



ONLINE MASTER OF EDUCATION IN
SPECIAL EDUCATION K-12
PROGRAM HANDBOOK
(M.Ed. SPED K-12)

School of Education
Effective for Admitted Students:
Fall 2022 to Summer 2024

augie.edu/graduate

WELCOME

I am excited to welcome you to the Master of Education in Special Education K-12 (commonly referred throughout this program handbook as M.Ed. SPED K-12) Program at Augustana University. You are part of a cohort that has representatives from around the country, and in some cases, from around the globe! I am proud that you chose to pursue your graduate degree at Augustana.

This Program Handbook will acquaint all students about many aspects of Augustana University, as well as, specifics about the M.Ed. SPED K-12 Program. In these pages, you will see descriptions of the supports and services available to students, as well as, our rules governing academic life, and our Code of Student Conduct. This code provides the model for student interactions and is central to Augustana's unique culture and community. I ask that you review these rules and the code and abide by them.

Augustana University offers exceptional opportunities to collaborate with colleagues as students progress through the program. The design of the program also allows teachers to explore a particular area of interest by choosing an area of specialization.

The program is very much aligned to the mission and core values of the university, as well as, the conceptual framework of the School of Education, and specific program goals and outcomes. Information about the mission, values, and conceptual framework have been provided in this Program Handbook.

As a graduate student, you are expected to work diligently and with a high degree of independence. At the same time, you will complete programs in the context of community. This community is in the form of small cohorts, with well-qualified and caring instructors, who seek to provide both high expectations and care as students engage in their work.

Thank you for choosing Augustana. I hope you find that your program is both challenging and fulfilling.

Respectfully,

A handwritten signature in cursive script that reads "Laurie Daily".

Dean, School of Education
Director of the M.Ed. Programs

INTRODUCTION



The Master of Education in Special Education: K-12 (M.Ed. SPED K-12) Program Handbook is the official resource that defines our expectations for student life. These are the policies and practices that allow us to collaboratively work alongside each other, to respectfully respond to conflicts with one another, and to resolve violations of our Code of Student Conduct in ways that emphasize learning and personal accountability.

This important resource along with the [Academic Catalog](#) (see the blue menu for contents) contains important information that Augustana students are expected to be familiar with. We hope that you will take many opportunities to become familiar with the contents of both publications. It is important for you to know that the responsibility for understanding and following our policies and procedures whether it is the Code of Student Conduct or the requirements for graduation rests entirely with you, the student.

On behalf of our faculty and staff, we wish you a successful academic year, and we look forward to participating with you in the special events and programs that make Augustana a uniquely special learning community.

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ABOUT THE GRADUATE PROGRAM HANDBOOK

This M.Ed. SPED K-12 Program Handbook is maintained by the Program Director in collaboration with the Director of Graduate and Continuing Education, the Registrar, and the Dean of Students Office. The Graduate Program Handbook is the university's official notification of standards, rules, policies, values and responsibilities that characterize student life at Augustana. Students are expected to read, understand and comply with the provisions of the M.Ed. SPED K-12 Program Handbook and to be guided by the spirit of the standards.

The contents of the M.Ed. SPED K-12 Program Handbook supersede and revoke all prior statements of policy at Augustana concerning matters contained in program handbooks from previous years. If this M.Ed. SPED K-12 Program Handbook does not address a matter of interest to you, or if you are uncertain about something after you have read the applicable policy or guideline, contact the program director for more information.

DISCLAIMER: No student handbook can anticipate every circumstance or question regarding university policies. On occasion, some (indirect) online links may take you to information published by other campus entities that cannot be guaranteed to be accurate. Accordingly, this publication is not intended to be a legally binding contract. Therefore, Augustana reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the M.Ed. SPED K-12 Program Handbook from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion. As changes to the M.Ed. SPED K-12 Program Handbook are made during the course of an academic year, this website and all of its linked contents will serve as an essential resource for policies, procedures and resources.

EQUAL OPPORTUNITIES POLICIES AND PROCEDURES

Augustana University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. Augustana policies and procedures related to discrimination (age, race, sex, gender identity, nationality, etc.) are designed to promote principles of global human dignity with an emphasis on meaningful remedies, social justice, victim empowerment and advocacy, comprehensive investigation and prompt, humane, non-adversarial resolution of everything from bias incidents to stalking, to rape and intimate partner violence.

The policies presented here are subject to resolution using Augustana's Equity Grievance Process. This process is based upon an Office for Civil Rights (OCR) compliant model. Augustana resolves discrimination complaints involving students, faculty and staff using a common policy and one centralized procedure.

The Equity Grievance Process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators and/or staff.

Augustana University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise.

Reports of discrimination, harassment and/or retaliation should be made promptly. There is no time limitation on the filing of grievances as long as the accused individual remains subject to the university's jurisdiction.

Inquiries about these policies and related resolution processes may be made internally to:

Beth Elam, Associate Dean of Students (Title IX Coordinator)
Dean of Students Office, Mortenson Center #116,
Augustana University, 2001 S. Summit Avenue, Sioux Falls, SD 57197
Office: 605.274.4124, Email: **beth.elam@augie.edu**

Inquiries may be made externally to:

Office for Civil Rights (OCR), U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline: 800.421.3481
Email: **OCR@ed.gov**
Web: **www.ed.gov/ocr**

[1] Recent guidance from the U.S. Department of Education’s Office for Civil Rights clarifies that sexual harassment includes all forms of sexual violence including sexual misconduct, exploitation, stalking and other related policies as defined in this publication.

[2] The University is continuing a review of its policies and resolution procedures to ensure that processes, protocols and resources are in compliance with guidance issued by the U.S. Department’s Office for Civil Rights. During this process, content appearing on this website supersedes all print documents and will serve as the essential resource for current practice.

[3] ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL. USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED THROUGH A LIMITED LICENSE TO AUGUSTANA UNIVERSITY. ALL OTHER RIGHTS RESERVED. © 2020. ATIXA

[4] These policies and procedures will be reviewed and updated annually by the Title IX Coordinator and Deputy Coordinators. The Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party. However, the Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. Policy in effect at the time of the offense will apply even if the policy is changed subsequently, unless the parties consent to be bound by the current policy. Date of last review: August 4, 2020.

ACADEMIC POLICIES

Class Attendance - In Person

Class attendance is expected of all students. Instructors will outline their specific attendance policies during the opening meeting of the class. These attendance expectations are also to be included in the course syllabus. Students who find it necessary to be absent because of illness or other reasons should notify the instructor before the class period. Students missing class or arriving late assume responsibility for communicating with the instructor. Instructors may require students to provide verification of reasons for absence. Instructors have the right to request an unofficial withdrawal of a student from their course for non-attendance and lack of communication. Instructors are encouraged to make arrangements to accept coursework, administer examinations ahead of time or allow make-up work, but reserve the right not to do so.

Class Attendance – Online

Overall, student “attendance” in online courses will be defined as active participation and engagement in the course as described in each course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation and engagement, which can be documented by any or all of the following methods: student tracking in the Learning Management System (Canvas); submission/completion of assignments; participating in synchronous and/or asynchronous course assignments (i.e., weekly discussion boards, forums and chats; and communications with the instructor).

Students who do not log on to the course within the 100% drop/add (census) period for the course will be considered a "no-show" and will be administratively withdrawn from the course without record. Drop/add and withdrawal dates are listed on the academic calendar, online in the Graduate Office program section, and on the course syllabus.

Students who fail to maintain active participation and engagement in an online course as defined in the course syllabus will be processed in accordance with the University’s current attendance policy. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Success in this online course is dependent on your active participation and engagement throughout the entire course. As such, you are required to complete all assignments by the due dates, and to actively participate in synchronous and/or asynchronous course requirements according to established timelines.

If you find that you cannot meet the class’s minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.

Course Time Commitment

Accreditation standards dictate the number of hours expected for the completion of graduate courses. Since the standard expectation is 45 hours of work for each credit, a three credit graduate course requires approximately 135 hours of work. This translates to approximately 15-20 hours of work per week in a 7-week course. Itemized engaged time for each course is listed specifically on each course syllabus.

(*Note: EDUC/SPED 695 Research Synthesis Project course is a 14-week class during a fall and spring semester and the time requirements will vary based on student's proficiency in scholarly writing.)

Unofficial Withdrawal

If the Registrar's Office receives confirmation from all of a student's faculty that a student has ceased attending all courses without explanation, the Registrar will withdraw that student from all courses.

Academic Integrity

Academic Integrity is vital to the academic environment at Augustana because it involves the search for and acquisition of knowledge and understanding. Evaluation of each student's level of knowledge, understanding, and ability to synthesize and integrate materials requires tangible assessment via reports, examinations, and homework. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. The following is a partial list of examples:

- **Prohibited Conduct**
 - Plagiarism
 - Using the exact language of someone else without the use of quotation marks and/or without giving proper credit to the author
 - Rearranging another's ideas or material and presenting them as though they are one's original work without giving appropriate acknowledgment
 - Submitting a document written by someone else as one's own work
 - Paying for or obtaining another's work and submitting it as one's own
 - Giving or receiving answers to an exam
 - Copying, with or without another person's knowledge, during an exam
 - Doing class assignments for someone else
 - Submitting a paper that has been purchased from a commercial research firm or the web
 - Fabricating items on a bibliography
 - Obtaining an unauthorized copy of a test in advance of its scheduled administration
 - Using unauthorized notes during an exam
 - Collaborating with other students on assignments when it is not permitted
 - Altering answers on a scored test and submitting it for a re-grade
 - Accessing and altering records in a grade book
 - Stealing class assignments from other students and submitting them as one's own
 - Fabricating laboratory or research data
 - Destroying, stealing or sabotaging the work of other students

- Resubmitting a previously graded assignment for a different course
- Engaging in other conduct that a reasonable person would consider dishonesty relating to academic achievement, research results or academically related public service
- Uploading assignments, tests, or any academic work product to any educational resource website such as Chegg.

Honor Code

The complete procedures for implementation of the Honor Code are at www.augie.edu/honor.

Grading System

The grade point average (GPA) at Augustana University is computed on a 4.0 point scale and determined on the basis of the scale below for the program. Specific grading requirements for each course may vary and the letter grades cannot be defined here other than as generally stated below. The grading scale cuts off below a “C”, due to the stated policy in the Graduate Catalog (Grading Policies). Only grades of C or better may be applied to the program. No credit toward the degree will be allowed for grades below “C”.

All courses applied to the program must be completed with an overall GPA 3.00 and no course for which a final grade below “C” is assigned may be used to satisfy this requirement.

The following grades are used in the evaluation of academic achievement:

Percentage	Grade	Grade Points
96 to 100	A	4.0
92 to 95	A-	3.7
88 to 91	B+	3.3
84 to 87	B	3.0
80 to 83	B-	2.7
76 to 79	C+	2.3
72 to 75	C	2.0
71 or below	F	-

- S/U: Satisfactory; Unsatisfactory; no quality points (not used in calculation of GPA)
- I: Incomplete
- IP: Course in Progress
- The grades of F, U, earn neither credit hours nor quality points
- All repeated courses remain on the transcript with only the highest grade used in calculating the grade point average

In Progress Grades

In progress (IP) grades are given only for courses taken under the Independent Learning Program or special project courses requiring more than one semester to complete. An IP grade is changed to an F one year after the beginning of the term in which the course was begun. Approved IP graded courses include:

- Independent Scholarship
- Internship
- Senior Seminar
- Independent Study
- Practicum
- Student Teaching

Incomplete Grades

The student must initiate a request for an incomplete grade (I) before the end of the academic term. An incomplete (I) is a temporary grade which the instructor may choose to give a student. The assignment of an incomplete grade is only appropriate when extraordinary circumstances beyond the student's control, such as illness or necessary absence, have prevented the student from completing the course requirements at the end of the academic term. Incomplete grades are not to be given due to unsatisfactory work is done in the course. The student must have successfully completed a substantial portion of the course's work in order to receive an incomplete grade. The standard due date for all coursework and grades will be midterm of the following semester. (Fall and Interim incomplete grades due late March; Spring and Summer incomplete grades due late October.) If an alternate date is arranged with the student and the instructor, the instructor must notify the Office of the Registrar. In no event may the due date exceed one year. Once the due date has passed, if a Change of Grade form has not been submitted to the Office of the Registrar, the incomplete grade will automatically change to an "F".

Grade Review and Grade Changes

Academic excellence and integrity are important to the faculty and students of Augustana University. If a student disagrees with a grade, they have the right to voice their concern. Evaluation of student work and assignment of grades on the basis of established academic criteria are the responsibility and prerogative exercised by each individual instructor. It is the responsibility of the student to maintain all documentation for his or her classes, including copies of all syllabi, assignments, and grades earned.

If an instructor discovers a grading error, he or she may submit a Grade Change Form to the Office of the Registrar no later than the end of the following term. The only basis for a grade change is an error in grade assignment or calculation. Grades cannot be changed on the basis of additional work submitted or examinations retaken after a grade has been submitted, with the exception of "I" and "IP" grades.

If a student believes a grade was assigned in error, because of a mistake in calculation or an error in recording a grade, the student should consult the instructor within two weeks of the grade being posted. Students should be aware that, as a result of the review, a grade may be raised, lowered or left the same. If the instructor agrees that a change should be made, a Grade Change

Form should be submitted to the Office of the Registrar no later than the end of the following term.

Grades may not be changed for any reason after one year. If the student needs a changed grade, he or she will need to repeat the course.

Grade Appeals

Students have the right to be protected against prejudiced or capricious academic evaluation. A student who wishes to appeal a final course grade on these grounds should first appeal to the instructor. This action should end the matter in most cases, but if not, the student should follow the Academic Grievance Procedure in the Catalog.

Grade Appeals fall under the same timeline as Grade Reviews. The process must begin no later than two weeks after the final course grade has been posted.

Academic Grievance Procedure

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

Step 1: The student shall take a complaint to the instructor within two weeks into the following term (mid-February for Fall or Interim issues; mid-September for Summer or Spring issues). If the student feels unable to approach the instructor, the grievance may be taken to the Program Director of the program in which the student is enrolled (if the instructor is the Program Director, the grievance should be taken to the Dean of the School associated with the program the student is enrolled in). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the Program Director/Dean, the matter is settled.

Step 2: If the student is dissatisfied with the instructor's response to the grievance the student may take the grievance to the Program Director of the program in which the student is enrolled or to the Dean of the School associated with the program the student is enrolled in if the instructor is the program director. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The program director (or the dean) shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the program director (or dean) shall judge pertinent, they shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the program director and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3: If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the program director (or dean), either may appeal the decision to the Dean of the School (or Provost if the dean rendered the decision) within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Dean (or Provost) shall ask the program director (or dean) for the written record of the grievance procedure to that point. Through consultation with the Provost (or Registrar if the Dean initiated the prior decision), the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Transfer Credit

Students who successfully complete an academic course offered by an accredited college or university may meet the requirements for transfer credit. More information can be found [here](#). Some graduate programs have specific content standards per course and may not be able to accept transfer credit.

As described in the [Augustana Graduate Catalog](#), students may transfer up to 9 graduate credits from accredited institutions (colleges and universities), granted they are previously approved as relevant to the student's plan of study by the Program Director (some restrictions apply, as outlined in the [Graduate Catalog](#)). For transfers starting in Summer of 2020 and beyond, credits will only be accepted and applied to the area of concentration in M.Ed. and electives in M.Ed. – SPED K-12 programs.

Veterans

Graduate degree programs are covered by Veterans Affairs under Title 38, U.S. Code in accordance with CFR 21.4253 and 21.4254. If you need additional financial assistance, contact the [Office of Financial Aid](#), Augustana University. More information for Veterans is available [here](#).

Course Prerequisites

When a course has a prerequisite, the student must either fulfill these requirements or have the permission of the instructor to enter the course.

Course Cancellation

The University reserves the right to cancel any class with a low enrollment.

Repeating Courses

Any course can be repeated to raise a grade. The higher grade is used in figuring the grade point average, but both grades will remain on the student's permanent record. Course credits for a repeated course will only be counted once towards graduation.

Transcripts

Student records are confidential and the information is released only at the request of the student. Instruction for ordering a transcript can be found at augie.edu/transcript. No transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Exceptions to Academic Regulations

A student who desires that an exception be made to an academic regulation must submit a petition containing a rationale for the exception to the Registrar. The form to be used in submitting this request may be secured from the Registrar's Office, or online.

Student Records/FERPA

The education records of current and former students are protected under the Family Educational Rights and Privacy Act (FERPA). Education records are documents that relate directly to a student and include academic transcripts and supporting documents, student judicial records, financial aid records, and career placement records. Listed below are records not considered a part of a student's education record and are therefore not subject to FERPA provisions:

- personal records kept by a member of the university staff that is not revealed to others and are kept in the sole possession of the staff member; and
- student employment records that relate exclusively to the student in the capacity of an employee; and
- records from the Campus Safety Department which are maintained solely for law enforcement purposes; and
- health records maintained by the counseling services, health services and other recognized health care professionals if those records are used solely for treatment and made available only to those persons providing treatment.

Items of directory information contained in education records may be released at the discretion of University officials without the student's prior consent. Directory information includes name, place, and date of birth, names of parents and home address, local address, telephone number, email address, photograph in Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

The University reserves the right to disclose financial records to parents or guardians of a dependent student as defined by the Internal Revenue Code of 1964. Parents or guardians of students under the age of 21 may also be notified if their son/daughter violates the University's alcohol and drug policies per the Higher Education Act Amendments of 1998.

FERPA affords students with certain rights with respect to their education records that include:

The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit a written request to the registrar, dean of students, or another appropriate official. The request should identify the record(s) the student wishes to inspect.

There are some limitations on the rights of students to review their records. Students do not have a right to inspect or review confidential letters and recommendations associated with admission, employment, or job placement if the student has signed a waiver. Also, some records contain

information about more than one student, in which case Augustana will permit access only to that part of the record pertaining to the inquiring student.

The right to request that an education record(s) be amended if it is believed that information is inaccurate, misleading, or otherwise in violation of a student's privacy rights under FERPA.

A request to amend a record should be submitted in writing to the appropriate university official responsible for the record. Clearly identify the part of the record the student wants to be changed, and specify why it should be changed. If Augustana University determines that the record will not be amended as requested, the University will notify the student of the decision and of the student's right to a hearing regarding the request for amendment.

The right to provide written consent before Augustana University discloses personally identifiable information from education records, except to the extent that FERPA regulations authorize disclosure without consent.

Augustana discloses education records without a student's prior written consent to university personnel with legitimate educational interests – those persons whose professional responsibilities with the University require that they have access to educational records. Such an individual is a member of Augustana's administrative staff, support staff, or faculty (including law enforcement personnel and health and counseling staff); a person or company with whom Augustana has contracted for services such as an attorney, or auditor, or Board of Trustees member; or a student serving on an official university committee, or a student who is assisting another Augustana official in performing their tasks. Also, the University may disclose information if it is deemed necessary to protect the health or safety of the student or other individuals.

Upon request, Augustana University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Request for Review

Students have a right to review their education records as provided by the provisions of FERPA. Items requested for review shall be made available no later than 45 calendar days following receipt of the written request.

Note: No official academic transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Limitations on Student Rights

There are some limitations on the rights of students to review their records. Students shall have no right to inspect or review:

- confidential letters and recommendations associated with admission, employment, or job placement if a student has signed a waiver or the receipt of an honorary recognition
- education records containing information about more than one student, in which case the University will permit access only to that part of the record pertaining to the inquiring student
- financial records of the student's parents or guardians

Directory Information

Items of public or directory information contained in education records may be released at the discretion of University officials without the student's prior consent. This public information includes name, place, and date of birth, names of parents and home address, local address, photograph in the Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

Request to Withhold Disclosure

A student may choose to refuse disclosure of education records including items of public or directory information without prior consent by contacting the Dean of Students Office within 10 days of the student's first academic term of the current academic year. The request to withhold information will remain in effect as long as the student continues to be enrolled or until the student files a written request to discontinue the withholding.

Challenge to Contents of Education Records

Any student who believes their education record contains information that is inaccurate or misleading or otherwise in violation of their privacy is encouraged to informally discuss this concern with a university administrator responsible for the department or area in which the record is located. If the administration decides to not amend the record as requested, the student may contact the Dean of Students Office relative to an appeal hearing.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

Independent Learning Programs

Students may take credits through Independent Learning, if it is allowed by the specific graduate program.

- Independent Scholarship (Regular course number): With the permission of the department involved, a student may take any regularly offered course through independent scholarship.
- Independent Study (599, 699): In cooperation with a faculty member, a student may create an independent study course on any academic topic. The student and faculty member will design the course objectives, reading assignments, course requirements, and means of evaluation.

General Requirements

1. At the time of registration, the student must file a Declaration of Intent with the Registrar's Office to engage in independent learning. This proposal must bear the approval of the academic advisor, the faculty project advisor, and the chairperson of the department in which the project will be carried out.
2. The student must file an approved Course Proposal for Independent Learning with the Registrar's Office no later than three weeks (4 days for Interim and Summer term projects) after the beginning of term during which the independent learning project is to begin. This proposal must bear the approval of the academic advisor, the faculty advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the instructor who is to direct the independent learning project are responsible for the academic soundness of the proposal.
4. With program approval, independent learning may be counted toward the degree.
5. Students planning to complete an independent learning project over more than one semester must enroll for the course at the time they receive formal approval for it. This enrollment may be considered as a part of the regular load or as an overload. If added as an overload, there will be an additional charge. Students who find that it is impossible to complete an independent learning project may withdraw from the course without grade penalty, but without refund of tuition.

FINANCIAL INFORMATION

Tuition/Fees/Financial Aid

Graduate program costs for a M.Ed. degree at Augustana are found on the [Tuition and Transfer Credits](#). For information on funding options, please contact the [Office of Financial Aid](#) at 1.800.727.2844, option 2 — or email financial.aid@augie.edu.

Payment of Account

A statement of account detailing 1) classes registered and 2) applicable charges for the semester will be sent to students prior to the start of a new term. Students may not register for or begin a new term of study unless their account is in good standing. Also, grades and transcripts may be withheld if a student's account is not in good standing. Payments may be made by cash, check, money order, direct debit, VISA, MasterCard, American Express, or Discover. A finance charge of 1.25% per month is assessed on all balances carried forward.

University Payment Plan

A student may pay a semester charge in three monthly payments by remitting one-third of the total balance due prior to the start of the semester and paying the remainder in two equal payments in the following two months. A finance charge of 1.25% per month is assessed on all balances carried forward.

University ACH Payment Plan

A student may pay a semester charge with nine monthly debits to a checking/savings account for an annual fee of \$75. The plan begins in August with no interest being charged on the plan amount. Information and authorization forms may be obtained from the Business Office. The most current fee schedule can be found at www.augie.edu/student-accounts. If you have any questions regarding this schedule or need further assistance, contact the Business Office at businessoffice@augie.edu or 605.274.5239.

Withholding of Academic Transcripts

The University reserves the right to withhold academic transcripts and other college services until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Refund/Repayment Policy

The federal government has developed specific regulations and policies which must be followed in calculating refunds for students who withdraw from the University, either officially or unofficially. Charges and financial aid are prorated based on the length of time the student was enrolled. For more information, see the [Refund/Repayment Policy page](#). Any financial aid credited to the student's account will be adjusted. No refund is made after 60 percent of the term has passed. Students may apply for and, if eligible, receive assistance through the federal aid program.

Financial Aid Policies

Following are the general policies of the University and the Financial Aid Office.

Renewal of Awards

While scholarships are not available for all graduate programs at Augustana, the University reserves the right to renew its scholarship commitments from any University funding source. Students in eligible programs must be full-time and in good academic standing to maintain scholarships during each year of study.

Financial Aid Appeals

Applying for federal student aid can be challenging when your family's current ability to pay for university cannot be accurately reflected on the FAFSA. Families may request an appeal of the financial aid award in the event of unusual circumstances, which may include, but are not limited to income reduction, unemployment of a wage-earner, unusually high medical costs, divorce, natural disaster, or others. The Special Circumstances Form is available [online](#).

Grievance Policy

An individual has the right to file a complaint with outside enforcement agencies including: United States Department of Education's Office of Civil Rights Equal Employment Opportunity Commission South Dakota Division of Human Rights South Dakota Department of Labor South Dakota Secretary of State Higher Learning Commission State or local law enforcement or prosecution authorities. In the event an individual in another state wishes to file a complaint with their state agency, a listing of all state boards can be found [here](#).

Military and Veteran Assistance

Designated as a Veteran Friendly School, Augustana University is committed to assisting veterans in their pursuit of postsecondary education. The University also participates in the Air Force ROTC program for students who are interested in military careers. Veterans and their families can utilize the traditional GI Bill® as well as the Post 911 GI Bill benefits for tuition and fees at Augustana. Review the complete policy [online](#).

Code of Conduct

The Higher Education Opportunity Act of 2008 requires the development and enforcement of a Code of Conduct to govern all educational loan activity. See [Code of Conduct](#) for more information.

Satisfactory Academic Progress Standards Relating to Financial Aid

Academic progress is monitored by the Registrar's Office, to ensure that students are making satisfactory progress toward a degree. In addition, students on federal financial aid are monitored by the Financial Aid Office to ensure they are meeting additional standards set forth by federal regulations (Section 668.34).

Type & Frequency of Measurement

Augustana University measures Satisfactory Academic Progress (SAP) at the end of each term. For financial aid purposes, Satisfactory Academic Progress is measured both by grade point average (qualitatively) and by pace of progression (quantitatively). For students who repeat a course, the higher grade earned is used in the GPA calculation.

The pace requirement for both undergraduate and graduate students is 67%. This means the student must complete at least 67.0% of coursework attempted. Transfer hours accepted by the University are included in this calculation, both in the completed and the attempted hours. In addition, students who exceed 150% of the published program length will be ineligible for federal aid. This criterion is determined based on completed credit hours.

Financial Aid Warning Status

Students who are placed on academic probation by the Registrar's Office due to cumulative grade point average may or may not be placed on financial aid warning status at that time. (See university catalog for academic probation guidelines) Also, students who fall below the 67% completion rate are placed on financial aid warning status. It is possible for a student to be in satisfactory academic standing with the Registrar's Office, but to be in warning status with the Financial Aid Office since the Financial Aid Office must monitor both GPA and pace of progression.

A student may continue to receive financial aid for one semester while on warning status. Students on warning status will have their academic standing reviewed at the end of the warning term. Students who have met the required GPA and pace of progression levels by the end of the term will be removed from warning status. Those who do not meet the requirements will be placed on financial aid suspension, and will not be eligible for financial aid until the GPA and pace levels are met.

Appeals & Financial Aid Probation Status

A student placed on financial aid suspension may file an appeal with the financial aid office. Reasons for appeal may include but are not limited to, situations involving serious medical issues, death in the family, significant interpersonal issues, or other special circumstances. An appeal must include information regarding why the student failed to make satisfactory academic progress, and what has changed in the student's situation that would allow the student to demonstrate satisfactory progress at the next evaluation. The appeal must also include a course completion plan (i.e. academic plan). If approved, the student will be placed on financial aid probation status and will be allowed to receive aid for one term. The University may grant an appeal only if it determines that the student will be able to meet SAP standards after the subsequent payment period; or the student's academic plan, if followed, will allow the student to meet SAP standards at a specific point in time. Failure to meet either the GPA or the pace requirement may be appealed.

A student who is on financial aid probation will have his or her progress evaluated at the end of each term. If the student has met the conditions of the academic plan as set forth, the student is considered to be eligible for financial aid for the following term. If the student has not met the conditions of the academic plan, financial aid will be suspended.

[STUDENT CODE OF CONDUCT](#)

[WELL-BEING MODEL](#)

PROGRAM SPECIFIC POLICY INFORMATION

Academic Probation and Dismissal Procedures

Academic progress is monitored by the Education Program Coordinator, to ensure that students are making satisfactory progress toward the completion of the plan of study for the degree. Students must maintain a GPA of 3.0 throughout the degree program with all grades earned for courses at C or better. If a student's overall GPA is below a 3.0, that student is given two semesters to increase the GPA to a 3.0. The student is monitored after the first semester, and dismissed after the second semester. Students may retake courses within the program to increase the GPA; however, they may only retake a course twice to remain eligible to earn the degree.

Petition Processes:

Write an email to the Program Director to petition for an exception to the academic policy identifying which policy you would like to be considered for an exception, as well as a clear justification why the exception is being requested. The Program Director may consult with the Dean of the School of Education for a final decision on the request.

Withdrawal and Readmission

Students who believe they should withdraw from the M.Ed. or M.Ed. in SPED program must confer with the Program Director and/or the Education Program Coordinator relative to 1) the implications and advisability of leaving the program; 2) the procedures to be followed, and 3) the process for returning to Augustana at some future time if appropriate. A student who exits the University and bypasses the procedures listed above will receive grades of F and will be ineligible for the customary adjustment on education fees. For information about Augustana's refund policy, see the financial information section of this handbook. An individual who has previously attended Augustana's M.Ed. or M.Ed. in SPED Program and desires readmission may contact the Education Program Coordinator for more information.

ADMISSIONS:

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

General Requirements

A student holding a bachelor's degree and interested in working toward a graduate degree first obtains, completes and files an official application with the Office of Graduate Education. The following documents must be submitted:

- official application (program-specific*)
- official transcripts from each university or university attended sent directly to the Augustana Graduate Education Office
- two recommendation forms testifying to the applicant's character and ability to do graduate work (at least one reference should be from a principal/supervisor)
- a 400-500 word essay is required; specific instructions are included in the application
- a copy of your current teaching license
- non-refundable application fee of \$60 (Students enrolled as fulltime undergraduate students at Augustana at the time of application to the program are exempt from paying this fee.)
- a cumulative grade point average of 3.0 (B) or better.
- sufficient undergraduate work in the proposed field of study to satisfy specific program admission requirements and graduate credit course prerequisites (See admission requirements for specific programs. For example, applicants for the M.Ed. SPED K-12 must hold a current teaching licensure.)

** Refer to specific program prerequisites for additional requirements.*

If you have questions, please contact the **Office of Graduate Education** at:

Office of Graduate Education
Augustana University
2001 S Summit Ave
Sioux Falls, SD 57197

605.274.4043
Fax: 605.274.4450
graduate@augie.edu

CONTACT INFORMATION

Augustana University is located at 2001 South Summit Avenue in the south-central part of Sioux Falls. University administrative offices observe regular working hours of 8:00 a.m. to 5:00 p.m. Monday through Friday except for major holidays. After 5:00 p.m. general information is available at the Morrison Commons Information Desk which is open until 10:00 p.m. every night.

For general information about Augustana:

Augustana University
2001 South Summit Avenue
Sioux Falls, SD 57197
Phone: 605.274.0770
Toll Free: 800.727.2844
Home Page: augie.edu

For information about the graduate program:

Office of Graduate Education
Phone: 605.274.4043
Fax: 605.274.4450
Email: graduate@augie.edu
Home Page: augie.edu/graduate

Graduate Program

Master of Education Programs: 605.274.4629

Academic Affairs: 605.274.5417

Academic policies, curriculum, Summer courses, Interim, Graduate Education

Student Academic Support Services: 605.274.5503

Resources for students with disabilities

Business Office: 605.274.4109

Business and financial matters

Financial Aid Office: 605.274.5216

Scholarships and financial aid

Library: 605.274.4921

Library services, instructional media

University Events: 605.274.4546

Events scheduled on campus

Registrar's Office: 605.274.4121

Transcripts, schedules, registration

Dean of Students Office: 605.274.4124

General information and student support

Center for Campus Life: 605.274.5215

Student housing, food service, student organizations

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

INTRODUCTION

The Augustana University graduate programs reflect the church-related liberal arts character of the University by including courses especially designed to help candidates explore the central ideas and methodologies of different disciplines, and wrestle with questions of meaning and value. The mission of the graduate program is to stimulate the intellectual capacities of candidates in order to make their lives more satisfying and rewarding. More specifically, it seeks, through advanced study, to expand candidates' knowledge and to strengthen skills important to career, personal fulfillment, and community service.

In recent years there have been significant changes in the field of education. More is expected of teachers and P-12 students in today's classrooms. We are asked to be more intentional in our approach to assessment and in our approach to facilitating student learning. In response to these demands, the School of Education at Augustana University has developed its Graduate Programs in Education to integrate the worlds of theory and practice. In just 13 to 16 months, you can earn a M.Ed. SPED K-12. The program focuses on excellence in classroom teaching and P-12 student learning. You will become part of a cohort of candidates with coursework specifically designed to meet your personal and professional goals.

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12

The School of Education offers an online graduate degree via a cohort model. The M.Ed. SPED K-12 cohorts begin during the fall and spring terms. Augustana, a university of the Evangelical Lutheran Church in America, offers to students of varying backgrounds, interests and ages a unique opportunity to achieve academic excellence and individual development in a Christian context. With its supportive community atmosphere, Augustana assists students in preparing for a life of career, service and continuing enrichment by blending the broad learning experiences of the liberal arts with the candidate's individual professional goals and in relating Christian faith to learning. The university serves the region and the larger society primarily through its undergraduate programs and through other programs designed to meet special community needs.

SCHOOL OF EDUCATION'S MISSION

The mission of the School of Education is to empower candidates with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development. This philosophy is reflected in publications of various Augustana faculty and is most extensively discussed in the book *Reclaiming Youth at Risk Our Hope for the Future*. There are four overarching values embodied in the model of positive youth development called the Circle of Courage.

The central premise of this model is that a set of shared values must undergird a community of learners, including public education and teacher training institutions. Those shared values include belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. The belonging, mastery, independence, and generosity dimensions are imbued throughout the Augustana Master of Education in Program and complement the Augustana Core of Liberal Arts Studies.

Graduates of the M.Ed. SPED K-12 Program are taught to use these values in creating positive learning cultures that maintain high expectations for all learners.



The Unit's conceptual framework, the Circle of Courage, describes how Augustana University's Education Programs have been influenced and informed by current and historical research in education and by current best practice and reform research. The conceptual framework articulates the Education Program's beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the Unit shares with the professional community its way of seeing, thinking, and being.

A brief summary of each of the four core values follows.

- **Belonging** is an integral part of the Augustana environment. Candidates need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The university encourages candidates' sense of belonging through small interactive classes. Belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Faculty structure the learning environment to create a community of learners.

- **Mastery**, the second value in the Circle of Courage Model, promotes the belief that candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through graduate program requirements to ensure that candidates are disposed to become "master" teachers.
- **Independence** is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, candidates must be secure in the guidance of caring adults and believe they have some power over their world. The graduate cohort programs in education promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility.
- **Generosity** is incorporated into the graduate cohort program through faculty's efforts to display empathy and concern for others. The curriculum within the cohort is designed to assist candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

MISSION / GOALS / OUTCOMES

The graduate degree programs in the School of Education provides in-depth knowledge and application of educational research to classroom practice. The Integrative Studies component of the master's degree program enables students to interface a liberal arts perspective with rigorous, professional education training.

Augustana University seeks to prepare graduates of the M.Ed. SPED K-12 program to become well prepared teachers and leaders competent to support children and youth with disabilities in educational settings. The program provides in-depth knowledge within one K-12 Special Education specialization, as well as, application of research to educational practice.

Overarching Program Goals

The M.Ed. Program candidates will:

- Assume the role of teacher-scholar
- Exhibit strong communication skills-Including writing with a variety of purposes/audiences in mind
- Demonstrate reflective, professional dispositions in both work, and interactions

Master of Education in Special Education K-12 Outcomes

These outcomes are aligned with the Council for Exceptional Children's Standards for Special Educators, which are the guiding state and national standards.

- Apply legal and ethical standards related to the education of children and youth with disabilities.
- Use evidence-based, research-grounded interventions to the support learning and behavior of children and youth with disabilities.
- Develop and apply instructional practices based on knowledge of children and youth with disabilities, their families, communities, and curricular standards.
- Assess the development and learning of children and youth with disabilities, and use that information to direct and monitor the effectiveness of interventions.
- Develop skills for supporting collaboration with families, including skills needed to effectively collaborate with others to accomplish this.
- Analyze, synthesize, and apply research to inform professional practice.
- Demonstrate ability in scholarly writing.

COHORT MODEL

The School of Education offers the M.Ed. SPED K-12 degree via a cohort model that focuses on the knowledge, skills, and dispositions necessary for mastery teaching in today's P-12 classrooms. The course of study is designed to build on your professional education experience by aligning to the current best classroom practices in education based upon educational standards, scholarly research and scholarly literature, etc.

Candidates seeking the M.Ed. SPED K-12 degree must meet the general requirements for all graduate degrees and this degree does not lead to licensure. The M.Ed. SPED K-12 program is designed for those candidates that completed a bachelor's degree in a teacher education program and are eligible for licensure.

Cohort applications for this 13-16 months, non-thesis program will be reviewed when complete applications have been received, with an every fall and spring admission entry process and the following deadline:

- **Fall and Spring Cohorts**

Applications will be reviewed when completed applications have been received, rolling admissions.

Augustana University accepts applications for the M.Ed. SPED K-12 program from residents of all 50 states and Washington, D.C.

Augustana University also accepts applications from other countries.

GENERAL REQUIREMENTS FOR GRADUATE DEGREES

- Minimum of 30 credit hours with at least 21 taken at Augustana University
- Cumulative GPA of 3.0, no grades below C will be allowed
- Proficiency in written English as demonstrated in graduate coursework
- Completion of all work within a seven-year period

DEGREE REQUIREMENTS Minimum of thirty (30) credit hours

The program will offer a specialization in Special Education: K-12 which will be delivered completely online.

K-12 in Special Education

COURSES	CREDITS
General Core Courses — 12 required credits	
SPED 600: Introduction to Graduate Research	3
SPED 621: Collaboration with Families and Professionals	3
SPED 622: Special Education Law and Leadership	3
SPED 695: Research Synthesis Project	3

Specialization Education Core Courses – 9 required credits	
SPED 640: Classroom and Behavior Management	3
SPED 641: Assessment in Special Education	3
SPED 642: Methods for Working with Students with Disabilities	3
Electives Courses – 9 required credits	
<i>Electives: Must be in the content area of Special Education, Special Populations and related areas (Literacy, SEL, Trauma-Informed, etc.)</i>	9
Please seek approval from the Program Director for courses in related areas to count as electives. Note that these are required prior to beginning core and required specialization courses.	

ELECTIVES INFORMATION

Selected:

Pre-approved certificates from:

- [Advancement Courses](#)
- [Teaching Channel with Learners Edge.](#)

Pre-approved courses from our [Continuing Education Partners](#), i.e.

- [Advancement Courses](#)
- [Teaching Channel with Learners Edge](#)
- [CE Credits Online](#)
- [South Dakota Education Association](#)
- [VESi](#)
- [Educational Resources](#)

Created:

Applicants will identify courses completed and must provide official transcripts and a justification for the self-designed area to be approved by the Program Director.

Getting started:

- Already completed a certificate through one of our [Continuing Education Partners](#), and Augustana? Select this pre-approved area on your application.
- Already completed 9 graduate credits in a single area through another partner of Augustana? These pre-approved courses can be included in a self-designed area of concentration. You must:
 - Provide transcripts with your application
 - Indicate courses completed for graduate credit on your application

Not yet completed 9 credits in a content area to date? We recommend:

- Completing an approved certificate, or
- Completing other pre-approved courses through one of Augustana's continuing education partners

NOTE: Please seek approval from the Program Director for courses in related areas to count as electives. Note that these are required **prior** to beginning core courses.

CERTIFICATION AND LICENSURE

Terms and Conditions

Augustana University's M.Ed. SPED K-12 program is designed for candidates who already have a teaching degree. The required coursework reflects South Dakota's required content for endorsements K-12 Special Education. The endorsement in South Dakota are **ONLY** available to teachers in South Dakota.

An online degree from Augustana University does not lead to immediate teacher licensure or endorsement in any state, except South Dakota.

- Post-degree requirements for South Dakota certified teachers to add a SPED endorsement include the following:
 - Additional PRAXIS Testing
 - SPED Content Test
 - Pedagogy Test/PLT

NOTE: The PLT may be waived if verification of two or more years of state-certified teaching experience in the grade span of the endorsement is documented.

To pursue an endorsement in Special Education, and/or alternative certification in Special Education in your state, contact your state's education authorities prior to enrolling at Augustana to determine what state-specific requirements you must complete before obtaining your endorsement/license. Augustana graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following:

- student teaching or practicum experience,
- additional coursework,
- additional testing, or
- if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the US Department of Education's website (<https://www.ed.gov/>) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

CORE COURSES DESCRIPTIONS

CORE COURSES — 12 REQUIRED CREDITS

SPED 600: Introduction to Graduate Research (3 credits)

This course is designed to introduce students to research, including action research, as well as users of research information. The user of research information needs this knowledge base in order to evaluate critically the research of others and to be able to translate available research into plans of action that can be carried out in schools and other professional settings. The course will aid professionals in their abilities to locate research studies, interpret and understand them, and to decipher their symbols and terminology.

SPED 621: Collaboration with Families and Professionals in Special Education (3 credits)

This course presents models for collaborating with families, paraprofessionals, related service providers, and other professionals to support individuals with disabilities across the life span. Emphasis on family systems, teaming, and consultation. Includes focus on the collaborative creation of safe, inclusive, culturally responsive learning environments and making team- and assessment-based decisions for engaging individuals with exceptionalities in meaningful learning activities and social interactions.

SPED 622: Special Education Law and Leadership (3 credits)

This course provides a review of the most significant federal and state laws governing the education of students with disabilities; and applicable standards of professional ethics. Emphasis is also placed on understanding administrative regulations and policies as well as case law related to the provision of special education supports and services. Student will examine rights and responsibilities of students with disabilities as well as principles for effective advocacy.

EDUC 695: Research Synthesis Project (3 credits)

This course requires the completion of a substantial research synthesis project planned and completed under the direction of a graduate faculty mentor. The project allows students to conduct an in-depth study of a topic of professional interest related to the selected area of concentration in the Master of Education Program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

K-12 IN SPECIAL EDUCATION – 9 REQUIRED CREDITS

SPED 640: Classroom and Behavior Management (3 credits)

This course on classroom and behavior management is based on the principles and procedures of applied behavior analysis. Emphasis is on the impact of language delays and disabilities on behavior, as well as, implementing and evaluating proactive strategies that promote learning and pro-social behavior and reduce challenging behavior.

SPED 641: Assessment in Special Education (3 credits)

This course is designed to prepare teachers to administer, score, and interpret standardized educational instruments; use standardized assessments to make eligibility, placement, and program decisions for students with disabilities; and develop and use formative educational and adaptive behavioral assessments to make data-based instructional decisions. Students will be expected to generate an assessment report based on assessment results.

SPED 642: Methods for Working with Students with Disabilities (3 credits)

This course focuses on effective teaching for students with or at-risk for disabilities in general education settings, spanning grades K-12. Emphasis is placed on research-based instructional methods for effective instruction of math, reading, and other academic content areas; as well as methods for effective behavioral supports and interventions. Integration of national, state, and local curricula standards will also be addressed.

PROGRAM PLAN OF STUDY

Augustana's M.Ed. SPED K-12 program is completed over a 13 to 16 months period, using a cohort model. Candidates proceed through the program in cohorts of 18 students, which lends support and offers varied perspectives and knowledge to the experience.

Below are two generic samples of a plan of study based on a spring or fall term start for your particular sequence of courses.

Elective courses must be completed prior to enrolling in the core courses for the program.

Sequence of Courses for the Spring K-12 in Special Education Cohort

Year One	Spring (1st Half)	Spring (2nd Half)	Summer (June-July)	Fall (1st Half)	Fall (2nd Half)
	SPED 600	SPED 621	SPED 622 SPED 640	SPED 641	SPED 642
Year Two	Spring (Full Semester)				
	SPED 695				

Sequence of Courses for the Fall K-12 in Special Education Cohort

Year One	Fall (1st Half)	Fall (2nd Half)	Spring (1st Half)	Spring (2nd Half)	Summer (June-July)
	SPED 600	SPED 621	SPED 641	SPED 642	SPED 622 SPED 640
Year Two	Fall (Full Semester)				
	SPED 695				

Capstone Experience

All students in the program are required to complete and participate in a substantial research synthesis project (EDUC/SPED 695) which is planned and completed under the direction of a graduate faculty member. The project allows students to conduct an in-depth study of a topic of professional interest related to the selected area of concentration in the program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

Students will have to complete all components of the research synthesis project as outlined in EDUC/SPED 695 Research Synthesis Project Guidelines and Evaluation Rubric as stated in the course.

Graduation

You will receive an email on your Augie email approximately one semester prior to completing EDUC/SPED 695 with instructions on how you apply for graduation. This application must be completed before you will be able to graduate.

THANK YOU

Thank you for reviewing this M.Ed. SPED K-12 Program Handbook and orientation information. We hope that the information provided will serve as a resource as you begin your M.Ed. SPED K-12 journey.

If you have questions regarding this M.Ed. SPED K-12 Program Handbook, the M.Ed. SPED K-12 program and/or how to begin the applications process, please do not hesitate to contact us.

Thank you for your interest in the M.Ed. SPED K-12 program at Augustana University!

This M.Ed. SPED K-12 Program Handbook is effective starting August 31, 2022.

*This M.Ed. SPED K-12 Program Handbook was last updated on July 25, 2023.