies between the Undergraduate Handbook and the SCSU Undergraduate Bulletin. The student should refer to the online special education handbook for the most recent information. Students will also be notified of any significant changes via, the student listserve and bulletin board postings on the second floor of the College of Education.

## General Education Requirements

Special education majors must complete the 41-credit general education component required for all undergraduate students. It is recommended that the student begin taking courses needed for admission to Special Education Major and Teacher Education as soon as possible. For a description of general education course requirements, the student should see SCSU's Undergraduate Bulletin. These courses include the following general education requirements:

- ENGL 191
- SPC 192
- MATH 193 (prerequisite for MATH 330; take MATH 330 the following semester)
- IM 260 (or competency; required for IM 422 and counts as an Area A requirement in the right-hand column)
- MGM requirement: SPED 203 and HURL 497 both count as a general education MGM requirement (Area C, right-hand column).
- 3-credit waiver: If a student takes 6 credits in one department as part of the major, (i.e., CEEP 262 and CEEP 361), the student may waive 3 credits of general education in that same department (see p. 51 of *Undergraduate Bulletin*). Such a waiver in Area C (left-hand column) does not reduce the total number of credits required for graduation.

**Please note that degree maps are available online (<http://www.stcloudstate.edu/sped/undergraduate/map.asp>). These degree maps lay out the special education major in four-year sequences (one for each licensure area). The general education courses shown in the degree templates are examples—these may change based on the candidate's interests.**

## Graduation Requirements

A minimum of 120 semester credits is required for graduation. The freshman and first-semester sophomore courses in special education consist primarily of general education coursework and special education prerequisite courses. During the remaining semesters, the required major courses and fieldwork experiences are completed. Students will enroll in three blocks of study following complete of prerequisite coursework: Junior Block (16 cr.), Senior Block (15 cr.), and Student Teaching (16 cr.).

The **Junior Block** consists of 12 course credits (SPED 405, SPED 418, SPED 445, and either SPED 415 [LD & EBD licensure] or the combination of SPED 414 and CDIS 466 [DD licensure]) and 4 credits of general education field experiences--one in an elementary setting (SPED 338) and one in a secondary setting (SPED 339). Coursework and field experiences must be taken concurrently. Successful completion of Junior Block is required for admission to Senior Block.

The **Senior Block** consists of 13 course credits (SPED 411, , SPED 416, SPED 419, and SPED 440) and 2 credits of special education field experience (SPED 455). In order to participate in two student teaching experiences during the final semester of study, students must have successfully completed Senior Block and have completed all required coursework in the special education major

The Student Teaching Block is the culminating semester of study for the special education major, which consists of a licensure-specific methods course and Senior Seminar (periodic group discussions of student teaching activities) taken in conjunction with two half-semester special education student teaching placements (see Undergraduate Program Sequence).

## Application & Admission Information

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>

The MTLE website ([www.mtle.nesinc.com](http://www.mtle.nesinc.com)) has general preparation information for the Basic Skills tests. The site provides tutorials and practice questions for each subject area. In addition, they provide a practice exam to become familiar with the operations of computer-based testing. Sample tests and enhanced study guides are available (for a fee) at this website that will help prepare you for the Basic Skills tests. **Additional material is available that represents the Basic Skills requirements in other states.** *These materials can be helpful in preparing for your exams, but should be reviewed carefully.*

California Basic Education Skills Test (CBEST):  
[www.cbest.nesinc.com/CA\\_viewPT\\_PDF\\_opener.asp](http://www.cbest.nesinc.com/CA_viewPT_PDF_opener.asp)

Georgia Assessments for the Certification of Educators (GACE):  
[www.gace.nesinc.com/GA\\_preparationmaterials.asp](http://www.gace.nesinc.com/GA_preparationmaterials.asp)

Michigan State Teachers Certification Exam (MTTC):  
[www.mttc.nesinc.com/PDFs/MI\\_field096\\_SG.pdf](http://www.mttc.nesinc.com/PDFs/MI_field096_SG.pdf)

Certification Examinations for Oklahoma Educators (CEOE):  
[www.ceoe.nesinc.com/PDFs/OGET\\_074\\_SG.pdf](http://www.ceoe.nesinc.com/PDFs/OGET_074_SG.pdf)

Another website that provides helpful material for preparing for the Elementary Pedagogy test and the Special Education Core Skills test: [www.xamonline.com](http://www.xamonline.com)

## 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.

## Electronic Portfolio

All undergraduate and 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://efoliotminnesota.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 reviewed in SPED 204.

Please click on link to portfolio components:

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

## Application to Junior Block

In order to be admitted to Junior Block, students must have taken and passed the MTLE Basic Skills tests in Reading, Writing, and Mathematics. Students who do not pass the Writing portion may proceed to Junior Block if they take SPED 306 Academic Writing Skills. Students must pass all three subtests to be recommended for Minnesota teacher licensure.

Admission to Junior Block also requires successful completion of the following courses (attaining a grade of C or higher):

- CEEP 262
- SPED 200
- MATH 193
- MATH 330 (take semester after prerequisite MATH 193)
- SPED 203 (fulfills MGM requirement)
- SPED 204 (1 credit)
- SPED 420 or 421 (MTLE required)
- SPED 431 (MTLE required)
- MATH 193
- CSD 468

Students must also meet additional criteria:

1. Cumulative GPA of 2.65
2. Professional liability insurance (Specific information will be explained during the first day of Junior Block; forms are available in the Clinical Experiences Office). Insurance coverage is valid for 1 year and is also required for Student Teaching.
3. Completion of aforementioned required courses with a grade of "C" or higher.
4. Successful completion and documentation of specific Board of Teaching Standards to be included in SPED Student Teaching Portfolio.
5. The candidate can have no unresolved professional concerns documentation on file.

- Students must apply to Junior Block in the Special Education office by March 1 or October 1 of the semester prior to the semester they wish to begin Junior Block. Forms are available in the SPED office several weeks prior to the application due date.
- At the same time, students must submit their application to the Major (paper applications are currently being used; conversion to electronic format pending).
- **In addition, students must submit a Student Teaching application to the Office of Clinical Experiences (EB-B120; 320.308.4783; [www.stcloudstate.edu/oce/](http://www.stcloudstate.edu/oce/)). Students will also submit a resume and autobiography to the Office of Clinical Experiences.**

## Application to Senior Block

Students must also meet the following criteria in order to be eligible for Senior Block:

1. Cumulative GPA of 2.75.
2. Completion of Junior Block courses with a grade of "C" or higher .
3. Completion of Junior Block field experience(s) with a "Satisfactory" rating.
4. Completion of CEEP 361 and IM 422 with a grade of "C" or higher.
5. The candidate can have no unresolved professional concerns documentation in their departmental file

Students must apply to Senior Block by March 1 or October 1 of the semester prior to the semester they wish to begin Senior Block. Forms may be obtained from and returned to the Department of Special Education office, EB-A211.

## Application to Student Teaching

Students must file an application to student teach in the Office of Clinical Experiences (EB-B120) one year prior to the anticipated student teaching semester. At this time, students will be asked to submit a resume and an autobiography.

Students must also file an application in the SPED Department office by March 1 or October 1 of the previous semester. Additional criteria include:

1. Cumulative GPA of 2.75.
2. Successful completion of Senior Block courses with a grade of "C" or higher.
3. Successful completion of Senior Block with a rating of "Satisfactory."
4. Completion of all coursework in the major-including HLTH 301 and HURL 497-498 with a grade of "C" or higher.
5. The candidate can have no unresolved professional concerns documentation in his or her departmental file

## Pre-Student Teaching Requirement

### General Education Courses

**Note:** Students are advised to take SPED 203, a required course in the major because it also fulfills a 3-cr. MGM requirement in General Education. Typical degree plans in the form of degree maps are available online at the following address:

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

ENGL 191	3 cr.
SPC 192	3 cr.
MATH 193 (take semester prior to MATH 330)	3 cr.
IM 260 (competencies required for IM 422; counts in Area A, right-hand column) Students with computer skills may test out of IM 260.	2 cr.

### Required Licensure Courses

**Note:** All students must take the PPST in order to take 300- and 400-level education courses.

SPED 200 Introduction to Education	3 cr.
CEEP 262 Human Growth and Development (two CEEP courses result in Area C 3-cr.waiver)	3 cr.
CEEP 361 Introduction to Educational Psychology	3 cr.
HLTH 301 Health Issues and Strategies	2 cr.
HURL 497 Human Relations for Teachers I	3 cr.
HURL 498 Human Relations for Teachers II	1 cr.
IM 422 Media, Materials, and Methods of Instruction	2 cr.
<u>MATH 330 Mathematics for Elementary Teachers</u>	3 cr.
<b>TOTAL:</b>	<b>20cr.</b>

### Undergraduate Special Education Core

SPED 203 Special Education Foundations (counts as MGM requirement)	3 cr.
SPED 204 SPED Program Development and E-Folio	1 cr.
SPED 420 Charac. Physical, Health, and Develop. Disabilities (DD license) (fall and summer only) OR	
SPED 421 Charac. Learning and Behavioral Disorders (LD/EBD licenses)	3 cr.
SPED 431 Collaboration Skills and Transition Planning in Diverse Settings	3 cr.
CSD 468 Child Language Development and Disorders (fall and spring only)/Please take CEEP 262 prior to enrollment in CSD 468.	3 cr.

**TOTAL:** **13 cr.**

## Junior Block

**Fall Semester:** March 1 Application Deadline (previous semester)

**Spring Semester:** October 1 Application Deadline (previous semester)

**Note:** Prerequisites for the Junior Block include successful completion (attaining a grade of C- or better) of SPED 200, CEEP 262, MATH 330, SPED 203, SPED 204, SPED 420 or 421, SPED 431, and CSD 468 and MATH 193.

### Junior Block Core Courses

SPED 405 Behavior Theories and Practices in Special Education	3 cr.
SPED 415 Assistive Technology for Students with Special Needs (LD or EBD licensure option only) <b>OR</b>	3 cr.
SPED 414 Assistive Technology for Students with DD (DD licensure option only) <b>AND</b>	3 cr.
CSD 466 Augmentative and Alternative Communication (DD licensure option only)	1 cr.
SPED 418 General Education Literacy for Special Educators	3 cr.
SPED 445 Social/Natural Sciences for Special Educators	3 cr.
SPED 338 Elementary General Education Field Experience	2 cr.
SPED 339 Secondary General Education Field Experience	2 cr.
<b>TOTAL:</b>	<b>19 cr.</b>

## Senior Block

**Fall Semester:** March 1 Application Deadline (previous semester)

**Spring Semester:** October 1 Application Deadline (previous semester)

**Note:** In order for students to be admitted to the Special Education Major, they must successfully complete Junior Block and have a GPA of 2.75 or higher in courses taken at SCSU.

### Senior Block Core Courses

SPED 411 Special Education Procedural Safeguards	3 cr.
SPED 416 Individualized Assessment in Special Education	3 cr.
SPED 419 Literacy for Special Educators	4 cr.
SPED 455 Special Education Field Experience	2 cr.

SPED 440 Teaching English Learners with Special Needs 3 cr  
**TOTAL: 15 cr.**

## **Undergraduate Handbook - Student Teaching Requirements**

SPED 490 Senior Seminar (1 cr.)  
Methods Course (3 cr.)  
Student Teaching (12 cr.)

### **Learning Disabilities**

SPED 446 Learning Disabilities Methods (3 cr.)  
SPED 480 Student Teaching in Learning Disabilities: Elementary (6 cr.)  
SPED 481 Student Teaching in Learning Disabilities: Secondary (6 cr.)

### **Emotional/Behavioral Disorders**

SPED 422 Emotional/Behavioral Disorders Methods (3 cr.)  
SPED 470 Student Teaching in Emotional/Behavioral Disorders: Levels I-III (6 cr.)  
SPED 471 Student Teaching in Emotional/Behavioral Disorders: Levels IV-VI (6 cr.)

### **Developmental Disabilities**

SPED 447 Developmental Disabilities Methods (3 cr.)  
SPED 460 Student Teaching in Developmental Disabilities: Mild/Moderate (6 cr.)  
SPED 461 Student Teaching in Developmental Disabilities: Mod/Severe (6 cr.)

## **Student Teaching**

### ***Student Teaching Course Requirements***

SPED 490 Senior Seminar (1 cr.)  
Methods Course (3 cr.)  
Student Teaching (12 cr.)

### **Student Teaching Portfolio**

In addition to the electronic portfolio documentation required in each SPED undergraduate course, students must complete an electronic portfolio that documents their mastery of the Minnesota Board of Teaching Standards. To view the list of portfolio items/components, a description of these components, and whether they are to be completed during the courses and or student teaching:

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

The portfolio is based upon standards established for each licensure area:

LD-<https://www.revisor.mn.gov/rules/?id=8710.5700>

EBD-<https://www.revisor.mn.gov/rules/?id=8710.5600>

DD-<https://www.revisor.mn.gov/rules/?id=8710.5400>

### **Learning Disabilities**

SPED 446 Learning Disabilities Methods (3 cr.)

SPED 480 Student Teaching in Learning Disabilities: Elementary (6 cr.)

SPED 481 Student Teaching in Learning Disabilities: Secondary (6 cr.)

### **Emotional/Behavioral Disorders**

SPED 422 Emotional and Behavioral Disorders Methods (3 cr.)

SPED 470 Student Teaching in Emotional and Behavioral Disorders: Levels I-III (6 cr.)

SPED 471 Student Teaching in Emotional and Behavioral Disorders: Levels IV-VI (6 cr.)

### **Developmental Disabilities**

SPED 447 Developmental Disabilities Methods (3 cr.)

SPED 460 Student Teaching in Developmental Disabilities: Mild-Moderate (6 cr.)

SPED 461 Student Teaching in Developmental Disabilities: Moderate-Severe (6 cr.)

### ***Student Teaching Procedures***

Information meetings sponsored by the Office of Clinical Experiences will be held at the beginning of each semester. The dates and locations will be posted on the bulletin board outside the Special Education office and outside faculty offices. Essential information regarding student teaching will be shared at these meetings, so it is mandatory that students attend.

The student teaching assignment begins either the fall or spring semester and consists of two (approximately) 8-week placements for a total of (approximately) 16 weeks. Students will be in the field Monday-Friday and will meet weekly on- or off-campus for a 1-credit Senior Seminar. A 3-credit Methods class will be held at the SCSU campus six Saturdays each semester. Students will also be expected to attend meetings on campus for professional development, orientation, and planning.

Student teachers will be expected to follow the calendar of the school district in which they are placed. Due to the full-time commitment required during student teaching, outside employment and additional coursework (other than the concurrent methods course) is not recommended.

Students will register for a 16-credit "block" during the student teaching semester (12 credits Student Teaching, 3-credit Methods course, and 1-credit Senior Seminar). Because Minnesota special education licenses are K-12, both a secondary and an elementary placement will be arranged. Additionally, an attempt is made to provide all students with at least one placement that maximizes opportunities to teach students of diverse cultural backgrounds. The requirements of the coursework and student teaching are integrated and are reflected in the student teaching experience. Students will be expected to attend scheduled mentor groups.

## Student Teaching Placement

When students apply for a student teaching assignment, they also are given the option of indicating their placement choice. Insofar as possible, students are assigned to the centers on the basis of their first choice. However, this is not always possible. The number to be assigned to each center is determined by the administration in each center and the university supervisors. **The Office of Clinical Experiences is responsible for making student placements. Students are not allowed to obtain their own student teaching site.** In addition, students are not allowed to student teach in a district where they worked, where they attended school, or where their children attend school.

All students must adhere to the established placement policy. However, the following exceptions may be considered with appropriate documentation. The first group of exceptions includes those students with special problems\*:

1. **Medical reasons-** Students who have medical reasons for being in a particular center must present evidence from a physician that placement in another center would unduly interfere with medical treatment.
2. **Disabilities-** Students who have disabling conditions which preclude their placement in another center or in instances where the problems of the students would be exacerbated by placement in an alternative center are eligible for preferential placement.
3. **Dependents-** Students who are providing care for dependent individuals in their family where the absence of the student would create considerable hardship for the dependent may also be eligible for preferential placement. The fact that there are dependents living in the household such as aged parents, children, spouse, or other relatives is not sufficient reason for preferential placement. The student must demonstrate her/his absence would have an adverse effect upon the care and treatment of those dependents.

**\*Students must indicate their need for special placement consideration at the time they submit their student teaching application in the Department of Special Education office.**

Student teaching is governed by Office of Clinical Experiences policies as well as those put forward by the Special Education Department. The OCE website can be found at the following address: <http://www.stcloudstate.edu/oce/>

Student teachers may submit an application to student teach in an alternate site: another area of Minnesota, another state, or another country through the Alternate Site Student Teaching process. Students should read specific information regarding Alternate Site policy and procedures prior to submitting the application.

Once the selections have been made and the students have been notified, students have an opportunity to appeal the results of the placement procedure. An Appeals Committee consisting of three Department of Special Education faculty members will consider any particular student appeal. Any further questions regarding this placement process should be directed to the adviser or the department office.

## MTLE Licensure Requirement

In order to be recommended for Minnesota teacher licensure, teacher candidates must pass pedagogy and content area tests. It is recommended that special education teacher candidates take the Elementary Education Pedagogy test, although they may choose to take the Secondary Education Pedagogy test. Special Education teacher candidates must take the Special Education Core Skills test, which consists of two subtests. Information regarding MTLE requirements may be obtained from the Office of Clinical Experiences or the MTLE website: [http://www.mtle.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html)

## Advising Information

No decisions can be made at the department level without a recommendation from the adviser. Records and Registration (AS-118) will assign an adviser subsequent to declaration of the major. **However, it is strongly recommended that students meet with a special education adviser as soon as possible after declaring a major.** The adviser will assist students in planning and scheduling their program of study and will be available to address other program issues.

Advising materials are available in the Department of Special Education office and online. After completing a Planning Worksheet, with an adviser, the program plan will be filed in the student's folder in the SPED Department office. Once the student's program planning sheet is filed, students may obtain their initial [registration] access code from the SPED Department office. Students do not need an access code to register once they have been admitted to the Major.

Once the adviser has approved the Planning Worksheet, students can transfer this information to the Application to the Major form as courses are completed (available from the adviser or from the Department of Special Education office, EB-A211). Students will submit the Application to the Major form at the same time that they submit the application to Junior Block. The Application to Major form is required not only for admission to the Major, but also for admission to Teacher Education and Student Teaching. The adviser will sign the application and submit it to the Department of Special Education office, where it is reviewed and signed by the SPED Department

Chair. Advisers will sign only those program forms with complete and appropriate information.

## Special Education Minor

An application form must be completed in order for students to be admitted to the 19-credit special education minor. Forms are available in the office of the Department of Special Education (EB-A211). The remaining credits required for full licensure may be obtained at the graduate level and can be included as part of a Master's degree program.

## Undergraduate Minor (19 cr.)

SPED 203 Special Education Foundations	3 cr.
SPED 405 Behavior Theories and Practices in Special Education	3 cr.
SPED 419 Teaching Methods in Special Education	4 cr.
SPED 421 Characteristics of Students with Learning and Behavioral Disorders	3 cr.
<b>Select two SPED Electives from the following list (SPED 203 is a prerequisite for all elective courses)</b>	
SPED 411 Special Education Procedural Safeguards	3 cr.
SPED 415 Assistive Technology for Students with Special Needs	3 cr.
SPED 420 Characteristics of Students with Physical, Health, and Developmental Disabilities	
SPED 431 Collaboration Skills and Transition Planning in Diverse Settings	3 cr.
SPED 445 Social/Natural Sciences for Special Educators	3 cr.

## Bachelor of Elective Studies Degree

The Bachelor of Elective Studies (BES) degree may be a desirable option for nontraditional students who have taken a significant number of college credits but not enough to declare a major in a particular field. In order to graduate with a BES degree, students must complete the General Education requirements and earn a minimum of 120 semester credits. Students are admitted to the BES degree program in the Office of Continuing Studies, where application forms may be obtained (320) 308-3081.

Information about the BES is available at the following address:

<http://www.stcloudstate.edu/continuingstudies/bes/>

## **Paraprofessional Option**

The BES is a particularly attractive degree option for special education program paraprofessionals who have completed approximately 60 semester credits (credits validated as transfer/program credits by the SCSU Advising Office). Special education paraprofessionals (a minimum of 3 years in both an elementary and secondary setting) are allowed to count their professional employment experiences as field experience. In addition, program paraprofessionals will be allowed to take as many as 12 credits on a nontraditional basis: 9 credits self-paced through the Office of Continuing Studies (CEEP 262, CEEP 361), SPED 203 online, and 3 credits as a competency, test-out option for credit or no-credit (SPED 200).

Paraprofessionals who complete the BES will take as many credits as needed in order to meet graduation requirements. The remaining credits required for special education licensure may be obtained at the graduate level and can be included as part of a Master's degree or a Graduate Certificate program.

Program paraprofessionals qualifying for this option will first pursue learning disabilities licensure. Because of their documented paraeducator experience, they will be able to participate in a methods/practicum block and receive 9 graduate credits at the graduate level that can be applied to a Master's degree or a Graduate Certificate. 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).

Undergraduate program professionals pursuing a BES degree with the ultimate goal of completing licensure at the graduate level must meet with a faculty adviser, from whom application forms may be obtained.

## **Students with Disabilities**

If a student discloses any type of disability, he or she may require accommodations. A planning conference with the student, adviser, and representative from Student Disability Services (320) 308-4080 can be arranged at the student's request.

## **Student Appeals**

In an attempt to ensure fair treatment of all students, the department has developed a process of decision-making. Students should discuss any problems and/or solutions with their adviser. In the event that a student believes that appropriate consideration has not been rendered, or if the adviser is not able to make a decision unilaterally, they

may choose to submit a letter of appeal to the Appeals Committee. This committee consists of at least 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 majors who are having difficulty negotiating their undergraduate 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.

When a professional concern has been filed, the candidate must document that the problem has been resolved in order to be eligible for the next phase of the program (Jr. Block, Sr. Block, Student Teaching). Forms for documenting that professional concerns have been addressed are available in the Department of Special Education office (EB A-211).

## **Student Council for Exceptional Children (SCEC)**

The goal of the Council for Exceptional Children is to improve educational outcomes for individuals with exceptionalities. At the University level, SCEC (<http://www.stcloudstate.edu/sped/cec.asp>) works to broaden educational experiences for future educators. SCEC sponsors a variety of activities including speakers, peer advising, social events, and community experiences. Active participation in SCEC is considered an important part of the professional growth and development of future educators.