



Department of Teaching & Learning Special Education

CRITERIA FOR **TRADITIONAL** INTERNSHIP IN SPECIAL EDUCATION

Statement of Policy

A traditional internship is defined as a field-based experience to provide graduate students with the opportunity to apply their newly acquired knowledge and skills while receiving support from a mentor/master teacher. There is no monetary compensation for this experience.

Graduate students may enroll in a traditional internship in special education if they meet all of the criteria below. The following criteria must be submitted by **November 1** for a spring semester internship and **April 1** for a fall and summer semesters.

NOTE: It is the responsibility of the student to identify a local site that will serve as his/her placement for the internship.

Four documents must be submitted for initial approval:

1. A written statement from the student describing the site they identified. Information to include is as follows: how many students will be involved, in what kind of setting, and who the mentor/master teacher will be.
2. A letter or memo from the mentor/master teacher and/or building administrator in support of the traditional internship.
3. Copies of all transcripts (can be unofficial ones).
4. Special Education Field Experience Request Form (found on special education advising blackboard site or special education website).

If any of the criteria are not met, the traditional internship will not be approved.

Criteria

1. Read the *Local Internship Guidelines* or *Distant Internship Guidelines*, whichever one applies to you, to become knowledgeable about the internship guidelines and expectations.
2. The internship must involve a master/mentor teacher. In this context, a master teacher is described as one with at least two years experience and a credential in the category of

students for the particular internship and who is highly recommended by the building principal and the special education director or coordinator. This person, to be called the "mentor teacher," may not be the University supervisor of the internship.

3. The written plan submitted by the student must describe how the required hours will be met and how many students the intern will oversee. A minimum of two students should be on the intern's caseload in the disability category of the internship. Each semester credit earned translates to 60 clock hours of **student contact time**. Time spent consulting with teachers and parents, conducting assessments, completing paperwork, and participating in meetings and any other non-student instructional time contact is above the 60 hours per credit.
4. Recommendation for approval of a traditional internship must be made by agreement of the special education program area faculty at UND. To obtain this approval, the student should submit all written documentation by semester deadline to their academic advisor at the *University of North Dakota, 231 Centennial Dr. Stop 7189, Grand Forks, ND 58202-7189 / phone: 777-3247.*
5. The majority (75% of coursework) must be completed prior to the semester of the internship with 50% of this coursework completed at UND. Advanced methods courses in the appropriate disability category must be taken at UND and either (a) taken in advance or (b) concurrently with the internship. This includes the advanced assessment course. A transcript of completed courses must be provided to verify these criteria.

Requirements/Grading

Written/performance requirements and internship guidelines are available on the Special Education Advising Blackboard site. Required written assignments will be handed into and graded by the University supervisor. The University supervisor in consultation with the mentor teacher will award a letter grade for the internship.

Note: Students enrolled in special projects and partnerships between the University and a school district may be approved by criteria other than that stated above (e.g., Resident Teacher).