



College of Education

SPECIAL EDUCATION PROGRAM

Master's Degree Program Manual

September 2019

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INTRODUCTION

Welcome to the Special Education Program of Lehigh University. You have entered a program that is unique nationwide because of its strong field-based and research focus. Whether you are entering with a Bachelor's degree in Special Education or are just beginning your studies in this field, our goal is for all students in the M.Ed. Program to graduate as outstanding special education teachers or practitioners. Please read this policy manual carefully so that you will understand the policies of the M.Ed. program. For more information about our program, see: <http://coe.lehigh.edu/academics/disciplines/sped>

OVERVIEW AND PHILOSOPHY

The Special Education Program is strongly committed to the preparation of highly qualified educators who are not only skilled practitioners and/or researchers, but are leaders in establishing effective teaching and learning environments for individuals with disabilities in their school and community. The philosophy that underlies the program's curriculum and the activities of the program's faculty include a person-centered approach, cross-categorical training, assessment-based practices, experiential learning, and innovation in research and practice. The Special Education program is also committed to the education and inclusion of all individuals with disabilities in school and society.

EXPECTATIONS OF STUDENTS

Students in the Special Education Program are expected to seize the opportunity to learn to be outstanding special education teachers or practitioners. This requires doing your very best work at all times, both in class, field placements, and class projects you complete in schools or the community. You are expected to maintain confidentiality at all times regarding students with whom you are working and issues that are discussed in class. Also, you are expected to exhibit professionalism throughout the program. This means being on time and making sure you have completed required work, whether it is for class or for field placements. You are expected to speak respectfully about peers and your work setting.

LEHIGH UNIVERSITY CODE OF CONDUCT

The university's expectations for student behavior are detailed in its Code of Conduct. Please familiarize yourself with those expectations at <http://studentaffairs.lehigh.edu/content/code-conduct>

LEHIGH UNIVERSITY NON-DISCRIMINATION STATEMENT

Lehigh University upholds *The Principles of Our Equitable Community* and is committed to providing an educational, working, co-curricular, social, and living environment for all students, staff, faculty, trustees, contract workers, and visitors that is free from harassment and discrimination on the basis of age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status. Such harassment or discrimination is unacceptable behavior and will not be tolerated.

[Lehigh University Non-Discrimination Statement](#)

[Equitable Community](#)

TYPES OF STUDENTS

Regular Graduate Students. Only regular graduate students are candidates for graduate degrees. Regular graduate students are fully admitted to a degree program in the college and are assigned an academic adviser.

Associate Graduate Students. Associate graduate student status may be offered to applicants who apply but fail to qualify for regular graduate student status. Associate graduate students are allowed to take up to nine credits of coursework numbered 300 or higher before they must petition for regular student status. In order to be granted regular student status, they must have completed those nine credits with at most one final course mark below B-. Associate graduate students receiving a final course mark lower than a C- will be dropped from the program. Students should note that individual departments may impose more rigorous probationary standards. For example, the College of Education has more stringent probationary standards; please see the handbook for details. When the probationary period of nine credit hours is completed, associate graduate students must petition for regular student status in order to enroll for additional coursework. Such a petition requires the submission of any regular admission documents not already on file. Courses completed during a successful probationary period may count toward a graduate degree if they are part of an approved program.

ACADEMIC STANDARDS AND EXPECTATIONS

Expectations and norms for academic performance are higher in graduate school than in undergraduate education. Final course marks, their equivalencies in GPA and typical qualitative interpretations in graduate work within the College of Education are as follows:

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.0	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.

Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

SCHOLARSHIP REQUIREMENTS

In keeping with Lehigh University regulations, academic units may have *more stringent* scholarship requirements than those established at the university level. The standards below represent the more stringent academic performance standards required by all degree programs in the College of Education.

Associate Status Students will be placed on probation when they receive their *first* final course mark below B- and will be dismissed for poor scholarship at the end of any semester in which they are assigned a *second* final course mark below B-. Once on probation, associate students remain on probation until they are granted regular status or receive the degree. If an associate student is assigned two final course marks below a B- in the same semester, that student will be dismissed for poor scholarship without first being placed on probation. Receiving a final course mark below C- will also result in the associate student being dismissed for poor scholarship without being first placed on probation. Associate status students must petition to assume regular status once they have completed 9 credits of coursework numbered 200 or above. Students who are eligible to be granted regular status but fail to apply after completing 9 credits will be evaluated according to the criteria that apply to regular status students (below).

Regular Status Students will be placed on probation at the end of any semester in which they receive their *second* final course mark below B-. Students receiving *three* final course marks below B- will be dismissed for poor scholarship.

Academic Probation. Students placed on academic probation must submit a proposed academic improvement plan to their academic advisors. That plan must include an explanation of why the student received final course marks below B- and must offer a specific plan to address in future coursework the cause of such inadequate academic performance. This plan must be approved by the program faculty. Once regular status students are placed on probation, they remain on probation until completing the degree.

Readmission. Graduate students who have been dismissed for poor scholarship are ineligible to register for coursework in the program. After one semester away, such students may petition for readmission. The program and the dean's office must approve the petition. Students whose petitions are granted will be readmitted on probation and will be dismissed permanently if they receive any additional final course mark below B-.

No final course mark lower than C- may be counted toward a graduate degree and pass-fail registration is not allowed for graduate students.

POLICY ON ADEQUATE ACADEMIC PROGRESS

The College of Education employs more stringent academic standards than the University for Academic Performance of graduate students. Students failing to meet those standards will be placed on *probation* or *dismissed for poor scholarship*. In addition, graduate students in the College of Education (COE) must also continue to make *adequate academic progress*. Adequate progress is expected of students seeking degrees, non-degree students taking focused coursework toward subsequent admission to an academic program or toward external certification, and students seeking a Lehigh University post-baccalaureate certificate.

To assure graduate students in COE academic programs make necessary academic progress in those programs, faculty of the program in which a student is enrolled may review that student's progress. If, in the judgment of the program faculty, a student is not making adequate progress, by majority vote of the voting program faculty, they may either bar that student from registering for further coursework in the COE until he or she demonstrates adequate progress by completing specified actions, or drop that student from the program for *inadequate academic progress*. In cases where a student is non-degree, such a vote to drop shall have the effect of barring that student from taking further coursework in that academic program unless (1) that student is subsequently admitted to a COE academic program *and* (2) such coursework is required by the student's subsequent program of study.

Events that may trigger such an adequate progress review include:

- A graduate student carrying two or more incompletes in non-research courses,
- A graduate student withdrawing from the same course more than once,
- A graduate student withdrawing from more than three required courses in a program of study,
- A graduate student failing to complete non-course program requirements in a timely fashion,
- Any COE faculty member or instructor requesting such a review.

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event. In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

Right of Appeal. Students have the right of appeal if they feel academic program faculty have erred in (1) barring them from further coursework in the COE until completing some specified indicator(s) of adequate academic progress, (2) dropping them from the program in which they were enrolled, or (3) barring them from taking non-degree coursework in that academic program. Such students should follow the appeal process laid out in the *College of Education Grievances Procedures*, detailed elsewhere in this handbook. The form to use for appeals of sanctions related to *adequate progress* decisions is the [COE NonCourseRelatedGrievanceForm.pdf](#).

ACADEMIC INTEGRITY POLICY

The Faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in

accordance with the professional standards set forth by his or her field of study (for example, the Pennsylvania Department of Education and the American Psychological Association).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure.

INTEGRITY

Be sure to do your own work. To plagiarize is “to take (ideas, writings etc) from another and pass them off as one’s own” (Webster, 1980, p. 1087), or to not acknowledge the author of an idea. To avoid plagiarism, please refer to the University resources on Academic Integrity displayed on Course site. If plagiarism is suspected, you will receive an automatic Incomplete F and will be referred to the University Disciplinary Committee who will hear your case and determine possible disciplinary action. If cheating on exams or falsification of data are suspected, you will receive an Incomplete F and will be referred to the University Disciplinary Committee who will hear your case and determine possible disciplinary action.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another

student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed. Students should assume that all work is to be completed independently unless the instructor specifically indicates that the project is collaborative.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

Multiple submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Process for Resolving Suspected Student Academic Misconduct under the Policy. The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. See [COE StudAcadMisconductResolveGuide.pdf](#)

GETTING STARTED

ORIENTATION/REGISTRATION

The Special Education and Teaching, Learning, and Technology programs provide an orientation to the program and program requirements in late August. Students must make every effort to attend this meeting, which will provide you with important information to succeed in the program. Students who have not yet registered will receive instructions on course requirements and registration during this initial orientation.

COMPETENCIES

The Special Education certification and master's degree programs are developed to provide major areas of competence. Students gain these competencies through coursework, field experiences, and internship. These include:

- Design and implementation of specially designed instruction
- Curriculum planning and assessment to identify individual needs
- Positive interventions to manage classroom and individual behavior
- Inclusion of students with special needs in schools, jobs, and the community
- Translating research into practice to solve learning problems

- Working with diverse learners and their families, including students who are English Language Learners (ELL)
- Professionalism and interpersonal skills

COURSE REQUIREMENTS

During the first year of your program, you will meet with your advisor to plan your course of study. You will update your course of study and make any necessary revisions during regular registration meetings with your advisor.

FIELD EXPERIENCE REQUIREMENTS

The Pennsylvania Department of Education (PDE) requires expanded hours of field experience that must be completed throughout the teacher certification programs. These experiences apply to students seeking general education certification. Experiences fall into four stages, with each stage requiring that the student assume increased responsibility for classroom instruction and management.

Field Experience Stage	Purpose
Stage 1: Observation	Observe in a variety of education and education-related settings (minimum 20 hours)
Stage 2: Exploration	Work with individuals or small groups of students under a teacher's supervision
Stage 3: Pre-Student Teaching	Teach small groups of students
Stage 4: Student Teaching	Gradually assume responsibilities of a teacher

All field experiences are linked to coursework and specific requirements will be provided by your course instructor. The Office of Teacher Certification will identify and arrange field placement sites for students.

e-PORTFOLIO REQUIREMENTS

If you are pursuing initial certification, as part of your program you are required to prepare a digital portfolio. Your online portfolio will hold a wide range of artifacts that demonstrate to PDE that you have the knowledge, skills and experiences to qualify for certification. We use a pre-packaged piece of portfolio software and you will learn to use it to upload your artifacts. Course instructors designate certain artifacts from each course as ones that need to be posted to your e-portfolio and you will do this by the end of each course. In this way, you will progressively build a rich portfolio. You and your adviser will review your portfolio periodically and he or she will help you identify ways in which you should enhance that portfolio.

COURSE SUBSTITUTIONS AND LIMITATIONS

A student who took Special Education or Teaching, Learning, & Technology courses from Lehigh University may use the credits toward additional special education certification(s) or master's in special education. However, the program will not accept courses taken more than five years prior to the year the student applies to the special education certification or master's program.

MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION AND SPECIAL EDUCATION PREK-8 AND PREK-4 DUAL PENNSYLVANIA TEACHER CERTIFICATION

M.Ed. and PA Instructional Level I Certification in Special Education PreK-8 and PreK-4 Dual Certification

(M.Ed. 30 credits minimum; M.Ed. and Dual Certification 54 credits)

This 30-credit (minimum) master's program is designed for students seeking Pennsylvania certification as Special Education PreK-8 teachers (with dual certification eligibility).

Students seeking dual certification in general education PreK-4 (initial certification) and Special Education PreK-8 (additional certification) must complete an additional 24 credits. These courses/credits are required to be eligible for dual certification but are not part of the master's program in Special Education.

Program of Study

Coursework for M.Ed. (30 credits)

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3
SPED 411	Early Childhood Education	3
SPED 418	Alternative Curricular Approaches	3
SPED 419	Academic Interventions: PreK-8	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Additional Coursework for Dual Certification in PreK-4 and Special Education PreK-8 (21 credits)

TLT 380	Child Development and Cognition	3
TLT 407	Instructional Design for K-12 Classrooms	3
TLT 412	Social Studies in PreK through 4 th Grade	3
TLT 420	Reading and Literacy in PreK through 4 th Grade	3
TLT 422	Language Arts in PreK through 4 th Grade	3
TLT 426	Science in PreK through 4 th Grade	3
TLT 428	Mathematics and Numeracy in PreK through 4 th Grade	3

Extended Field Experience for Dual Certification in PreK-4 and Special Education PreK-8 (3 credits)

SPED 442	General Education and Special Education Student Teaching and Seminar	3
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MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION AND SPECIAL EDUCATION 7-12 AND GENERAL EDUCATION 7-12 DUAL PENNSYLVANIA TEACHER CERTIFICATION

M.Ed. and PA Instructional Level I Certification in Special Education 7-12 and General Education 7-12 Dual Certification (M.Ed. 30 credits minimum; M.Ed. and Dual Certification 45 credits)

This 30-credit (minimum) master's program is designed for students seeking Pennsylvania certification as Special Education 7-12 teachers (with dual certification eligibility).

Students seeking dual certification in general education 7-12 (initial certification) and Special Education 7-12 (additional certification) must complete an additional 15 credits. These courses/credits are required to be eligible for dual certification but are not part of the master's program in Special Education. The general education program of study prepares students for certification as secondary content-area teachers in one of the subject areas below:

Biology 7-12	English 7-12	Physics 7-12
Chemistry 7-12	General Science 7-12	Social Studies 7-12
Earth and Space Science 7-12	Mathematics 7-12	

Program of Study

Coursework for M.Ed. (30 credits)

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3
SPED 418	Alternative Curricular Approaches	3
SPED 421	Academic Interventions: Secondary Level	3
SPED 423	Transition to Post-school Life	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Additional Coursework for Dual Certification in General Education 7-12 and Special Education 7-12 (9 credits)

TLT 407	Instructional Design for K-12 Classrooms	3
TLT 432	Reading and Critical Thinking in Middle Level and High School Education	3
Content-area teaching methods course with the approval of your adviser (one of the following):		
TLT 431	Social Studies in Middle Level and High School Education	3
TLT 434	English in Middle Level and High School Education	3
TLT 436	Science in Middle Level and High School Education	3
TLT 438	Mathematics in Middle Level and High School Education	3

Extended Field Experience for Dual Certification in General Education 7-12 and Special Education 7-12 (6 credits)

TLT 440	Pre-professional Seminar	3
SPED 442	General Education and Special Education Student Teaching and Seminar	3

MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION AND SPECIAL EDUCATION PREK-8 PENNSYLVANIA ADDITIONAL TEACHER CERTIFICATION

M.Ed. and PA Instructional Level I Additional Certification in Special Education PreK-8
(32 credits minimum)

This 32-credit (minimum) master's program is designed for graduate students seeking Pennsylvania additional certification as Special Education PreK-8 teachers. The following PA certificate holders may enroll in a Special Education PreK-8 program: N-3, K-6, PreK-4, 4-8, K-12, and Reading Specialist. The mission of this special education master's program is to prepare highly qualified educators who are not only skilled practitioners, but also leaders in establishing effective teaching and learning environments for individuals with disabilities in their schools and communities.

Students are expected to have completed the equivalent of each of the three courses listed below. If a student lacks one of these courses, he or she will be required to complete it before going out on the intensive teaching experience. Each such course may be applied toward the degree as an adviser-approved elective.

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3

Program of Study (32 credits minimum)

Core Course Work (18 credits)

SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 418	Alternative Curricular Approaches	3
SPED 429	Professional Seminar	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Course Work in the Area of Specialization (6 credits)

SPED 411	Early Childhood Education	3
SPED 419	Academic Interventions: PreK-8	3

Education Electives (6 credits with approval of the adviser)

Intensive Teaching Experience (2 credits)

SPED 420	Field Experience: Special Education Certification	1-3
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SPECIAL EDUCATION PREK-8 PENNSYLVANIA ADDITIONAL CERTIFICATION

PA Instructional Level I Additional Certification in Special Education PreK-8
(23 credits minimum)

This 23-credit (minimum) certification program is designed for graduate students seeking Pennsylvania additional certification as Special Education PreK-8 teachers. The following PA certificate holders may enroll in a Special Education PreK-8 program: N-3, K-6, PreK-4, 4-8, K-12, and Reading Specialist. The mission of this special education program is to prepare highly qualified educators who are not only skilled practitioners, but also leaders in establishing effective teaching and learning environments for individuals with disabilities in their schools and communities.

Students are expected to have completed the equivalent of each of the three courses listed below. If a student lacks one of these courses, he or she will be required to complete it before going out on the intensive teaching experience.

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3

Program of Study (23 credits minimum)

Core Course Work (15 credits)

SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 418	Alternative Curricular Approaches	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Course Work in the Area of Specialization (6 credits)

SPED 411	Early Childhood Education	3
SPED 419	Academic Interventions: PreK-8	3

Intensive Teaching Experience (2 credits)

SPED 420	Field Experience: Special Education Certification	2
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MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION AND SPECIAL EDUCATION 7-12 PENNSYLVANIA ADDITIONAL TEACHER CERTIFICATION

M.Ed. and PA Instructional Level I Additional Certification in Special Education 7-12
(32 credits minimum)

This 32-credit (minimum) master's program is designed for graduate students seeking Pennsylvania additional certification as Special Education 7-12 teachers. The following PA certificate holders may enroll in a Special Education 7-12 program: 7-12, K-12, and Reading Specialist. The mission of this special education master's program is to prepare highly qualified educators who are not only skilled practitioners, but also leaders in establishing effective teaching and learning environments for individuals with disabilities in their schools and communities.

Students are expected to have completed the equivalent of each of the three courses listed below. If a student lacks one of these courses, he or she will be required to complete it before going out on the intensive teaching experience. Each such course may be applied toward the degree as an adviser-approved elective.

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3

Program of Study (32 credits minimum)

Core Course Work (18 credits)

SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 418	Alternative Curricular Approaches	3
SPED 429	Professional Seminar	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Course Work in the Area of Specialization (6 credits)

SPED 421	Academic Interventions: Secondary Level	3
SPED 423	Transition to Post-school Life	3

Education Electives (6 credits with approval of the adviser)

Intensive Teaching Experience (2 credits)

SPED 420	Field Experience: Special Education Certification	1-3
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SPECIAL EDUCATION 7-12 PENNSYLVANIA ADDITIONAL CERTIFICATION

PA Instructional Level I Additional Certification in Special Education 7-12 (23 credits minimum)

This 23-credit (minimum) certification program is designed for graduate students seeking Pennsylvania additional certification as Special Education 7-12 teachers. The following PA certificate holders may enroll in a Special Education 7-12 program: 7-12, K-12, and Reading Specialist. The mission of this special education program is to prepare highly qualified educators who are not only skilled practitioners, but also leaders in establishing effective teaching and learning environments for individuals with disabilities in their schools and communities.

Students are expected to have completed the equivalent of each of the three courses listed below. If a student lacks one of these courses, he or she will be required to complete it before going out on the intensive teaching experience.

SPED 332	Education and Inclusion of Individuals with Special Needs	3
SPED 405	Principles and Applications of K-12 Assessment	3
SPED 409	K-12 Classroom Environment and Management	3

Program of Study (23 credits minimum)

Core Course Work (15 credits)

SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 418	Alternative Curricular Approaches	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Course Work in the Area of Specialization (6 credits)

SPED 421	Academic Interventions: Secondary Level	3
SPED 423	Transition to Post-school Life	3

Intensive Teaching Experience (2 credits)

SPED 420	Field Experience: Special Education Certification	2
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MASTER OF EDUCATION (M.ED.) IN SPECIAL EDUCATION

(30 credits)

The Master of Education (M.Ed.) degree in Special Education is designed for the college graduate who holds instructional certification in special education and who is interested in pursuing advanced studies in special education. The mission of this special education master's program is to enhance the skills of highly qualified special educators who are not only skilled practitioners, but also leaders in establishing effective teaching and learning environments for individuals with disabilities in their schools and communities.

Program of Study (30 credits)

Core Course Work (15 credits)

SPED 404	Diversity, Families, and School Collaborations in K-12	3
SPED 429	Professional Seminar	3
SPED 432	Positive Behavior Support	3
SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Area of Study (3 credits, must choose one of the following; courses not chosen here may be taken as electives, below)

SPED 411	Early Childhood Education	3
SPED 418	Alternative Curricular Approaches	3
SPED 419	Academic Interventions: PreK-8	3
SPED 421	Academic Interventions: Secondary Level	3

Electives (12 credits; the one course chosen above under Area of Study may not also be counted toward fulfilling Electives credits)

EDL 432	Special Education Law	3
EDL 479	School Law and Ethics	3
SCHP 412	Consultation Procedures	3
SCHP 426	Advanced School and Family Interventions	3
SPED 330	Special Topics in Special Education	1-3
SPED 338	Emotional and Behavioral Disorders of Children	3
SPED 402	Applied Behavior Analysis	3
SPED 411	Early Childhood Education	3
SPED 418	Alternative Curricular Approaches	3
SPED 419	Academic Interventions: PreK-8	3
SPED 421	Academic Interventions: Secondary Level	3
SPED 423	Transition to Post-school life	3
SPED 430	Advanced Seminar in Special Education	3
SPED 440	Early Academic Intervention	3

Other electives as approved by adviser

MASTER OF EDUCATION (M.Ed.) IN SPECIAL EDUCATION WITH DUAL SPECIAL EDUCATION PREK-8 & PREK-4 CERTIFICATION (54 credits)

Student _____

Advisor _____

Date Program Started _____

Program Planning Sheet

Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__

Course Sequence

Group 1	Group 2 ←	→ Group 3	Group 4
TLT 380 Child Dev TLT 407 Instruct Design SPED 332 Educ and Incl	SPED 404 Diversity SPED 411 Early Childhood SPED 405 K-12 Assessment	TLT 412 Social Studies TLT 420 Reading TLT 422 Language Arts TLT 426 Science TLT 428 Math TLT 409 Classroom Mgt	SPED 465 Advanced Incl SPED 418 Alternative Curr SPED 419 Academic Interv SPED 432 PBS SPED 452 Assessment

MASTER OF EDUCATION (M.Ed.) IN SPECIAL EDUCATION AND SPECIAL EDUCATION PREK-8 or SPECIAL EDUCATION 7-12 ADDITIONAL CERTIFICATION (32 credits)

Student _____

Advisor _____

Date Program Started _____

Document completion of equivalent of following courses:

- ☐ SPED 332 Education and Inclusion of Individuals with Special Needs
☐ SPED 405 Principles and Applications of K-12 Assessment
☐ SPED 409 K-12 Classroom Environment and Management

Program Planning Sheet

Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__

- Core Course Work (18 cr.):
- SPED 404 Diversity, Families, and School Collaborations in K-12
 - SPED 418 Alternative Curricular Approaches
 - SPED 429 Professional Seminar
 - SPED 432 Positive Behavior Support
 - SPED 452 Assessment in Special Education
 - SPED 465 Advanced Inclusionary Practices in K-12
- Course Work for SPED PreK-8 (6 cr.):
- SPED 411 Early Childhood Education
 - SPED 419 Academic Interventions: PreK-8
- Course Work for SPED 7-12 (6 cr.):
- SPED 421 Academic Interventions: Secondary Level
 - SPED 423 Transition to Post-school Life
- Electives (6 cr.):
- Intensive Teaching Experience (2 cr.): SPED 420 Field Experience: Special Education Certification

SPECIAL EDUCATION PREK-8 OR SPECIAL EDUCATION 7-12 ADDITIONAL CERTIFICATION (23 credits)

Student_____

Advisor_____

Date Program Started _____

Document completion of equivalent of following courses:

- ☐ SPED 332 Education and Inclusion of Individuals with Special Needs
☐ SPED 405 Principles and Applications of K-12 Assessment
☐ SPED 409 K-12 Classroom Environment and Management

Program Planning Sheet

Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__

Core Course Work (15 cr.):

- SPED 404 Diversity, Families, and School Collaborations in K-12
SPED 418 Alternative Curricular Approaches
SPED 432 Positive Behavior Support
SPED 452 Assessment in Special Education
SPED 465 Advanced Inclusionary Practices in K-12

Course Work for SPED PreK-8 (6 cr.):

- SPED 411 Early Childhood Education
SPED 419 Academic Interventions: PreK-8

Course Work for SPED 7-12 (6 cr.):

- SPED 421 Academic Interventions: Secondary Level
SPED 423 Transition to Post-school Life

Intensive Teaching Experience (2 cr.):

- SPED 420 Field Experience: Special Education Certification

MASTER OF EDUCATION (M.Ed.) IN SPECIAL EDUCATION (30 credits)

Student _____ Advisor _____

Date Program Started _____

Program Planning Sheet

Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__
Summer 20__	Fall 20__	Spring 20__	Summer 20__

Core Course Work (15 cr.): SPED 404 Diversity, Families, and School Collaborations in K-12
 SPED 429 Professional Seminar
 SPED 432 Positive Behavior Support
 SPED 452 Assessment in Special Education
 SPED 465 Advanced Inclusionary Practices in K-12
 Area of Study (3 cr., choose 1): SPED 411 Early Childhood Education
 SPED 418 Alternative Curricular Approaches
 SPED 419 Academic Interventions: PreK-8
 SPED 421 Academic Interventions: Secondary Level
 Electives (12 cr.):

INTERNSHIP REQUIREMENTS

TEACHER EDUCATION INTERNSHIPS: REQUIREMENTS AND ELIGIBILITY for the Special Education and Teaching, Learning, and Technology Programs

This policy covers the requirements and eligibility for field-based “internship” placements for all teacher candidates in both the Special Education and the Teaching, Learning, and Technology Programs. For purposes of this policy, *teacher-education internships* (referred to as “internship” in the rest of this document) include the following:

- the student teaching placement for initial certification at all levels, and
- the intern placement (sometimes called “field experience”) for already-certified teachers seeking additional certification at all levels (both general and special education).

Internship Requirements

All teacher candidates seeking initial certification must complete a 14-week, full-time “student teaching” experience in a public school or Pennsylvania-approved, publicly funded private school. Teacher candidates who are seeking dual certification in general education and special education will be placed in two consecutive 7-week placements (one in general education and one in special education).

Teacher candidates seeking initial certification at the secondary level will also complete a pre-professional placement *prior* to student teaching. Already certified teachers seeking additional certification also complete an 8-week intern placement (also called “field experience”) in an appropriate setting. Although the pre-professional and additional certification placements are not described as “student teaching,” the procedures for teacher-education internships described below apply to such placements as well.

Application

Teacher candidates must complete an application for all internships. Applications for the student teaching and intern placements (see definitions at the beginning of this document) can be obtained from the Office of Teacher Certification. Completed and signed applications must be submitted to the Office of Teacher Certification by the deadlines listed, below:

Spring Placement: First Friday of previous September

Fall Placement: Last Friday of previous January

These deadlines are firm and applications must be complete. If your application is not received on time, you will not be considered for an internship placement.

Eligibility for Internship

Eligibility for internship requires (1) completion of, and adequate performance in, all required coursework; (2) demonstrated professionalism; and (3) formal approval by the appropriate program faculty. In order to be eligible for placement, a teacher candidate must attain all three.

Coursework. All coursework required for certification must be completed prior to internship. Interns are not permitted to take courses (either at Lehigh or elsewhere) during internship. In addition, teacher candidates must have a final course grade of B- or better in all coursework required for certification. Candidates who receive a final course grade below B- will be required to re-take that course before being eligible for internship. Teacher candidates are permitted to re-take a course only one time. If

candidates do not receive a grade of B- or better the second time a course is taken, they will not be eligible for internship. In addition, some courses require that the teacher candidate complete a culminating project. *Candidates must receive a B- or better on the project to be eligible for internship.* Students who do not receive a B- or better on the project may be asked to re-take the course.

Professionalism. In addition to coursework, internship eligibility requires demonstration of professionalism. The Pennsylvania Code of Professional Conduct and Practice for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>) describes professional conduct and practice for teachers. Throughout the program and prior to internship, potential interns must have demonstrated that they are able to exhibit professional behaviors aligned with the Code.

Clearances: All teacher education students are expected to submit current (no more than 1-year-old) clearances upon matriculation into coursework and keep them current throughout their program. Prior to internship placement, all teacher candidates must have updated clearances. If clearances are not current, internship placement will be delayed until updated documentation is on file with the Office of Teacher Certification. If anything other than "negative" or "no record exists" is reported on a student's documentation, the exact nature of the reported health or criminal record issue will be reviewed by the OTC Director in accordance with the *College of Education Policy on Clearances*. Depending on the outcome of that review, the student may not be placed in field or research experiences until all documentation is clear. If any action is needed in response to any clearance check, that action is solely the responsibility of the student, not the College of Education faculty or staff.

Faculty Approval. Assignment to a teaching internship is not automatic. The three conditions above are necessary, but not sufficient. Teacher candidates who make application for internship and meet the above conditions will be brought forward for consideration by the appropriate teacher education faculty (General Education faculty, Special Education faculty, or both Special Education and General Education faculties for dual certification). The program faculty will consider the candidate's request and vote on whether they believe the teacher candidate is ready for internship. A majority of the appropriate teacher education faculty must vote in favor of approval. If the faculty question the teacher candidate's academic skills –regardless of his or her course marks or the candidate's professionalism, or they are uncertain whether the candidate is ready temperamentally or emotionally for the demands of internship, the program faculty may vote to delay internship or to counsel the candidate to pursue paths other than professional certification. Regardless, approvals of placements for internship are based on the program faculty's perception of the preparedness and suitability of the candidate for teaching, since they must consider the well being of children who will be the candidate's students during internship and the faculty will be asked ultimately to recommend the candidate for teacher certification.

Teacher candidates who have previously been pulled from internship (see *Termination of Internship* below) are not eligible to repeat internship. Students who were unable to complete internship for reasons other than termination (see *Deferment of Internship* below) are eligible to be reconsidered for placement in internship, but must first be reapproved by the faculty following these same procedures in order to restart internship.

Internship Placement Decision Appeal Process

Teacher candidates who fail to receive program faculty approval for internship may appeal the program faculty decision using the *Course-related Non-Grade Grievance* process (see the *Grievances* sections of the Special Education/TLT Program Manuals or the Education and Human Services Department Manual).

School Placement

In order for Lehigh personnel to provide adequate supervision, interns are placed in area schools within a 30-mile radius of Lehigh University. Teacher candidates may request a specific site or type of site, which we will do our best to accommodate; however, the Office of Teacher Certification and Lehigh faculty make the final decision on internship site, based on a number of factors. In particular, the site must meet Lehigh University qualifications with respect to type of placement and credentials/experience of supervising teachers.

Expectations during Internship

Given that student teaching internships (and field experiences leading to additional certification) require the full-time efforts, interns should consider the internship the equivalent of full-time employment.

Under the direction of their mentor teacher and Lehigh supervisor, interns assume varying levels of full-time teaching responsibility. For those doing the student teaching internship, full-time teaching responsibilities include planning and preparation, maintaining a positive classroom environment, delivering sound instruction, and attending to all required out-of-class functions of teachers in the school setting. They also include attending Back-to-School Night, parent-teacher conferences, and other school activities. Interns are expected to acclimate themselves to the total school program and exhibit characteristics of professional educators as outlined in the Pennsylvania's Code of Professional Practice and Conduct for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>). Specifically, all interns should exhibit professional behavior, including wearing attire appropriate for a school setting; arriving and leaving promptly at designated times; interacting with school personnel in a productive, and collegial and appropriate manner; completing competencies as designated; responding appropriately to feedback; and engaging in ethical practices as outlined in the Code.

Absences/Missed Days

Interns are expected to spend all day in the school during their internship. If serious illness or family emergencies cause interns to miss days, they must notify their mentor teachers and supervisors immediately and will be expected to make up these days. The intent is to complete an intensive internship similar to what real teachers experience on a daily basis. Interns must follow the school district's calendar, not Lehigh's academic calendar (this includes Spring Break and other holiday breaks).

Assessment of Performance

Interns will be evaluated on their instructional skill, classroom/behavior management and professionalism during their internship placement, based on the Pennsylvania Department of Education's PDE 430 evaluation. Interns will be assessed by university supervisors and those in student teaching internships will be directly observed by university supervisors a minimum of three times during internship. Prior to those observations, interns will be asked to provide lesson plans and other materials for supervisor use during observations. In addition, university supervisors will obtain feedback from mentor (cooperating) teachers on the intern's instructional skill, classroom/behavior management, and professionalism, as well as obtaining any other information related to the intern's performance as a teacher and suitability for teacher certification. These data will be used as a basis for deciding (1) whether the intern's performance is satisfactory and, if not, what action should be taken; (2) what final mark to assign for the course associated with the internship; and (3) whether to recommend the candidate for teacher certification.

Performance Problems during Internship

If an intern's performance during internship is not satisfactory, there are two possible courses of action:

(1) If, in the judgment of the university supervisor and mentor teacher, the intern is capable of remediating his/her performance deficits, they will develop and implement a remediation plan; (2) If, however, in the judgment of the university supervisor and mentor teacher, the intern is incapable of remediating his/her performance deficits or there is reason to believe that having the intern continue in internship would have a substantially negative effect on students, faculty or staff in the school, that intern shall be pulled from internship (termination). Each of these courses of action is addressed below.

Remediation Plan. The university supervisor and mentor teacher will collaborate to design and implement a suitable remediation plan, with clearly stated actions and deadlines for improved intern performance. If the intern's performance does not improve, he or she will be withdrawn from internship (termination) and assigned a W, WP, WF, or F, as appropriate.

Termination of Internship. Interns who are pulled from student teaching before completing it will not be recommended for certification, regardless of their grades in other courses and they may not re-take internship.

Termination/Subsequent Ineligibility Appeal Process

Interns whose student teaching internship was terminated and/or who have been ruled ineligible for a subsequent student teaching internship have the right to appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of this handbook or the Education and Human Services department manual).

A majority of the appropriate program faculty members must vote to approve placing the teacher candidate in a subsequent student teaching placement. The comments of the program director(s) on the grievance form shall reflect what occurred in that meeting and the program faculty's decision. If a subsequent student teaching placement is authorized, the teacher candidate will most likely be required to complete a formal remediation plan with clearly stated actions and deadlines. If the candidate fails to complete this plan adequately and on time, he or she will be deemed ineligible for student teaching.

Deferment of Internship

Teacher candidates are not typically allowed to withdraw from student teaching or to suspend their completion of student teaching. If, however, an intern who is otherwise performing well in student teaching finds himself or herself unable to complete student teaching due to some force outside his or her control, that intern may request a deferment. Outside forces might include such things as family emergencies, illness and accident or other non-academic forces that would prevent the intern from complete student teaching within the prescribed time. Deferments will not be granted automatically; the appropriate faculty will be informed of the situation and must vote to approve the deferment.

Deferment Denial Appeal Process

Interns whose requests to suspend student teaching placement were denied have the right to appeal this decision. To do so, they follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of this handbook or the Education and Human Services department manual). As part of that process, the meeting with the program director will be preceded by a meeting with the appropriate program faculty in which the teacher candidate presents his/her case for deferring internship.

A majority of the appropriate program faculty members must vote in favor of placing the teacher candidate in a subsequent student teaching placement. The comments of the program director(s) on the grievance form shall reflect what occurred in that meeting and the program faculty's decision.

Adopted 08/24/11, Revised 12/4/11

PDE CERTIFICATION TESTS INFORMATION

Below please find information about the Pennsylvania required certification tests. Each link takes you to the PA testing page of the test administrator. Be sure to verify that you are on the correct page before proceeding.

PreK-4 and Special Education PreK-8 and 7-12 tests are administered by Pearson.

<http://www.pa.nesinc.com>

All **secondary content areas 7-12** tests are administered by ETS.

<https://www.ets.org/praxis/pa/requirements>

Basic skills tests are not required of post-graduate students as per a ruling by the Pennsylvania State legislature.

COLLEGE OF EDUCATION CLEARANCES POLICY

[College of Education Clearances Policy](http://coe.lehigh.edu/otc/college-education-clearances-policy) is found at <http://coe.lehigh.edu/otc/college-education-clearances-policy>

Per the Pennsylvania Department of Education, all College of Education students who come into contact with children either through field-based or research experience in school settings must obtain and present to the Program Coordinator of the Office of Teacher Certification (OTC, Iacocca L102) the following up-to-date (not more than one year old) clearances upon matriculation into their academic program*:

FBI Federal Criminal History Record (Act 114): Information about how to obtain your FBI clearance is available at https://www.pa.cogentid.com/index_pdeNew.htm. Upon registering for the fingerprint check, you will be assigned a secure registration ID# that you must supply to the OTC Coordinator so that we can access your FBI clearance online. You will not be able to access your records online yourself, but you will receive an "unofficial" paper copy of your FBI clearance for your files. Be sure to process this clearance through the Pennsylvania Department of Education (PDE) NOT the Department of Public Welfare (DPW) or the Department of Banking (DOB).

Pennsylvania State Police Criminal Records Check (Act 34): Request your record through the PATCH system found at <https://epatch.state.pa.us/Home.jsp>

Pennsylvania Child Abuse History Clearance (Act 151): *NEW!* For online requests: <https://www.compass.state.pa.us/CWIS> You must indicate that you are a "School District Employee". Although you are not employed by Lehigh or the district you are working in, Lehigh is a covered school entity in this category. Please review the FAQ's on the Compass website for more information. Use this link to complete a [paper form](#) through the mail. Pennsylvania's government has created a website from which you can complete the online application, find the paper copy to mail or find a listing of FAQ's about this important topic. The website is [here](#).

Mantoux Tuberculosis Screening or the results of a chest X-ray: For students' convenience, Lehigh's Health Center holds TB Clinics in December and May of each year for a nominal fee. For more information and to schedule an appointment, call 610-758-3870. If you choose not to use the Health Center, we will need signed documentation from your doctor that indicates the results of your test.

Arrest / Conviction Report and Certification Form (Act 24): Teacher candidates must complete the PDE-6004 form to have on file in the OTC. Additionally, schools may request candidates to sign a form for their files. [Form PDE-6004 - Arrest or Conviction Report](#)

After obtaining your clearances, bring your FBI secure registration ID# and all original documents to the OTC Program Coordinator (Iacocca L102) so we can make copies for our records.

Before students will be permitted to register for any course with a field experience component or initiate a research activity that involves school-based contact with children, they must have updated clearances on file with OTC. If clearances are not current, the student's registration and/or field placement will be delayed until updated documentation is on file with the OTC. If anything other than "negative" or "no record exists" is reported on a student's documentation, the exact nature of the reported health or criminal record issue will be reviewed by the OTC Director in accordance with the College of Education Policy on Clearances. Depending on the outcome of that review, the student may not be placed in field or research experiences until all documentation is clear. If any action is needed in response to any clearance check, that action is solely the responsibility of the student, not the College of Education faculty or staff.

It is the student's responsibility to keep clearance documents current by obtaining annual updates throughout his/her academic program and presenting originals to the OTC Coordinator upon receipt for verification and copying.

Be sure to store your original clearance documents in a secure location and to keep them with you at all times when dealing with children. The schools are mandated by PDE to check original clearances for anyone entering the building likely to be in direct contact with children. Lehigh students must have up-to-date (not more than one year old), original documents available for school administrators upon request during all field assignments. Failure to produce documentation upon request will result in removal from the schools. The OTC is not permitted to replace lost clearances and will not supply copies on your behalf to the schools.

Decisions to admit students into public school practicum or internship placements are solely the purview of school districts. The department and/or program does not debate the merits of any school district decision in relation to clearance check results. If a student is arrested during his/her field placement or research experience, the Program Director will remove the student from the field placement or research experience pending dispensation of the arrest incident.

* Teacher candidates who are employed by a school or district may submit the Lehigh University College of Education Clearances Waiver in lieu of presenting individual clearances. The original document must be on file in the OTC. The waiver is valid for as long as the teacher candidate is employed by the school or district; however, all field work for courses must be completed at said school/district. Should there be a situation in which the candidate cannot complete field work in his/her school, the OTC will help to find a placement in another school once all clearances have been updated. (Ex.: Candidates' home district does not offer summer programming compatible with summer course field work.)

[/sites/coe.lehigh.edu/files/documents/teacher ed/ClearancePolicyFormWaiver111219.pdf](#)

HOW TO APPLY FOR GRADUATION

See the Registrar's site at <http://www.lehigh.edu/registrar/graduation/graduation.html>

HOW TO APPLY FOR CERTIFICATION

See the Office of Teacher Certification site at <https://ed.lehigh.edu/insidecoe/otc/tims>

GUIDELINES FOR SUCCESS

Read all policies, course syllabi, and other handouts. It is the student's responsibility to understand university, college, and course requirements. Be sure to thoroughly read all documents related to university policy, program requirements, and course expectations.

Keep up with all course readings and assignments. It is important to complete all readings and course assignments on time. This will allow you to be prepared for class discussion. Also, readings may be important for success on the comprehensive examination.

Buy the APA manual from the bookstore and use it to prepare papers. All papers must be prepared in accordance with American Psychological Association style. You should purchase an APA manual and review paper preparation style. There also are numerous websites that can assist you to learn this style of writing.

Learn to maximize the library resources. Most classes require readings from journal articles. In addition, you will need citations from journal articles for class papers. It is important to become familiar with the library resources, including how to access journals and books.

Seek writing assistance. If your professor indicates that you need writing support, seek assistance from Lehigh University Writing and Math Center (<http://www.lehigh.edu/~incent/consult.shtml>). The Center will provide consultation and review drafts of papers to identify writing problems. This is a free service.

Learn to use the university's e-mail system. Professors regularly communicate with students in their classes via email. Also, important messages regarding requirements, deadlines, policy changes, and other information will be communicated through Lehigh email. You should make a habit of regularly checking your Lehigh email account.

Network with your peers. Your fellow students will serve as a valuable support system throughout the program. Also, many course requirements include teamwork. Get to know your classmates.

Ask faculty questions if you do not understand what is expected. If you have any questions about what is expected of you in class or in the program, speak directly with the class instructor or your faculty advisor. Policies and procedures change periodically.

Make an appointment with your advisor if you have questions or concerns about your progress or the expectations of the program. All advisors have office hours. We are glad to meet with you and assist you to complete the program.

Plan your schedule carefully. A current schedule of classes offered by semester and a schedule planning sheet are located at the end of this manual.

Work with the Office of Teacher Certification to seek field placements. Most courses require field experiences. The Office of Teacher Certification will identify field placements for you to complete your field experiences.

Seek help from counseling services for personal problems and anxiety about graduate school. It is natural to feel some anxiety about a new educational experience or advanced degree. However, if anxiety interferes with your ability to complete coursework or other requirements, you should seek assistance from Counseling Services.

Identify any needs for special accommodations. The Special Education faculty is committed to educating all students, with or without a disability. If you have an identified disability, contact your class instructor and the Office of Academic Support. They will make all accommodations necessary to assist you in the program; however, you must have documentation of a disability before accommodations can be granted. Also, if English is your second language and you are having difficulty understanding or comprehending lectures or coursework, contact the course faculty or your advisor to identify possible supports or accommodations.

Speak privately with faculty if you believe the learning environment is insensitive because of race, gender, age, religion, or other issues. The faculty and staff at Lehigh University strive to create an equitable learning environment for all students with differences. Please inform faculty if you experience or witness inequities due to differences.

Follow the procedural guidelines if you have concerns about the program or believe your due process rights have been violated. If you have a concern about class, you are encouraged to speak directly with the course instructor. If you feel that the issue is not satisfactorily resolved, you may speak with the program coordinator or the department chair. Please follow all listed procedures for conflict resolution if you have concerns about the program or you believe that your due process rights have been violated.

Be willing to make sacrifices now for reaching the goal of becoming an excellent teacher. Although the program requirements can be demanding, the effort you put in will pay off in the quality of your teaching.

TERMINATION OF STUDENT STATUS AND COE GRIEVANCE PROCEDURES

TERMINATION OF STUDENT STATUS

The student status of students enrolled in the College of Education (COE) may be terminated for seven reasons:

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that

student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.

4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see <http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml>). The COE has its own procedures for attempting informal resolution of suspected academic misconduct ([COE_StudAcadMisconductResolveGuide.pdf](#)), procedures aligned with the university's process.
6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.
7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see <http://www.lehigh.edu/coursecatalog/degree-information.html>). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* below.

COE GRIEVANCE PROCEDURES

While our goal should be to resolve disagreements, misunderstandings and conflicts through discussions among those involved, there are times when more formal procedures of resolution are needed in order to resolve student grievances. For this reason, students in the College of Education may seek redress of grievances through various agencies and procedures within the college and the broader university. The sections that follow describe procedures to be employed in appealing specific types of grievances.

If a student feels his or her grievance is not addressed by one of the procedures below, however, or the student is unsure how to proceed and would like advice on available options for recourse, that student may meet with the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>).

MARK/GRADE APPEALS

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.
2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at this link: [COE GradeAppealForm.pdf](#), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal—now with a written response from the instructor(s)—moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.) The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is also unsuccessful, the appeal package—now including the department chair's comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grade appeal.
4. If, upon receiving the decision of the dean, the student or students involved still wish to pursue appeal, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

REDRESS OF GRIEVANCES BASED ON DISCRIMINATION

Any student complaint of discrimination, if such complaint is not within the jurisdiction of the Committee on Standing of Graduate Students (SOGS) or the university judicial system, shall be dealt with in accordance with the university discrimination grievance procedures. This includes appeals regarding accommodations granted by the Office of Academic Support for Students with Learning Disabilities.

For the purpose of these procedures, a *grievance* is a claim that a student has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic

origin, race, religion, sexual orientation or veteran status, in violation of the university's policy on Equal Opportunity/Affirmative Action/Non-Discrimination.

Before filing a formal grievance, the complainant should discuss the complaint with the Associate Dean of Students (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) who will then advise on an appropriate course of action. This step provides an opportunity for the informal resolution of a situation that may be discriminatory. In such a resolution, the Associate Dean of Students may refer the student to other sources of help or serve as a mediator between the student and the perceived source of the problem.

Where the matter is not subject to informal resolution, the student may file a formal grievance with the Associate Dean of Students (UC 210) who serves as designee for the Provost for receipt of such grievances under the university's Policy on Equal Opportunity/Affirmative Action/Non-Discrimination. Such formal grievances will be handled using the university discrimination grievance procedures detailed in the university student handbook.

REDRESS OF GRIEVANCES BASED ON HARASSMENT

Grievances based on harassment are covered under university procedures specified in the university policy on harassment. To obtain a copy of the policy, as well as information on the university person(s) you should refer to [Policies](https://eocc.lehigh.edu/policies) at <https://eocc.lehigh.edu/policies>

REDRESS OF OTHER COURSE-RELATED ACADEMIC GRIEVANCES

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade Grievance* form, shall document the title and number of the course taken, the name of the course's instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online ([COE_CourseRelatedNonGradeGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package – now including the department chair's comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above. While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.
5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

REDRESS OF NON-COURSE-RELATED GRIEVANCES

1. A graduate student (or group of graduate students) with a grievance related to an activity outside courses—including research activities—that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.
2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online ([COE NonCourseRelatedGrievanceForm.pdf](#)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package—now including the department chair's comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member—if the dean deems such interviews necessary—and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above. While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have *serious* concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; <http://www.lehigh.edu/~indost/>) or one of the university ombudspersons (<http://www.lehigh.edu/~inombuds/contact.html>) for guidance on how to submit the grievance.
5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.

RIGHT OF APPEAL OF ACADEMIC GRIEVANCES

In general, a graduate student has the right to petition on any academic matter of concern. Petition forms are available online ([LU GradStudentPetitionForm.pdf](#)), or from all program coordinators in the College of Education, as well as the Deans Office (A325 Iacocca Hall).

With the exception of grievances involving discrimination and harassment, which are covered by separate policies and sets of procedures, student failing to gain satisfaction using the procedures described above may appeal by petition to the Committee on Standing of Graduate Students (SOGS). This committee includes the graduate associate deans of all four colleges, the Director of Graduate Student Life and a representative from the Graduate and Research Committee (GRC). The SOGS committee meets regularly with the Registrar and considers all graduate petitions. The Registrar's Office notifies the petitioner of the decision of the committee.

If a petitioner is not satisfied with the decision of the SOGS Committee, he or she may appeal the decision to the full GRC. Appeals to the full GRC are, however, rare and the appellant must make clear in writing why the decision of the SOGS Committee was inappropriate and why whatever resolution the petitioner proposes is more appropriate.

GRADUATE PETITIONS

Students wishing to petition use the official university [Petition to the Standing of Graduate Students \(SOGS\) Committee](#) available at <http://www.lehigh.edu/registrar/forms/forms.html>

This PDF document allows the petitioner to check various types of requests, or check OTHER and then describe his or her request in 50 words or less. The petitioner has approximately 200 words to describe the reason(s) why what he or she has requested should be granted. Once again, the petitioner enters this text directly into the PDF form. Alternatively, the petitioner may prepare the text in a word-

processing document and then cut-and-paste the text from that document. If the petitioner needs more than 200 words, he or she may note that fact on the form and then print out an additional page and attach it.

Whenever possible, however, the petitioner should make his or her *very best* effort to use the PDF and not attach additional pages. This environmentally conscious approach not only reduces use of paper, it is also more efficient.

The petitioner may save the form to his or her computer and complete it in several sessions. Once the petitioner has completed the form, he or she prints out a copy for distribution to obtain the necessary signatures and recommendations.

The [Petition to the Standing of Graduate Students \(SOGS\) Committee](#) notes the exact nature of required documentation and the petitioner, as well as those faculty and administrators who subsequently consider the petition, should be certain to include that required documentation. Otherwise, the petition will likely be tabled until such documentation is provided. This will delay a petition by at least two weeks and can lead to a petition being denied for lack of documentation if that documentation is not provided in a timely fashion after the petition is tabled.

Faculty may attach additional printed pages to make clear why they support or oppose the petitioner's request. Each faculty or administrative signer must either recommend *approve* or *deny*. Signers are, however, allowed in their comments to make clear any reservations they have in supporting the petitioner.

Petition-consideration Process

1. A student obtains a petition form and (1) checks the appropriate boxes for what action he/she wants taken ["I respectfully request: ..."] **and** (2) enters text telling why that action is more appropriate than the action already taken ["Reasons: ..."]. The student fills out the top of the petition, entering contact information, prints the form and then signs and dates it.
2. The signed form then goes to the student's academic adviser. That adviser reviews the petition, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
3. The doubly signed form goes next to the graduate coordinator who reviews the petition and any attachments, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
4. The triply signed form next goes to the department chair who reviews the petition and any attachments, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.
5. Now carrying four signatures, the petition form goes to the dean's office where the associate dean reviews the petition and any attachments, makes a recommendation ["Approve," "Deny" or "Defer to SOGS"], provides any justification for his/her recommendation and then signs and dates the form. [Associate deans recommend "Defer to SOGS" when they feel there may be cross-college issues that should be discussed before making a recommendation.]

6. The petition leaves the college at this point and goes down to the registrar's office. The registrar reviews the petition and any attachments, checks the student's record for any additional relevant information, and determines if the petition is covered by a recent precedent by the Committee on the Standing of Graduate Students (SOGS). If so, the registrar acts on the petition based on that precedent. If not, the registrar distributes the petition electronically to all members of SOGS and schedules it for discussion at the next SOGS meeting.
7. The SOGS committee meets every other week, including some meetings in the summer, and typically considers between four and 12 petitions at each meeting. Each petition is discussed and carefully considered and the committee votes to *approve*, *deny*, or *table* the petition.
8. If a petition is tabled, the graduate associate dean from the petitioner's college notifies the department/program of that fact and requests the missing documentation. A petition may remain on the table for *no more than two meetings*; if the requested documentation has not been supplied by then, the petition is automatically denied.
9. If the committee decides to *approve* or *deny* the petition, the registrar's office notifies the petitioner of the decision of the committee.
10. If a petitioner is not satisfied with this decision, he or she may appeal to the Graduate and Research Committee (GRC). This appeal should be in the form of a letter to the GRC that the student delivers to the chair of the GRC. In this letter, the student should make clear (1) what action he or she wishes taken instead of the action taken by SOGS, (2) why the action taken by SOGS was inappropriate, and (3) why the requested action is the more appropriate action. For more details, visit: <http://www.lehigh.edu/~indost/conduct/handbook/sect4.shtml>
11. The GRC as a whole considers the student's appeal and issues its decision.

ADVERSE WEATHER POLICIES

Closing the University/Delaying Opening: If weather conditions become hazardous overnight, a determination will be made by 6:30 a.m. as to whether or not a change in the opening of the university will be made. Please dial **610-758-NEWS** (610-758-6397) or listen to your local TV/radio stations for the latest update.

RADIO: Updates will be broadcast on the following stations.

AM STATION	FREQUENCY	FM STATION	FREQUENCY
WAEB	790 AM	WLVR	91.3 FM
WEST	1400 AM	WZZO	95.1 FM
		WLEV & WCTO	96.1 FM
		WODE	99.9 FM
		WFMZ	100.7 FM
		B104	104.1 FM

TELEVISION: Updates will appear on WFMZ-TV Channel 69

Parking Regulations for Snow Emergencies: "Snow Emergency" regulations are automatically in effect when the official accumulation of snow for the Bethlehem area reaches one inch. "Snow Emergency" regulations remain in effect until 7:30 a.m. on the third day following the end of the snowstorm, unless canceled earlier. You may contact the Lehigh Police to determine if a "Snow Emergency" is in effect. The regulations that follow apply to ALL members of the Lehigh Community including students, faculty, staff, guests and visitors, etc.

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of \$25.
2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.
3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.
4. Parking is prohibited on the lower campus from 5:00 p.m Friday through 7:30 a.m Monday.
5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.
6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect. Violators will be towed at their own expense.

During and immediately following heavy snowstorms and drifting snow, crews work around the clock trying to keep roads open and parking areas clear. Stranded and improperly parked cars make it impossible to complete this work in a timely fashion; therefore, compliance with snow emergency regulations and the complete cooperation of everyone is vital. Remember, campus safety depends upon your cooperation.

Excusing Student Absences When Buses Are Not Operating: As noted under the *University Policy on Handling Adverse Weather*, the Provost issues decisions on whether or not the university will remain open during adverse weather. On rare occasions when the university remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: <http://www.lehigh.edu/~inubs/parking/routes.shtml>. After 4:30 p.m. this website is not updated until the next day.

Instructor Decisions on Cancelling Classes in Adverse Weather: The majority of College of Education classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:00-7:00 p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

There may be instances in which the university remains open, but instructors and students become concerned about personal safety. Instructors may find themselves fielding inquiries about whether COE

evening classes are to be held under the conditions described above. And, since many students in COE graduate courses commute from some distance to reach campus, such inquiries may begin in mid-afternoon. In addition, conditions along the routes these students must drive may be substantially worse than the conditions on campus.

Clearly, instructors should meet their classes whenever possible, particularly when the provost has decided the university will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his/her students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he or she should then honor whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.

FREQUENTLY ASKED QUESTIONS

How do I waive a course if I think I don't need it? Petition for a waiver of the course, if

you have had a similar course elsewhere *at the graduate level*. With the petition, include the catalog description of the course (mandatory) and syllabus (if possible). Submit the petition to your advisor. Petitions are available from the program secretary. Once the faculty receives your petition, they will consider whether the requirement (course) can be waived and whether you will need to take an elective to complete the appropriate number of credits toward your degree.

Can I transfer in credits? Yes

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program.

Students must complete a *course transfer petition* (available online at <http://coe.lehigh.edu/content/current-student-information>) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit towards a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree

4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

What does it mean to have an "Associate Admit?" This type of admission may be given if your credentials were not typical for program admissions or if you applied late. In either case, you should petition for full admission after your first semester (e.g., January before starting spring classes.) Associate graduate students must meet the following condition before they may petition for regular status: Completion of the first 12 credit hours of courses with no more than one grade below a B and no incompletes is required for regular admission. Students receiving more than one grade lower than a B will be dropped from the program. When the probationary period of 12 credit hours is completed successfully, associate graduate students must petition for regular student status in order to continue. You will be ineligible to take courses after 12 credits with an Associate Admission.

How long do I have to finish an incomplete? Most faculty will not give incompletes. If coursework is not completed on time, the assignment may be failed unless there are extenuating circumstances. If an incomplete is given, the student should write a contract with the faculty member about what is expected and when it is due. All incompletes must be finished within one year.

How do I graduate? Complete the Application for the Degree form to apply for graduation the last time you register. This application is critical to receiving the degree.

Can I delay taking courses? While the M.Ed. program is designed as a three-year program beginning in August, students may extend this program for up to 6 years by taking fewer courses each semester.

Can a full status student "flunk out?" See the "Academic Scholarship Requirements for COE Degree Programs" policy.