

Master's Degree Program Manual

SPECIAL EDUCATION

College of Education
Lehigh University

May, 2007

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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. 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 MASTER'S STUDENTS

Students in the Special Education Master's Program are expected to seize the opportunity to learn to be outstanding special education teachers. 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 be speak respectfully about peers and your work setting. If you have any concerns or issues, you should immediately contact the course instructor or the director of any of the field-based programs. If the issue cannot be resolved, you must follow the College policy for grievances.

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.

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.

Ensure that field experience sites selected are aligned with program competencies. There are many program competencies that require field experiences. A large number of these can be completed as part of coursework requirements. It is important to review the Competencies that must be completed as part of the internship. Field experiences that do not meet competency guidelines must be redone.

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 to you 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.

GETTING STARTED

ORIENTATION/REGISTRATION

The Special Education program provides an orientation to the program and its requirements in late August. Students must make every effort to attend this meeting, which will provide an overview of your program. Students also will receive instructions on registration during this initial orientation. Students should make an individual appointment with their advisor for subsequent registrations during preregistration week (just after mid-semester fall and spring terms.) Watch for announcements for pre-registration.

PREREQUISITES

Experience. Prior to entering the program, it is expected that students will have some coursework in education and experience with individuals with special needs. Students who have limited experience with individuals with special needs should talk with their advisor about options for field placements during the first semester.

Foundations of Education. A prerequisite course that covers Foundations of Education is required. This may be taken during the Master's program. Because Lehigh University does not offer this course, it must be taken at another college. This prerequisite may be met by taking an educational foundations course at the undergraduate level. Many students take courses at a community college or online. Seek advisor approval before taking the course.

Additional Requirements. For students seeking certification, Pennsylvania Department of Education requires pre-requisite coursework consisting of 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. These requirements can be fulfilled by completing a community college or online course.

DEGREE PROGRAMS

MASTER OF EDUCATION DEGREE WITH CERTIFICATION (36 credits)

This program is designed for individuals who want to pursue a certification in Special Education at the Master's level.

Program at a Glance:

- Does not require a bachelor's degree in education or special education
- Graduates are qualified for *special education* certification in Pennsylvania
- Internship is required
- Certification pre-requisites required (Foundations of Education or equivalent course; 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).
- International students who are not interested in certification may petition to complete a 30 credit program without an internship and certification. Pennsylvania certification requires US citizenship.

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION (30 credits)

This program is designed for individuals who are already certified in Special Education.

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

GENERAL PROGRAM REQUIREMENTS

COMPETENCIES

The Master of Education degree in Special Education is 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. Professionalism and interpersonal skills including skills in diversity

Students gain these competencies in several ways. Students who do not have a Bachelor's degree in Special Education begin their M.Ed. Degree with an overview course on Education and Inclusion of Individuals with Special Needs (SpEd 332). Students then take course work related to each competency. Toward the end of the program, students demonstrate competencies through their internship (for certification only) and a comprehensive exam (offered through SpEd 429, Professional Seminar).

COURSE REQUIREMENTS

Course requirements are listed below. Certain courses are offered only during the academic year and/or may be offered only during fall or spring semester. When scheduling coursework, be sure to pay attention to when courses are offered. *(All students should meet with their advisor by the end of the first semester (fall) to develop a contract of requirements).*

FIELD EXPERIENCE REQUIREMENTS

Most of the courses in the Special Education Program require some field work. Faculty will assist students in finding placements for this work. This field work is evaluated through the written products submitted to class and is required for all students.

Note: Students who are not certified are strongly encouraged to complete their course field work requirements in public school classroom settings. Use each course as an opportunity to gain classroom experience before your internship.

Third, and most importantly, for students seeking certification, an internship (student teaching) experience is required (**An additional \$250.00 internship fee is charged this semester**). This internship is twofold. Students develop a portfolio of field accomplishments throughout their M.Ed. experience using the Internship Competencies as a guide. Students also complete a student teaching placement of a minimum of 12 weeks full-time at an approved site. *To be eligible for this internship placement, students must submit an application and a letter of recommendation from someone who has supervised their work with individuals with special needs within the last year.* Students may request their preferred type of placement. Faculty will select placements for the interns based on the intern's preferences, access to students with

disabilities, site availability, and selection of high quality teacher models who have a minimum of three years of experience and certification in special education. Some students do their internships in their place of employment. These placements also must be approved by the faculty. Students are encouraged to refer to the Internship Handbook for more information on this field requirement.

RESEARCH COMPREHENSIVE EXAM REQUIREMENT

Overview. Lehigh University and the College of Education require all Master's degree students to demonstrate competence in research. In the Special Education program, this is achieved through the research assignments in the core courses (e.g., APA format research papers, critiques of research articles) and completion of Comprehensive Exams in the Professional Seminar (SpEd 429). The purpose of the Comprehensive Examination process is for students to synthesize their Master's coursework and demonstrate knowledge of research and best practice in Special Education. The Comprehensive Examination has two components in the competency areas below:

Research. Students take a closed book objective exam on group and single subject research with examples from special education.

Critical Issues in Special Education. Students take a closed book essay examination on current issues in Special Education. Study questions include multicultural special education, inclusion, and other current topics.

Administration and Grading. The Comprehensive Examinations are administered in the context of the Professional Seminar (SpEd 429), which is taken near the end of the student's program. The course instructor grades the two examinations. Each component must be passed with a grade of C or better to pass the course and be eligible for the Master's degree. The course instructor may confer with a second faculty member in Special Education when a component is failed to discuss the failure. Students receive one opportunity to retake the exam. If the second opportunity is failed, the student fails the Professional Seminar and must retake this course (Exception: three opportunities to pass the research component is possible through a comprehensive written take home exam). When retaking the course, if the student does not receive a grade of B- or better on the *first* attempt of each component, he/she will be terminated from the M.Ed. program.

COURSE REQUIREMENTS

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION WITH CERTIFICATION (36 credits)

Foundations of Education (Prerequisite) and PDE undergraduate prerequisites
SpEd 332 Education and Inclusion of Individuals with Special Needs
SpEd 444 Classroom Management OR SpEd 402 Applied Behavior Analysis
SpEd 418 Life Skills and Transition Strategies
SpEd 419 Academic and Curricular Strategies for Individuals with Disabilities
SpEd 452 Assessment and Planning with Individuals with Disabilities
SpEd 465 Advanced Methods for Inclusion
Ed/Cpsy 471 Diversity and Multicultural Perspectives
SpEd 429 Professional Seminar
SpEd 420 Internship: Certification (additional \$250.00 internship fee)
3 Electives (9 credits of TLT courses for are recommended for students with no background in education.

MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION (30 credits)

SpEd 418 Life skills & Transition Strategies
SpEd 419 Academic and Curricular Strategies for Individuals with Disabilities
SpEd 465 Advanced Methods of Inclusion
SpEd 452 Assessment and Planning with Individuals with Disabilities
Ed/Cpsy 471 Diversity and Multicultural Perspectives
SpEd 429 Professional Seminar
4 Electives (in any related area of interest)

CERTIFICATION REQUIREMENTS

Lehigh's Special Education Program requires all students pursuing the 36 credit M.Ed. degree to meet the criteria for Pennsylvania's Certification as a Teacher of Special Education. Once students meet these criteria, they are eligible to apply for certification in Pennsylvania or another state. Certification is a state specific credential and students from other states should obtain information on their state's criteria for certification. Students do not have to obtain the M.Ed. degree to become certified. The follow courses are required for certification.

COURSES REQUIRED FOR CERTIFICATION ONLY

Foundations of Education (Prerequisite) and PDE undergraduate prerequisites

SpEd 444	Classroom Management
SpEd 332	Education of Individuals with Special Needs
SpEd 418	Life Skills and Transition Strategies
SpEd 419	Academic and Curricular strategies for Individuals with Disabilities
SpEd 420	Internship: Certification (additional \$250.00 internship fee)
Ed/Cpsy 471	Multicultural Issues
SpEd 452	Assessment and Planning with Individuals with Disabilities
SpEd 465	Advanced Methods for Inclusion
SpEd 429	Professional Seminar

EXPERIENCE WITH DIVERSE DISABILITES

Because Pennsylvania's certification is comprehensive, students must obtain a minimum of 15 hours of experience with each disability group covered by the certification. *Students may not use any one site for gaining experience in more than two of these disability groups.* Experience is required with students with each of these types of disabilities below:

1. Mental Retardation
2. Learning Disabilities
3. Emotional Disturbance
4. Physical Disabilities

Experience prior to enrollment in the M.Ed. can be counted with a written letter of recommendation from the person who has supervised this experience. The experience should be completed through volunteer work or employment during the M.Ed (e.g., tutoring). Students may use course requirements for field work to fulfill this experience. *The experience should be completed by the internship semester.* The Intern Supervisor will determine if this requirement has been fulfilled.

PUBLIC SCHOOL OBSERVATIONS

Another requirement to prepare for certification is that all students must *observe three different public school programs for students with disabilities for a half day each*. These should each include different types of context (e.g., full inclusion school, resource room for students with learning disabilities, part-time class for students with multiple disabilities with inclusion in regular classes). A written description of these observations is due at the time of internship.

COMPETENCIES

The competencies for certification are described in the internship handbook, which is distributed in the student's second semester. Students should study this handbook carefully and *begin developing a portfolio of field work achievements as soon as they enter the program*.

INTERNSHIP (STUDENT TEACHING)

Students must complete a minimum of at least 12 weeks full-time teaching experience with individuals with special needs in a public school site (or Pennsylvania approved, publicly funded private school).

Prerequisites. In order to be eligible for internship, *students must also have a grade of B- or better in the certification coursework to be eligible for the internship*. Students who receive a grade of C or below in the following courses will be required to re-take the course before doing their internship: SpEd 444, 332, 418, 419, 452, and 465. Students may request a specific site or type of site; however the site should be within 30 miles radius from Lehigh University. Faculty makes the final decision on intern site selection.

Application. Students must complete an application for internship located at the end of this manual. This application must include a recommendation from a supervisor of the prerequisite field work (e.g., current employer.) The application may be obtained from Sharon Warden, the Special Education Program Secretary. Along with the application, students must have: 1) a current TB test, 2) current criminal clearance, and 3) child abuse clearance documents. Because clearances can take four to six weeks to be returned, students should apply for clearances at least six weeks prior to the application due date.

Applications for internship are due the third Friday in October for Spring internships and the third Friday in March for Fall internships. These deadlines are firm and applications must be complete, including all clearances. If your application is not received on time, you will not receive an internship placement. Internship applications should be submitted to the Coordinator and Supervisor of School Interns, C. Lynn Tax.

School Placement. Interns are placed in area schools. Under the direction of their mentor teacher and Lehigh Supervisor, they assume fulltime teaching responsibilities, including 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. 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.pde.state.pa.us/pspc/cwp/view.asp?a=3&q=113571&pspcNav=|6561|&pspcNav=|](http://www.pde.state.pa.us/pspc/cwp/view.asp?a=3&q=113571&pspcNav=|6561|&pspcNav=)

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 will be expected to make these days up. 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.

Internship Completion. Students who do not pass the internship are not eligible for certification regardless of their grades in other courses. Students who terminate their internship or fail the internship experience must petition the faculty in writing in order to request the faculty to consider another internship experience. Additional remediation coursework and/or practicum experiences are likely if a second internship is approved.

NATIONAL TEACHER'S EXAM (NTE)

Pennsylvania also requires that students take the National Teacher's Examination prior to applying for certification. Applications for this exam are available through the program secretary. Students should pick up these booklets of The Praxis Series - "Registration Bulletin," "Core Battery Assessments," and "Education of Students with Disabilities." Also, pick up Booklets for Praxis 1: Academic Skills Assessments, and Education of Students with Disabilities. These are available on the 3rd floor of Iacocca Hall in the hall on a desk outside the program secretary's office. The booklets explain in detail the process for the examination. Individuals applying for certification are also required to take: Pre-Professional Skills (PPST) tests in Reading, Writing, and Mathematics Skills. In addition, applicants must take the Fundamental Subjects Content Knowledge Test as well as your area of specialization, which is Special Education.

The program faculty is not involved in the administration of these examinations and students should obtain all information directly from the Educational Testing Service as described in the booklets. The phone number for ETS is 1-800/772-9476.

APPLICATION

Upon completion of all requirements for certification, students should obtain an application for certification from Sharon Warden. Students should complete the application and attach documentation of all requirements. The complete application will be given to the advisor who will review it and pass it on to the program coordinator and dean for review. The dean sends all approved applications to the Pennsylvania Department of Education in Harrisburg.

ADDITIONAL CERTIFICATION IN ELEMENTARY EDUCATION

ELIGIBILITY

The option to obtain additional certification in elementary education (for special education students) or special education (for elementary education students) is open to students *currently enrolled* in or *recently graduated* from Lehigh's special education Master's certification program. This option is available to Lehigh students only. Teachers who carry certifications in either elementary or special education from other universities or colleges interested in additional certification should follow the traditional elementary education or special education certification programs. For recently graduated students, additional certification requirements must be completed within 5 years post-masters.

ADDITIONAL COURSEWORK REQUIREMENTS

For special education students seeking elementary education certification, the following courses are required:

TLT 420	Reading in Elementary Education
TLT 426	Science in Elementary Education
TLT 428	Mathematics in Elementary Education
TLT 412	Curriculum and Instruction in Social Studies
TLT 422	Language Arts in Elementary Education
Educ 491	*Unified Internship OR TLT 413 Intern Teaching (2 credits)** for students who have already completed SpEd 420 (Internship)

For elementary education students seeking special education certification, the following courses are required:

SpEd 418	Life Skills and Transition Strategies
SpEd 419	Academic and Curricular Intervention Strategies
SpEd 452	Assessment and Planning for Individuals with Disabilities
SpEd 444	Classroom Management
SpEd 465	Advanced Methods in Inclusion
Educ 491	*Unified Internship OR SpEd 420 Certification Internship (2 credits)** for students who have already completed TLT 413 (Intern Teaching)

*The Unified Internship is a 3 credits and a full-time teaching experience for the entire semester. In this internship, students meet both special education and elementary education teaching competencies in an inclusive classroom. To be eligible for this internship, special education students must be accepted into the elementary education teacher certification program and have completed all special education coursework and 4 out of the 5 required courses in elementary education. The fifth elementary education class may be taken simultaneously with the internship subject to elementary education advisor approval.

**The two credit internship is 8 weeks student teaching experience in either elementary education or special education. This 8 week student teaching experience occurs *after* the student has successfully completed a full semester internship/student teaching in their host program and *after* all courses in the additional certification program has been completed.

PROCEDURES FOR ADMISSION

You must complete a petition (located at the end of this manual) to be accepted into the additional certification program. Current special education students should petition to be accepted into the elementary education additional certification program. Current elementary education student should petition to be accepted in the special education program. You should complete the petition AS SOON AS you determine you would like additional certification. Submit the completed petition to the program secretary of the program you are currently enrolled. Once the petition is submitted and the student is accepted into the additional certification program, the student will be assigned an advisor for the additional certification program. Students should meet with their advisor to plan a course of study.

NCLB's *HIGHLY QUALIFIED* SPECIAL EDUCATION TEACHER REQUIREMENTS (EFFECTIVE SEPTEMBER 2006)

In Pennsylvania, ALL public school teachers with primary responsibility for direct instruction in one or more core academic subject(s) are required to demonstrate that are "highly qualified". Teachers are considered to be highly qualified if they:

- 1) Hold at least a Bachelor's Degree
- 2) Hold a valid PA teaching certificate (Level I, II or Intern certificate)
- 3) Demonstrate subject matter competency for the core academic subject(s) taught

Requirement 3 is particularly relevant to students pursuing Special Education certification.

SPECIAL EDUCATION- ELEMENTARY GRADES (K-6)

In order for you to be considered a "Highly Qualified" Special Education teacher for elementary-age students, you must:

- 1) Hold at least a Bachelor's Degree
- 2) Hold a valid PA Special Education teaching certificate (Level I, II or Intern certificate)
- 3) Demonstrate subject matter competency for the core academic subject(s) taught
 - a. Evidenced by holding valid PA Elementary teaching certificate
 - or
 - b. Evidenced by passing the Praxis exam: Fundamental Subjects
 - or
 - c. Evidenced by holding a National Board for Professional Teaching Standards Certification (requires at least 3 years of teaching experience)

SPECIAL EDUCATION- SECONDARY GRADES (7-12)

In order for you to be considered a “Highly Qualified” Special Education teacher for middle-school or secondary-age students, you must:

- 4) Hold at least a Bachelor’s Degree
- 5) Hold a valid PA Special Education teaching certificate (Level I, II or Intern certificate)
- 6) Demonstrate subject matter competency for the core academic subject(s) taught
 - a. Evidenced by holding valid PA Middle School or Secondary teaching certificate in the content area taught
or
 - b. Evidenced by passing the Praxis exams for each content area taught.
or
 - c. Evidenced by holding a National Board for Professional Teaching Standards Certification (requires at least 3 years of teaching experience)
or
 - d. Evidenced by completing a major or graduate degree in the content area taught

For more information concerning:

- “Highly Qualified Teacher” (HQT) requirements in Pennsylvania
- Praxis exam requirements for Pennsylvania teaching certificates and content areas
- National Board for Professional Standards Certification in Pennsylvania

Visit: <http://www.teaching.state.pa.us>

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. You may transfer in up to 9 graduate credits, *providing that the credits were not used to obtain a previous degree*. Petition the faculty with your request. Include catalogue description, course syllabi, and an official copy of your transcript.
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 at most one grade of C+ or C and no incompletes. Students receiving a grade lower than a C 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 two-year program beginning in August, students may extend this program for up to 6 years by taking fewer courses each semester.
7. **What if I must move before I finish?** Up to 6 credits may be transferred from another graduate program if they meet the criteria stated in #1. However, you must be registered at Lehigh University the semester you graduate.
8. **Can a full status student "flunk out?"** It is possible for a full status student to fail to progress in three ways. First, if you receive four grades below a B, you are automatically discontinued from graduate studies by the university. Second, if you fail the internship you

are not eligible for certification and may not be eligible for the M.Ed. Third, if you fail the comprehensive examinations you can not receive the degree.

SCHEDULE OF CLASSES

SUMMER	FALL	SPRING
SpEd 332 - Intro SpEd 444 - ClassMan Diversity*	SpEd 332 - Intro SpEd 418 - Life Skills (2) SpEd 419 - Academic (2) SpEd 452 - Assessment SpEd 402 - ABA* SpEd 428 - PBS SpEd 420 - Internship SpEd 465 - Adv Inc Diversity*	SpEd 332 - Intro SpEd 418 - Life Skills SpEd 419 - Academic SpEd 452 - Assessment SpEd 444 - ClassMan SpEd 465 - Adv Inc SpEd 420 - Internship (2) SpEd 429 - ProSem (2) Diversity*

*not taught by SpEd faculty

**MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION WITH
CERTIFICATION (36 credits)**

Student _____ **Advisor** _____

Date Program Started _____

Program Planning Sheet

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

Required Courses:

- SpEd 332 Education and Inclusion of Individuals with Special Needs
- SpEd 444 Classroom Management OR SpEd 402 Applied Behavior Analysis
- SpEd 418 Life Skills and Transition Strategies
- SpEd 419 Academic and Curricular Strategies for Individuals with Disabilities
- SpEd 452 Assessment and Planning with Individuals with Disabilities
- SpEd 465 Advanced Methods for Inclusion
- Ed/Cpsy 471 Diversity and Multicultural Perspectives
- SpEd 429 Professional Seminar
- SpEd 420 Internship
- 3 Electives

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

Required Courses:

- SpEd 418 Life skills & Transition Strategies
- SpEd 419 Academic and Curricular Strategies for Individuals with Disabilities
- SpEd 465 Advanced Methods of Inclusion
- SpEd 452 Assessment and Planning with Individuals with Disabilities
- Ed/Cpsy 471 Diversity and Multicultural Perspectives
- SpEd 429 Professional Seminar
- 4 Electives

