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 the following:

- **November 1** for a spring semester internship
- **April 1** for a summer semester internship
- **May 1** for a fall semester internship

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

Note: There are limited placements available for internships for summer, and the availability of such placements will be subject to review by the special education faculty.

The following documents must be submitted for initial approval:

1. A completed application. The following information will need to be completed on the application.
   a. Area of Internship(s)
   b. Number of credits for each internship
   c. Location of internship(s)
   d. Number of students you will be working with for each internship (i.e. if you are completing an ID internship and an ASD internship, you must include how many students with ID you’ll be working with as well as how many students with ASD you’ll be working with during your internships.)
   e. Statement of Approval/Agreement from a school administrator AND building mentor.
      (Examples of Statements: Statement from the school administrator: I approve the internship for Jane Doe in my building. Statement from the building mentor: I agree to mentor Jane Doe during her internship in our school.)
   f. Submission of current teaching license OR receipt of FBI Identification Record.

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

Criteria
1. Read the Internship Guidelines 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 plan submitted by the student in the online application form will 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 exceptionality 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 documentation by the semester deadline to their academic advisor. All documentation will be submitted along with the application in electronic form.
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 exceptionality category must be taken at UND and either (a) taken in advance or (b) concurrently with the internship. This includes the advanced assessment course.

Requirements/Grading
Required written assignments will be submitted to 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).
Procedures to Obtain the FBI Identification Record

1. Submit “FBI Identification Record” request using the FBI’s cover letter format. The cover letter is available at: http://www.fbi.gov/hq/cjis/fprequest.htm
2. Obtain and then submit an original set of your fingerprints.
3. All requests are sent to the FBI’s Criminal Justice Information Services (CJIS) at: FBI CJIS Division, Attn: SCU, Mod. D-2, 100 Custer Hollow Road, Clarksburg, WV 26306.
4. Fingerprint cards can be obtained at most local, county, or state law enforcement agencies and must be rolled impressions of all ten fingerprints taken simultaneously. The fingerprint card must be the original card and must have your name and date of birth.
5. Have the results of the FBI Identification Record sent to your home address and then submit the results in electronic form when submitting your internship application.