

Master's Degree Program Manual

SPECIAL EDUCATION

College of Education
Lehigh University

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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 our special education web site:
www.lehigh.edu/collegeofeducation.

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:

www.lehigh.edu/~indost/conduct/handbook/sect6.shtml

LEHIGH UNIVERSITY NON-DISCRIMINATION STATEMENT

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

TYPES OF STUDENTS

Only students who have been admitted officially by the university may register for graduate courses (400-level courses) in the college. In addition, only students admitted into one of the academic programs in the College of Education may pursue one of the degrees offered by the college.

There are three types of admitted students at Lehigh: Regular graduate students, associate graduate students, and non-degree graduate students. Students should check their letter of admission to determine which status they hold. If you have any questions concerning your letter, please call the College of Education Admissions Office at 610-758-3231. Each type of student is described below.

Regular Graduate Students

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

Associate Graduate Students

Students admitted under associate status are conditionally accepted into a degree program in the college. They are assigned an academic adviser and must demonstrate within 12 credits that they qualify for reassignment as regular graduate students. The criterion for qualification is completion at least 9 credits and no more than 12 credits with a GPA of 3.00 or better and no final course marks lower than B-. Students must petition for this change in status before being allowed to register for coursework beyond 12 credits.

Students assigned associate status because they applied during the late admission period, but who clearly qualify for admission as regular graduate students, may petition for regular status after classes begin if all credentials are in order.

Non-degree Graduate Students

In addition to degree programs, there are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification.

Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh without seeking a degree. Any transcript or other record from the university will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. university admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 3.0 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution.

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0 or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisers on admissions and must work with the adviser to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for regular non-degree students. Certification involves qualitative components as well as credits; a non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

Non-degree students of either type may seek admission to a degree program. Non-degree students who seek admission to a degree program must meet all regular admissions criteria, complete all regular procedures, and present all documents normally required of degree-seeking applicants to that program. Courses taken by a non-degree student who later enters a degree program will count towards the completion of the program to the extent that those courses fall within the normal requirements of the program and to the extent that the student's performance in the course(s) is acceptable for degree program purposes. Any course that is counted towards the completion of a degree must be completed within the established time limits for that degree, whether taken initially as a degree or non-degree course.

COLLEGE ACADEMIC STANDARDS AND EXPECTATIONS STATEMENT

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.

ACADEMIC SCHOLARSHIP REQUIREMENTS FOR COE DEGREE PROGRAMS

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.

COLLEGE POLICY ON ADEQUATE ACADEMIC PROGRESS

The College of Education employs more stringent academic standards than the University for Academic Performance of graduate students (see

<http://www.lehigh.edu/coursecatalog/admission-to-graduate-study.html>).

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 *Non-course-related Grievance Form* (available online through this link: ([COE_NonCourseRelatedGrievanceForm.pdf](#))).

COLLEGE 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. For those procedures and relevant forms, please see this link:

[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.

GENERAL PROGRAM REQUIREMENTS

COMPETENCIES

The Special Education certification and master's degree programs are developed to provide six major areas of competence. These include:

1. Design and implementation of specially designed instruction
2. Curriculum planning and assessment to identify individual needs
3. Positive interventions to manage classroom and individual behavior
4. Inclusion of students with special needs in schools, jobs, and the community
5. Translating research into practice to solve learning problems
6. Working with diverse learners and their families, including students who are English Language Learners (ELL)
7. Professionalism and interpersonal skills

Students gain these competencies through coursework, field experiences, and internship.

COURSE REQUIREMENTS

Course requirements are listed below. 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. Stage 1, *Observation* (minimum of 20 hours); Stage 2, *Exploration*, Stage 3, *Pre-Student Teaching*; Stage 4, *Student Teaching*.

Field Experience Stage	Purpose
Stage 1: Observation	Observe in a variety of education and education-related settings
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.

**PROGRAM REQUIREMENTS
AND
COURSE SCHEDULING FORMS
FOR
PROGRAMS OF STUDIES**

MASTER OF EDUCATION DEGREE IN EITHER GENERAL OR SPECIAL EDUCATION WITH DUAL CERTIFICATION IN GENERAL EDUCATION (Pre K-4 or Secondary) AND SPECIAL EDUCATION (Pre K-8 or 7-12) (54 credits)

The program is designed for the college graduate who, as an undergraduate, specialized in a field other than education and who is capable of beginning his or her study of professional practice at an advanced level. The dual certification teacher preparation program leads to an M.Ed. degree in education and to Instructional I certificates in both PreK-4 and Special Education PreK-8 that will qualify the candidate to teach both general education and special education in the public schools of Pennsylvania.

Program at a Glance:

- Does not require a bachelor's degree in education or special education
- Graduates are highly qualified for teaching in Pennsylvania
- Internship is required
- Certification pre-requisites required (6 credits in college mathematics at undergraduate level, 3 credits in English Composition at undergraduate level, and 3 credits in English/American Literature at undergraduate level).

Core Course Work (21 Credit hours)

- SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 (3)
- TLT 380. Child Development and Cognition (3)
- SpEd/TLT 404. Diversity, Families, and School Collaborations in K-12 (3)
- SpEd/TLT 405. Principles and Applications of K-12 Assessment (3)
- TLT 407. Instructional Design for K-12 Classrooms (3)
- SpEd/TLT 409. K-12 Classroom Environment and Management (3)
- SpEd/TLT 411. Early Childhood Education (3)

Development of Professional Skills (18 credit hours)

- TLT 412. Social Studies in PreK through 4th Grade (3)
- TLT 420 Reading and Literacy in PreK through 4th Grade (3)
- TLT 422. Language Arts in PreK through 4th Grade (3)
- TLT 426. Science in PreK through 4th Grade (3)
- TLT 428. Mathematics and Numeracy in PreK through 4th Grade (3)
- SpEd 465. Advanced Inclusionary Practices in K-12 (3)

Additional Special Education Professional Skills (12 credits)

- SpEd 419. Academic Interventions: PreK-8 (3)
- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 428. Positive Behavior Support (3)
- SpEd 452. Assessment in Special Education (3)

Extended Field Experience (3 credit hours)

- TLT 444: Student Teaching and Seminar (3) [Student teaching in the dual certification program is addressed through a 12-week combined special education/elementary education experience.]

MASTER OF EDUCATION (M.Ed.) DEGREE WITH CERTIFICATION IN SPECIAL EDUCATION (PreK-8 or 7-12) (32 credits)

This program is designed for the college graduate who, as an undergraduate or post-graduate, has received initial certification in general education and who is interested in pursuing additional certification in special education with a master's degree.

Program at a Glance:

- Graduates are qualified for *special education* certification in Pennsylvania
- Internship is not required; however, an intensive 2-credit intensive teaching experience is required

Core Course Work (18 credits)

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 428. Positive Behavior Support (3)
- SpEd 452. Assessment in Special Education (3)
- SpEd 465. Advanced Inclusionary Practices in K-12 (3)
- SpEd 429 Professional Seminar

Course Work in the Area of Specialization (6 credits in one of the following two areas)

For PreK-8 Special Education Certification

- SpEd/TLT 411. Early Childhood Education (3)
- SpEd 419. Academic Interventions: PreK-8 (3)

For a Secondary (grades 7-12) Focus

- SpEd 421. Academic Interventions Secondary Level (3)
- SpEd 423. Transition to Post-school Life (3)

Special Education or Related Area Electives (with approval of the adviser) (6 credits)

Intensive Teaching Experience (2 credits)

- SpEd 420. Field Experience: Special Education Certification (2)

Students are expected to have completed the equivalent of each of the three courses listed below. At admission, their transcripts will be reviewed to confirm such completion. 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 in K-12 (3)
- SpEd/TLT 405. Principles and Applications of K-12 Assessment (3)
- SpEd/TLT 409. Classroom Environment and Management in K-12 (3)

- Sample Electives
- EdL 432 Special Education Law
- EdL 479 School Law
- SchP 412 Consultation Procedures
- SchP 426 Advanced School and Family Interventions

- SchP/SpEd 402 Applied Behavior Analysis
- SpEd 430 Advanced Seminar: Autism
- SpEd 338 Emotional and Behavioral Disorders of Children
- SpEd 442 Learning Disabilities: Inclusion and Issues
- SpEd 440 Early Academic Intervention
- TLT methods courses
- Special Education coursework in the alternative area of specialization (e.g., Pre-K-8 or 7-12)

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION (30 credits)

This program is designed for individuals who are certified in Special Education and are interested in pursuing a master's degree.

Program at a Glance:

- Must have a bachelor's degree and certification in special education
- Internship is not required
- Course sequence is individualized (core plus elective courses); allows students to pursue specialized interests

Core Course Work (18 credits)

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 428. Positive Behavior Support (3)
- SpEd 452. Assessment in Special Education (3)
- SpEd 465. Advanced Inclusionary Practices in K-12 (3)
- SpEd 429 Professional Seminar

Choose 1:

- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 411 Early Childhood Education (3)
- SpEd 419 Academic Interventions: PreK-8 (3)
- SpEd 421 Academic Interventions Secondary Level

Electives in Special Education or Related Interest Areas (12 credits)

- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 411 Early Childhood Education (3)
- SpEd 419 Academic Interventions: PreK-8 (3)
- SpEd 421 Academic Interventions Secondary Level (3)
- SpEd 423 Transition to Post-School Life (3)
- SchP/SpEd 402 Applied Behavior Analysis
- SpEd 430 Advanced Seminar: Autism
- SpEd 338 Emotional and Behavioral Disorders of Children
- SpEd 442 Learning Disabilities: Inclusion and Issues
- SpEd 440 Early Academic Intervention
- EdL 432 Special Education Law
- EdL 479 School Law
- SchP 412 Consultation Procedures
- SchP 426 Advanced School and Family Interventions
- SchP/SpEd 402 Applied Behavior Analysis

*Students may also take course work toward Supervisor of Special Education Certification (19 credits required). See Educational Leadership Program for specific requirements.

SPECIAL EDUCATION CERTIFICATION (26 credits)

This program is designed for individuals who are certified in General Education and are seeking certification in Special Education.

Program at a Glance:

- Must have a bachelor's degree and certification in general education
- Internship is not required; however, an intensive 2-credit intensive teaching experience is required

Core Course Work (18 credits)

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 428. 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 in one of the following two areas)

For PreK-8 Special Education Certification

- SpEd/TLT 411. Early Childhood Education (3)
- SpEd 419. Academic Interventions: PreK-8 (3)

For a Secondary (grades 7-12) Focus

- 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)

Students are expected to have completed the equivalent of each of the three courses listed below. At admission, their transcripts will be reviewed to confirm such completion. 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 in K-12 (3)
- SpEd/TLT 405. Principles and Applications of K-12 Assessment (3)
- SpEd/TLT 409. Classroom Environment and Management in K-12 (3)

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION WITH DUAL (SPECIAL EDUCATION & GENERAL EDUCATION) 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 Development TLT 407 Instl Design SpEd 332 Education and Inc	SpEd/TLT 404 Diversity SpEd/TLT 411 Early Childhood SpEd/TLT 405 Assessment	TLT 412 Social Studies TLT 420 Reading TLT 422 Language Arts TLT 426 Science TLT 428 Math TLT 409 K-12 Classroom Mngmt	SpEd 465 Advanced Inclusion SpEd 418 Alternative Curr SpEd 419 Academic and Curr SpEd 428 PBS SpEd 452 Assessment

MASTER OF EDUCATION (M.Ed.) DEGREE WITH CERTIFICATION IN SPECIAL EDUCATION (PreK-8 or 7-12) (32 credits)

Student _____ **Advisor** _____

Date Program Started _____

Document completion of equivalent of following courses:

- SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 (3)
- SpEd/TLT 405. Principles and Applications of K-12 Assessment (3)
- SpEd/TLT 409. Classroom Environment and Management in K-12 (3)

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__
_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

Required Courses:

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 428. Positive Behavior Support (3)
- SpEd 452. Assessment in Special Education (3)

SpEd 465. Advanced Inclusionary Practices in K-12 (3)

SpEd 429 Professional Seminar

For PreK-8 Special Education Certification

SpEd/TLT 411. Early Childhood Education (3)

SpEd 419. Academic Interventions: PreK-8 (3)

For a Secondary (grades 7-12) Focus

SpEd 4xx. Academic Interventions Secondary Level (3)

SpEd 4xx. Transition to Post-school Life (3)

Special Education or Related Area Electives (with approval of the adviser) (6 credits)

SpEd 420. Field Experience: Special Education Certification (2)

MASTER OF EDUCATION DEGREE 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 (18 credits)

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 428. Positive Behavior Support (3)
- SpEd 452. Assessment in Special Education (3)
- SpEd 465. Advanced Inclusionary Practices in K-12 (3)
- SpEd 429 Professional Seminar

Choose 1:

- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 411 Early Childhood Education (3)
- SpEd 419 Academic Interventions: PreK-8 (3)
- SpEd 4xx Academic Interventions Secondary Level

Electives in Special Education or Related Interest Areas (12 credits)

SPECIAL EDUCATION CERTIFICATION (26 credits)

Student _____ **Advisor** _____

Date Program Started _____

Document completion of equivalent of following courses:

- SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 (3)
- SpEd/TLT 405. Principles and Applications of K-12 Assessment (3)
- SpEd/TLT 409. Classroom Environment and Management in K-12 (3)

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 credits)

- SpEd/TLT 404. Diversity, Families, School Collaborations in K-12 (3)
- SpEd 418. Alternative Curricular Approaches (3)
- SpEd 428. 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 in one of the following two areas)

For PreK-8 Special Education Certification

SpEd/TLT 411. Early Childhood Education (3)

SpEd 419. Academic Interventions: PreK-8 (3)

For a Secondary (grades 7-12) Focus

SpEd 4xx. Academic Interventions Secondary Level (3)

SpEd 4xx. Transition to Post-school Life (3)

Intensive Teaching Experience (2 credits)

SpEd 420. Field Experience: Special Education Certification (2)

**TEACHER EDUCATION
INTERNSHIPS:
REQUIREMENTS AND ELIGIBILITY**

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 pre-professional placement for initial certification at the secondary level,
- 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 25-day 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 pre-professional, student teaching, and intern placements (see definitions at the beginning of this document) can be obtained from the Office of Teacher Certification. Completed and adviser-signed applications must be submitted to the Office of Teacher Certification by the deadlines listed, below:

Student Teaching and Additional Certification Internship Application Deadlines:

Spring Placement:	First Friday of September in semester prior to placement
Fall Placement:	Last Friday of January in semester prior to placement

Pre-professional Seminar Internship Application Deadlines:

Spring Placement:	Last day of pre-registration in November prior to placement
Fall Placement:	Last day of pre-registration in April prior to placement

These deadlines are firm and applications must be complete. If your application is not received on time, you will not receive 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, which demonstrates course competencies. *Candidates must receive a B- or better on the project and a B- or better in the course overall. If you receive lower than a B- on either the project or the course overall, you will receive no better than a C grade in the course and will be required to re-take the course in order to qualify for internship.*

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 questions 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

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.

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.

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. Teacher candidates pulled from the pre-professional internship may be eligible for a second placement, but only if they complete a remediation plan and are subsequently reapproved by the appropriate program faculty.

TERMINATION/SUBSEQUENT INELIBILITY 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.

NATIONAL TEACHER’S EXAM (NTE) - PRAXIS

Tests Required for “New Program” PA Teaching Certificates

The table below lists required PA Educator Certification Tests (PECT) for “new program” students completing teacher certification programs that went into effect January 1, 2011.* These are the new general education elementary PreK-4 and 7-12 certifications and the special education PreK-8 and 7-12 certifications.

These tests are offered by Pearson Education. All tests are online with the paper version available as an accommodation. If you need the accommodation, be sure to request alternative testing arrangements (on the right-hand side of the page) when you register. Additional information regarding these tests is available at <http://www.pa.nesinc.com/>

New Cert Program	You must take the following exams beginning April 2, 2012 (there are no test codes):	PDE will accept the tests below if you took and passed all sections of them prior to April 2, 2012 :
GenEd PreK-4 (take one test total)	Click this link for more information and to register: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA006_TestPage.html	(Two tests total required prior to April 2, 2012) Fundamental Subjects: Content Knowledge (0511) AND Early Childhood Education (0020)
GenEd 7-12 (take one test total)	No changes. See page 3 for information on specific content area tests required.	
SpEd PreK-8 (take one test total)	Click this link for more information and to register: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA011_TestPage.html	Special Education: Core Knowledge and Applications (5354 or 0354) AND Fundamental Subjects: Content Knowledge (0511)
SpEd 7-12 (take one test total)	Click this link for more information and to register: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA015_TestPage.html	Special Education: Core Knowledge and Applications (5354 or 0354) AND Fundamental Subjects: Content Knowledge (0511)

Please note: Teacher candidates pursuing certification as part of a master’s program (post-bachelor’s) are **no longer** required to take any basic skills (reading, writing, math) tests (PPST, Praxis I or PAPA). This applies to Lehigh’s 5-year program students as well.

**CRIMINAL AND HEALTH CLEARANCES
FOR
PARTICIPATION
IN
COE PROGRAMS**

This policy covers the clearance requirement of field-based or research experience in child-focused settings as part of the degree or certification program (referred to as “field experience” in the rest of this document) for all professionals-in-training in all College of Education (COE) programs. For purposes of this policy, *child-focused settings* include all schools and organizations whose activities involve children from birth through age 21. Examples of such organizations include, but are not limited to the following:

- Civic organizations; for example, Scouts
- Religious organizations; for example, Sun. School, CCD
- Community education organizations; for example, YMCA/YWCA, PBA athletic teams
- Youth and family service agencies; for example, Broughal Family Center, Pinebrook Family Services, Valley Youth House
- Social/support groups; for example, Children of Divorce, LGBTQI youth services, social skills groups
- Residential settings

This policy aligns with the Pennsylvania Department of Education’s (PDE) regulation that is intended to protect children and reflects changes to Section 111 of the Pennsylvania Public School Code (referred to as “School Code” in the rest of this document) effective September 28, 2011.

Program Requirements: This policy represents the minimum requirements for programs and professionals-in-training with respect to criminal and health clearances. Individual programs and/or child-focused settings can set more stringent requirements.

Clearance Requirement: All COE students who come into contact with children through field experience are required to obtain and present the following **original** and **current** (not older than one year) clearance documents to the Office of Teacher Certification and Field Placements (OTC):

Pennsylvania and federal criminal clearances provide a record of all arrests, charges and convictions:

- PA State Police Criminal Records Check (Act 34)
- PA Child Abuse Clearance (Act 151)
- Federal Criminal History Record (Act 114)

The **health clearance** provides a record of tuberculosis:

- Mantoux Tuberculosis Screening; result of a chest X-ray; or blood test

Professionals-in-training who are currently employed by a school district and have clearances on file in that district may complete a **School Clearances Waiver** obtained from the OTC. The **original** document signed by an authorized school district official must be presented to the OTC. A waiver on file in the OTC allows a professional-in-training to complete field experiences in that particular school district. In order to be eligible for field experiences in other PreK-12 settings, professionals-in-training must obtain and present all four **original** and **current** clearance documents to the OTC. Any of the criminal or health clearances that are not on file with a school district must be presented to the OTC as original and current documents.

Notification of Clearance Requirement: The COE notifies professionals-in-training of its clearance requirement in multiple ways.

- *College of Education Acknowledgement of College Policy on Clearances* requires applicants to acknowledge the policy in order to submit a complete online application
- Letter of admission to a COE program signed by the dean reminds prospective professionals-in-training to apply for their clearances as outlined on the COE website
- Detailed clearance information, including application instructions, from the OTC via email to all newly matriculated professionals-in-training

Responsibilities of Professionals-in-Training: Upon admission to any of the COE’s six programs, prospective professionals-in-training bear sole responsibility for obtaining all four clearance documents, including the specific actions noted below.

- Applying for clearances upon admission to a COE program
- Maintaining current clearances throughout the degree or certification program
- Pursuing all actions required in response to a clearance outcome; for example, expungement proceedings
- Providing original clearance documents for authorized review in a child-focused setting

Criminal Clearance Record: Seven categories of criminal record emerge from the School Code:

Category 1: “No record exists” qualifies professionals-in-training for a field experience. The following notations are deemed equivalent to “no record exists”:

Non-conviction/Quashed/Dismissed/Demurrer Sustained
Non-conviction/Nolle prossed/Withdrawn

Category 2: School Code Section 111(e) crimes: The School Code permanently excludes from school employment individuals convicted of a Section 111(e) crime. The COE permanently excludes such individuals from field experience.

Category 3: Felony offenses: The School Code states that conviction of any felony of the first, second or third degree, not listed in School Code Section 111(e), prohibits individuals from school employment for ten years after the expiration of the sentence. The COE permanently excludes such individuals from field experience.

Category 4: First-degree misdemeanors: The School Code states that conviction of any first-degree misdemeanor, with the exception of a second conviction of driving under the influence of alcohol or a controlled substance (DUI), prohibits individuals from school employment for five years after the completion of the sentence. The COE excludes such individuals from field experience for five years after completion of the sentence. After this five-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 5: DUI second offense: The School Code states that a second DUI conviction prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. The COE excludes such individuals from field experience for three years after completion of the sentence for the most recent offense. After this three-year exclusion, the COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 6: Second- and third-degree misdemeanors and summary offenses: The School Code allows discretion in the employment of individuals convicted of second- and third-degree

misdemeanors and summary offenses. A DUI first offense is included in this category. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Category 7: Arrest or charge, without conviction, of crimes in categories 2-5: The School Code allows discretion in the employment of individuals who have been arrested or charged, but not convicted, of crimes in categories 2-5 above. The COE will determine eligibility for field experience on a case-by-case basis as described below.

Criminal Clearance Record Categories 2-3: Permanent Exclusion from Field Experience and Withdrawal from Certification Program: When a professional-in-training has been convicted of a crime described in categories 2-3, such an individual is permanently excluded from field experience. Because this exclusion will prevent the individual from successfully completing courses that require field experience, he or she becomes unable to complete the certification program and must withdraw from it. This individual is required to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Criminal Clearance Record Categories 4-7: Eligibility for Field Experience: Determination of eligibility. Eligibility for field experience is determined by the program director and the Director of the Office of Teacher Certification (referred to as “OTC director” in the rest of this document), in consultation with other university offices, as appropriate. The purpose of case-by-case determination regarding eligibility for field experience in categories 4-7 is to insure a safe environment for all children in child-focused settings and to acknowledge the human condition of indiscretion and non-constructive choices. The COE strives to balance these equally important considerations in administering this policy. The following case-by-case circumstances will be considered in determining eligibility for field experience:

- The nature of the arrest/charge/conviction, including ramifications in a child-focused setting
- Recidivism (multiple arrests/charges/convictions related to a single crime and various crimes)
- Time elapsed since most recent arrest/charge/completion of the sentence for the most recent conviction
- Compelling evidence of rehabilitation

Professionals-in-training must be aware that, while the COE may determine that an individual with a category 4-7 record is eligible for field experience, personnel in a child-focused setting retain the right to decide whether or not they will host such an individual for field experience. The *Acknowledgement of College of Education Policy on Clearances* signed and submitted with the COE application advises applicants of this caveat.

If the COE determines that a professional-in-training with a category 4-7 record is eligible for field experience, the OTC will pursue an appropriate placement until the second refusal. Once a second child-focused setting has refused to host an individual because of this record, the OTC will no longer pursue a field placement on this individual’s behalf. In keeping with COE field placement procedures, a professional-in-training may locate a field placement host and provide this information to the Coordinator of Teacher Field Placements (Coordinator) in the OTC, who will arrange the placement details. The Coordinator must receive this information no later than Friday of the third week of classes. All field placement experiences must be completed through the OTC.

When a child-focused setting agrees to host a professional-in-training with a category 4-7 record, an authorized official of the host institution signs and submits an original *Acknowledgement of Criminal Record Placement* to the OTC.

If the COE determines that a professional-in-training with a category 4-7 record is not eligible for field experience, the individual is notified in writing by the OTC director and is asked to sign and submit an original *Acknowledgement of Criminal Record Ineligibility for Field Placement* to the OTC.

Appeal of ineligibility. Professionals-in-training who have been ruled ineligible for field experience as a result of a category 4-7 record 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 manual or in the Education and Human Services student handbook).

Criminal Clearance Record Categories 4-5: Eligibility for PDE Certification: As noted above, a category 4 conviction (first-degree misdemeanors) prohibits individuals from school employment for five years after the completion of the sentence and a category 5 conviction (DUI second offense) prohibits individuals from school employment for three years after the completion of the sentence for the most recent offense. Professionals-in-training must be aware that PDE may withhold a certificate for the period of time during which an individual is prohibited from school employment.

Notice of Arrest or Conviction: The College requires that any professional-in-training who is currently enrolled in a degree or certification program must notify the OTC within seventy-two (72) hours of an arrest, charge or conviction that occurred since the most recent criminal clearances were submitted to the OTC.

Health Clearance Record: The Mantoux Tuberculosis Screening must be “negative”; the result of a chest X-ray must be “clear”; or the result of a blood test must be “negative” as documented by the signature of a licensed medical professional. Any other outcome disqualifies professionals-in-training from a field experience.

Clearance Record Confidentiality: Any professional-in-training whose criminal clearance record indicates other than “no record exists” (meaning a category 2-7 record) or whose health clearance record indicates other than “negative” or “clear” must discuss the record with the OTC director. In order to determine the individual’s status with regard to field placement and program or degree enrollment, this information may be shared with other university personnel in accordance with the Family Educational Rights and Privacy Act (FERPA).

In addition, child-focused settings that host field placements may request to review a professional-in-training’s criminal and health clearances.

**HOW TO APPLY FOR
GRADUATION
AND
CERTIFICATION**

APPLICATION FOR GRADUATION

M.Ed. Degree. You must complete an application for graduation (M.Ed. degree) when you have completed your coursework.

***Please note that you must be enrolled (taking a class) the last semester you intend to graduate. Carrying over an incomplete does not constitute enrollment. If you are not enrolled during your last semester, then you must: (a) petition for permission to graduate and (b) pay the fee for at least one credit in order to graduate.

Certification. After you have completed all of your coursework and related requirements for certification, you will notify the Special Education Program Coordinator, who will complete a certification approval form. The completed form will be given to the adviser who will review it and pass it on to the program director and dean for review. After the adviser, program director, and dean have agreed that you are eligible for certification, the Office of Teacher Certification (OTC) will be notified so they can recommend you for certification after you have completed your TIMS application.

Applying for PDE Certification through the Teacher Information Management System (TIMS)

The Pennsylvania Department of Education (PDE) now requires that you apply for your Instructional I certificate using their online TIMS process. You do not request certification through your program at Lehigh. Instead, you will follow the four-step process for applying for your certification outlined below.

Four Steps in the Process to Apply for your PDE Certificate

You complete steps #1-2, the Office of Teacher Certification (OTC) completes step #3, and PDE completes step #4.

YOUR JOB (to be done in this order):

1. Confirm with your program coordinator that you have completed all requirements for the certification you seek and that all documentation is on file with her.
2. Create your TIMS application at

<http://www.portal.state.pa.us/portal/server.pt/community/certifications/7199>

Please note: You cannot begin a TIMS application until the first of the month in which you will complete all of your requirements for certification. When you see "Conferred Date," insert the date on which you completed all requirements for certification. If you're not sure of this date, you can confirm it with your program coordinator.

THE OTC's JOB:

3. The OTC will verify program completion and recommend you for certification to PDE.

PDE's JOB:

4. PDE makes your certificate(s) available through TIMS in roughly 11 weeks. You must go in to TIMS to print your certificate(s). PDE will not mail them.

If You Need Assistance

If you need assistance, you might want to

- (1) refer to the "Applicant User's Guide" at

[http://www.portal.state.pa.us/portal/server.pt/community/tims
teacher information management system/20476/page/1040213](http://www.portal.state.pa.us/portal/server.pt/community/tims_teacher_information_management_system/20476/page/1040213)

or

- (2) call PDE's Division of Certification Services at 717-787-3356. The phones are not answered on Tuesday, and unfortunately you should expect a long wait when you do call.

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 contact, please visit:

<http://www.lehigh.edu/~inprv/faculty/harassmentinformation.html>

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*.

<p><i>Redress of Non-course-related Grievances</i></p>

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*.

<p><i>Right of Appeal of Academic Grievances</i></p>

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.

LEHIGH UNIVERSITY GRADUATE PETITIONS

Students wishing to petition, use the official university *Graduate Petition* form (available online at:

https://coe.lehigh.edu/sites/coe.lehigh.edu/files/LU_GradStudentPetitionForm.pdf.

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 *Graduate Petition* form 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

1. **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.

2. **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.

Transfer Credits within the Five-year Teacher-certification Program: Graduate students who were undergraduates admitted to the five-year program are covered under a special policy and may petition to transfer up to 12 credits of completed Lehigh coursework taken while they were undergraduates, provided those courses meet ALL the criteria listed below.

To be eligible for transfer toward a teacher-preparation master's degree each course must:

1. Not have been applied toward the Lehigh undergraduate degree.
2. Have been reserved for application to the graduate degree through completion of the required form.
3. Be a course in the program of study for that master's degree.
4. Be one in which the student received a final course mark of B- or better.

NOTE: Students do NOT need to petition to apply courses toward meeting the requirements of certification, since there is no requirement that such courses be part of a degree program

3. **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.

4. **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.

5. **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.

6. **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.

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