



LAKELAND  
•UNIVERSITY•

EDUCATION PROGRAM

STUDENT HANDBOOK

2020-21



## FULL-TIME EDUCATION PROGRAM FACULTY

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Lakeland University's teacher education program  
is approved by the  
Wisconsin Department of Public Instruction (DPI).

## WELCOME

Welcome to the Lakeland University Education Program. We look forward to working with students who want to develop intellectually and professionally so they can meet the challenges of a career in education. After completing one of the programs described in this handbook, a student will be prepared to meet the challenges of this exciting career.

## OUR GOALS

Several goals underlie Lakeland University's education program. These are:

1. To ensure that our graduates have an advanced knowledge and mastery of educational theories, instructional strategies, and classroom management techniques;
2. To equip our graduates with current educational research methodology and assessment techniques necessary for continuous improvement in instruction and learning opportunities;
3. To help our graduates strengthen their pedagogical abilities and acquire skills for effective professional leadership as teachers;
4. To prepare our graduates with a broad perspective of diversity and individual differences and their implications in an educational environment;
5. To enable our graduates to use information technology competently for the enhancement of instruction and learning;
6. To prepare our graduates with an advanced understanding of curriculum planning and its implementation in an educational setting;
7. To equip our graduates with the skills to become

reflective practitioners and effective communicators; and

8. To ensure that our graduates understand the process of character education and stimulate the examination and understanding of personal, social, and civic values.

## OUR MISSION

Our mission is to prepare teachers to serve the needs of all children and young adults by teaching the knowledge and skills needed to become caring, competent and professional educators. We, in the Education Program, are committed to working with students to help them become

- reflective practitioners,
- effective communicators, and
- competent integrators of curriculum and technology.

The Education Program has created this mission within the context of the broader mission of Lakeland University to educate men and women of diverse backgrounds, enabling them to earn a living, to make ethical decisions, and to lead purposeful and fulfilling lives.

## OUR CONCEPTUAL FRAMEWORK

In order to reach our goals and accomplish our mission, the Lakeland University Education Program has chosen the core concepts of Bloom's Taxonomy of Educational Objectives as the unifying conceptual guide for the preparation of our teachers. The Bloom model will serve as the common element of all the learning activities required of students in the Education Program. The Bloom model of learning is a foundational model proceeding six levels of content mastery with each progressive level presuming some mastery of the earlier, more basic level(s). The Bloom model proceeds stepwise from knowledge, the most basic level of learning, through comprehension, application, analysis, synthesis, and evaluation, the most complex level of learning and mastery.

## REQUIRED PROFICIENCIES

Throughout our country, there has been a desire to ensure that teacher education programs meet strenuous guidelines to provide the best possible teacher education programs. The state of Wisconsin Department of Public Instruction (DPI) has adopted a set of ten Teaching Licensure Standards. These are the standards that guide the development of Lakeland University courses and the assessments of Lakeland students. These standards ensure that:

1. PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. ASSESSMENT. The teacher understands and uses multiple meth-

ods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

**7. PLANNING FOR INSTRUCTION.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

**8. INSTRUCTIONAL STRATEGIES.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

**9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

**10. LEADERSHIP AND COLLABORATION.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

The faculty of the Education Program at Lakeland University have added two more standards to those listed above. They are:

**11. Teachers understand the process of character education based on pro-social values and stimulate the examination and understanding of personal, social, and civic values.**

**12. Teachers understand the central ingredients of critical thinking and use rational, evidence-based argument in the presentation of classroom materials.**

## PROGRAMS

The university has both a graduate and undergraduate program. This handbook pertains to the undergraduate program. Lakeland's undergraduate program leads to initial certification in elementary and middle school (K-9), early adolescence through adolescence (6-12), or early childhood through adolescence (K-12). Upon completion of Lakeland's program, students will be recommended to the Wisconsin Department of Public Instruction (DPI) for an initial educator license. This license will certify teachers to teach in an elementary school, a middle school, and/or in a high school.

Lakeland University offers a major in elementary and middle school education, which leads to certification in kindergarten through grade 9. Students desiring this license must complete an education major focused on elementary and middle school teaching skills.

A license to teach early adolescence through adolescence (traditionally known as the 6-12 license) is earned by completing a subject area major in conjunction with the professional education sequence courses designed specifically for teaching adolescents. The following majors are available:

- Biology
- Broad Field Science
- Broad Field Social Studies History
- Chemistry
- English
- History
- Mathematics

A license to teach early childhood through adolescence (traditionally known as the K-12 license) is earned by completing one of the following majors in conjunction with the professional education sequence courses:

- Music
- Spanish
- Technology Education (in collaboration with LTC)

In addition to an early adolescence through adolescence major, a supplementary minor in another subject area may be earned.

Completion of one of the following supplementary subject area minors would lead to certification to teach in this minor area at the early adolescence through adolescence level:

- Biology
- Chemistry
- English
- English as a Second Language
- History
- Mathematics
- Psychology
- Spanish

Please note: Certifiable areas are determined in accord with those subjects approved by the State of Wisconsin Department of Public Instruction (DPI) and may occasionally change.

## COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE

All students must complete a Professional Education sequence of courses. Transfer students must have their transcripts evaluated. The Lakeland University Registrar, with advice from the faculty members of the Education Program, has the final authority in the determination of transfer credits. The following four (4) categories of course offerings provide an overview of the requirements for degree and/or certification completion.

**I - Open Courses:** The courses at the beginning of the professional education sequence are open to any student who has been admitted to Lakeland University. Students not seeking certification may wish to take these courses in order to complete elective requirements for a major or minor or because they have a special interest in learning about the American schooling process. Some of these courses may be required for other college majors. These courses include:

- EDU 100 Introduction to Education
- EDU 140 Introduction to Educational Technology
- EDU/PSY 230 Educational Psychology
- EDU 302 Physical Education and Health Teaching Techniques for Elementary

		and Middle School
EDU/ART 312	Art Teaching Techniques for Elementary and Middle School	
EDU/MUS 317	Music Teaching Techniques for Elementary and Middle School.	
EDU/PSY 330	Human Growth and Development	
EDU/PSY 432	Survey of the Exceptional Person	
COM 111	Fundamentals of Public Speaking	
MAT 210	Mathematics for Elementary and Middle School Teachers	
SOC 210	Majority-Minority Relations	

**II - General Courses (Admission Required):** The second set of courses in the professional education sequence is open only to students who have been formally admitted to the Education Program and are enrolled in a certifiable program of study. (The formal admission process is described in the next section.) These courses are designed for both elementary and middle school and Early Adolescence through Adolescence certification programs, and they require a commitment to teaching/observational time in a school setting.

- EDU 373 Field Experience in Education
- EDU/PSY375 Field Experience in Psychology for Education Majors
- EDU 449 Education Capstone
- EDU 480 Special Topics in Education

**III - Special Techniques Courses (Admission Required):** The third set of courses in the professional education sequence is also open only to those students who have been formally admitted to the Education Program. The special techniques courses are divided into three groups: (1) courses for students desiring certification in elementary and middle school, (2) courses for students desiring certification in early adolescence through adolescence, and (3) courses for students seeking certification in special subject areas that may be licensed early childhood through adolescence.

### Elementary and Middle School (K-9)

- EDU 331 Science Teaching Techniques for Elementary and Middle School

EDU 332	Mathematics Teaching Techniques for Elementary and Middle School
EDU 341	Children's and Early Adolescent Literature
EDU 342	Language Arts and Social Studies Teaching Techniques for Elementary and Middle School
EDU 382	Reading Teaching Techniques
<b>Early Adolescence through Adolescence (6-12)</b>	
EDU 361	Reading in the Content Area (Early Adolescence through Adolescence)
EDU 371	Teaching Techniques in Early Adolescence through Adolescence

#### **Early Childhood through Adolescence (K-12)**

ESL 324	Teaching Methods in English as a Second Language
EDU/MUS 435	Secondary School Choral Teaching Methods
EDU/MUS 436	Instrumental Teaching Methods
EDU/MUS 443	General Music Teaching Methods

Please note: Students who register for any of the courses that require admission to the Education Program prior to being admitted to the program will be asked to drop the course.

**IV - Student Teaching:** The fourth and final set of courses, student teaching, is open only to students who have successfully completed the entire professional education sequence of courses, all major/minor coursework required for their degree program and all non-course proficiency requirements. There are no exceptions or appeals for these pre-requisite requirements. Students will register for either:

EDU 450	Observation and Student Teaching for Elementary and Middle School
MUS 455	Observation and Student Teaching in Music Education
EDU 460	Early Adolescence through Adolescence

**Student Teaching**  
Students registered in EDU 450, MUSE 455, or EDU 460 must also register for  
EDU 470      Student Teaching Seminar

These courses are the capstone experiences in the professional education sequence. Pre-service student teachers are immersed in classroom instruction for a full semester of eighteen school weeks or more. Lakeland University follows the school district calendar for the duration of placement – not the university calendar. Pre-service student teachers will receive information about placements and responsibilities during the semester prior to student teaching. (Please note application deadline dates in a following section.)

Lakeland University is also part of the Wisconsin Improvement Program internship program. In this program, selected students may intern for the semester of student teaching. Information regarding the internship program is available from the director of the Center for Teacher Excellence. All requests must be processed through the director and must meet the timelines set for pre-service student teachers.

The Lakeland University Education Program arranges the student teaching placements for all students within a 25-mile radius of Lakeland University's main campus and Lakeland University's Milwaukee Center through the administrative offices of local school systems. Opportunities for student teaching occur during the fall and spring semesters. There is no summer program.

#### **APPLICATION AND ADMISSION TO THE EDUCATION DIVISION**

All students who are seeking admission to a certifiable degree program must apply and be admitted to the Education Program. Application to the Education Program and Admission to the Education Program are two separate events.

The application process requires the submission of considerable documentation along with a completed application form, three personal

recommendations, a reflection paper and the Benchmark I portfolio. Students are encouraged to apply as soon as they are ready to meet all of the admission requirements detailed below. To ensure the completion of all major and minor program requirements prior to student teaching, students must be eligible for and complete the application process to the Education Program at least two years before registering for student teaching and one year before applying for admission to student teaching.

Decisions on admission to the Education Program are made by formal vote of the full-time faculty members of the program.

Completed applications for admission are brought to one of the regularly scheduled meetings of the program and are reviewed before an admission vote is taken. The decision of the program is communicated, in writing, to the student after the meeting at which the vote is taken and the decision is made.

### **Requirements for Admission to the Education Program**

Successful application to the Lakeland University Education Program is contingent upon the following requirements:

1. Completion and documentation of at least 40 semester hours of college coursework with an overall grade point average (GPA) of at least 3.00 on a four (4)-point scale.

2. Documentation of basic skills in reading, writing, and math. Students can demonstrate basic skills through the following options:

Reading: Grade Equivalent of 11 or higher on the Nelson-Denny Reading Test\* OR 156 or higher on the Praxis Core Reading Test

Writing: Grade of BC or higher in GEN 110 Composition I: Academic Writing OR ACT English score of 25 or higher OR 162 or higher on the Praxis Core Writing Test

Math: Grade of BC or higher in MAT 130 Intermediate Algebra OR ACT Math score of 24 or higher OR 150 or higher on the Praxis Core Math Test

\*Please see the Director of the Center for Teacher Excellence if you are interested in using this test to demonstrate reading basic skills.

3. Submission of three written recommendations from university faculty members who know the prospective education student and his/her work well. Recommendation forms are provided by the Education Program. One recommendation must come from a faculty member of the Education Program. The other two recommendations must come from faculty members from other programs.

4. Completion of EDU 100 – Introduction to Education or its equivalent with a grade of C or higher.

5. Completion of the Education Program application process which involves (a) submission of documentation for all of the above (1-4), (b) submission of a completed application for admission to the program, (c) submission of an essay of reflection. The essay should describe thoughts, feelings, and experiences in regard to becoming a professional educator. The essay should also include a thoughtful discussion of personal strengths which will enable teaching success and a discussion of personal weaknesses that must also be addressed to enable success, and (d) transmission of a full set of academic credentials from the Office of the Registrar to the Education Program. These credentials must include:

- a. transcripts of any prior college work including course work transferred to Lakeland University from other colleges,
- b. a final high school transcript with indication of high school GPA and class rank (where provided),
- c. any official evaluation of transfer credit or academic progress made by the Lakeland University Registrar's office.

6. Completion and submission of the results of a criminal background check (see the Director of Center for Teacher Excellence for further information).

7. Completion and submission of the Benchmark I portfolio. See portfolio section for more information regarding the Benchmark portfolio.

Please note: Students are responsible for the submission of this set of academic credentials as part of the Education Program application process.

If questions arise during the application review process, a student may be asked to attend an interview. The goal of the interview is to give the student an opportunity to resolve any issues or questions that developed during the application review process. During the interview, faculty members from the Program will request additional pieces of information. They will ask for a personal long-range plan describing how the education program will be completed. Further, the faculty members will ask the student to show how his/her goals from the long-range plan relate to DPI standards of PI 34 which are listed earlier in this handbook.

Completed application documents will be formally presented to the Education Program. The members of the program will officially accept or deny each application. Reasons for denying an application might include, but are not limited to, misconduct at Lakeland University, lack of demonstrated competence in EDU 100 Introduction to Education, or other pre-professional courses, a poorly written essay, or inadequate performance in the interview.

Students who are accepted into the program will be asked to complete the appropriate Change of Advisor form in the Registrar's office so that a permanent education advisor or co-advisor can be assigned. The program advisors will assist students along with their major/minor area of study advisors as the remaining course work requirements are completed.

### **Appealing a Denial of Admission**

Lakeland University provides an appeal process for students who have been denied admission to the Education Program. The steps in that process are outlined below.

1. An appeal of a denial of admission begins with a letter to the Director of the Center for Teacher Excellence. The letter will describe the student's reasons for making an appeal.

2. When making an appeal, a student may submit documents that were not included in the original application. Such documents may include demonstrations of writing proficiency, letters of reference from other educators, or demonstration of GPA improvement.

3. If a student is denied admission because of his/her grade point average, an appeal of that denial begins with a letter to the Director of the Center for Teacher Excellence requesting a waiver of the grade-point-average requirement. Along with the request of a waiver, the letter must include a workable plan for raising the grade point average. There are two conditions which must be met before this waiver request will be processed. First, the student requesting the waiver must have met all of the other application criteria. Second, the student's grade point average must be at least a 2.75 on a four (4)-point scale.

4. Where admission to the program has been denied on more than one criterion of admission, an appeal will not be considered until all but one of the criteria for admission have been completed or met. All initial appeals are handled by the Director of the Center for Teacher Excellence and are referred to the members of the Education Program for a final vote. In most cases, the decision of the members of the program is final. If a student claims that admission to the program or to student teaching has been denied due to the bias of a member of the education program, a written appeal stating the evidence to support that claim may be made to a

committee comprised of the Vice-President for Academic Affairs, the Director of the Center for Teacher Excellence, and one other member of the education faculty. Where the Director of the Center for Teacher Excellence is the person accused of bias, another member of the education faculty may be substituted.

Admission to the Education Program will be terminated and new requirements, if applicable, will apply to any student who has been absent from the university for more than a term during any academic period.

## **PORTFOLIO DEVELOPMENT**

Portfolio development is an important element of preparation for classroom teaching. There are two stages of portfolio development.

The first stage is the Pre-student Teaching Portfolio, which consists of the Benchmark I and Benchmark II portfolios. The purpose of the Pre-student Teaching Portfolio is to document growth as a student and as a future teacher. The development of a Pre-student Teaching Portfolio begins in EDU 100 – Introduction to Education, and concludes at the end of the semester before student teaching begins.

The Pre-student Teaching Portfolio will be evaluated two different times. The first evaluation (Benchmark I Portfolio) will occur as part of the application process to the Education Program. To receive a satisfactory rating on the Benchmark I Portfolio, the following items must be in the portfolio: educational philosophy statement, resume, documentation of basic skills proficiency, and course reflections for all courses taken up to this point in the portfolio development process. The second evaluation (Benchmark II Portfolio) will occur as part of the application process to be admitted to student teaching. In addition to all of the items included in the Benchmark I Portfolio, the following additional items must be in the Benchmark II Portfolio: documentation of content knowledge proficiency and where appropriate, Foundations of Reading Test, minimum of two artifacts each for InTASC Standards 1 – 8, and course

reflections for all courses taken up to this point in the portfolio development process.

In addition to course materials and clinical experiences, students will also include in their Benchmark II Portfolio documentation that shows that all of the statutory requirements set by the State of Wisconsin for a particular initial educator license have been met. These include, but are not limited to, demonstration of content knowledge and understanding of cooperative marketing and consumer cooperatives for licenses in social studies; and environmental education for licenses in elementary and middle school, science and social studies. Students must also demonstrate that they have obtained an understanding of minority group relations, including:

- (a) The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.
- (b) The history, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States.
- (c) The philosophical and psychological bases of attitude development and change.
- (d) The psychological and social implications of discrimination, especially racism and sexism in the United States.
- (e) Evaluation and assessment of the forces of discrimination, especially racism and sexism on administrators, teachers, pupils, assessment, curriculum, and instruction in schools.
- (f) Minority group relations through direct involvement with various racial, cultural, language, and economic groups in the United States.

Courses in history, political science and social studies teaching techniques will give students the foundation they need for understanding American Indian tribes in Wisconsin, and the Majority-Minority course (SOC 210) will give students the foundation for the remaining aspects of minority group relations stated above. In Field Experience in Education (EDU 373) students will

demonstrate that they have had direct involvement with various racial, cultural, language, and economic groups different from themselves. All Lakeland University teaching techniques courses require pre-student teaching clinicals. Students will actually observe, assist, and teach in a variety of teaching situations appropriate to their licensure. Samples of students' observations, evaluations by the teachers with whom they work, and samples of student work completed while they are in the classroom are examples of artifacts that students can use in their portfolios to demonstrate their continuous development. These clinicals will give students the needed experience prior to student teaching to help them move toward a positive, productive student teaching experience.

The second stage is the Professional Portfolio, which results in the Benchmark III Portfolio. It is an inclusive document that is completed during the semester of student teaching. While it includes all of the information from the Pre-student Teaching Portfolio, the goal of the Professional Portfolio is to document the appropriate application of academic skills and a thorough understanding of teaching standards that will help students become successful professional educators. As such, the following additional items must be included in the Benchmark III Portfolio: documentation of passing score on the edTPA, minimum of two artifacts each for InTASC Standards 9 – 10 and Lakeland's two additional standards, copies of all cooperating teacher and supervising instructor evaluations, and student teacher reflections. The Professional Portfolio is assessed during the final weeks of the student teaching semester when the EDU 470, Student Teaching Seminar, ends.

## **ADMISSION TO STUDENT TEACHING**

Students who are near the completion of the coursework requirements for degree program, have maintained at least a GPA of 3.00, and have completed the Benchmark II portfolio, may apply for admission to student teaching. To be admitted to student teaching, education students must:

1. Be admitted to a teacher certification program and the Education Program least two years prior to the student teaching semester;

2. Demonstrate content knowledge. To do so, they have two options:

Option 1: Achieve a passing score on the appropriate Praxis II content test

Option 2: Maintain a cumulative 3.0 or higher GPA.

To calculate the GPA, the following guidelines will be used: In order for 6-12 education students to demonstrate content knowledge through a 3.0 or higher GPA, students must maintain a cumulative 3.0 GPA in their major, minor (if applicable), professional sequence, and general studies courses. For purposes of calculating the GPA, grades in the following courses will be excluded: Core sequence, religion, world languages, electives, and EDU 373/450/460/470. Furthermore, students must not have received a grade lower than C in any of their major, minor (if applicable), and professional sequence courses. Regardless of the GPA, if students have received grades lower than C in any of the courses mentioned, they must rectify those grades before the GPA option can be considered.

In order for elementary and middle school (K-9) education students to demonstrate content knowledge through a 3.0 or higher GPA, students must maintain a cumulative 3.0 GPA in their major/professional sequence and general studies courses. For purposes of calculating the GPA, grades in the following courses will be excluded: Core sequence, religion, world languages, electives, and EDU 373/450/460/470. Furthermore, students must not have received a grade lower than C in any of their major/professional sequence courses.

Regardless of the GPA, if students have received grades lower than C in any of the courses mentioned, they must rectify those grades before the GPA option can be considered.

In addition to the content knowledge requirement for all education students, elementary and middle school (K-9) education students must also pass the Foundations of Reading Test or have taken the test at least four times prior to student teaching.

3. Students seeking K-9 certification must successfully complete the Foundations of Reading Test for Wisconsin. Candidates who apply for licensure on or after September 1, 2014, must pass the test with a score of 240 or better.
4. Earn a minimum GPA of 3.00 on a 4.00 point scale in all Lakeland coursework applied to the general studies requirements, the major, the minor (where applicable) and the professional sequence; and
5. Complete and submit a "Student Teaching Application" form at least one year prior to the student teaching semester.

To be eligible for a fall term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the second Monday of April of the spring term previous to student teaching. To be eligible for a spring term placement as a student teacher, the appropriate Praxis II test(s) must be successfully completed and the Registrar's office must receive passing scores from ETS by the fourth Monday of September of the same academic year.

Student teachers must meet all statutory requirements for their teaching license prior to enrollment in student teaching coursework. Adequate preparation in environmental education is required for licenses elementary and middle school science and social studies. Social studies majors are also required to have adequate instruction in cooperative marketing and consumer cooperatives, which may be satisfied by taking cooperative marketing as a non-credit course. Arrangements for completion of this requirement can be made

through the Director of the Center for Teacher Excellence.

As the required lead time for reserving a student teaching appointment is considerable (one year), the plan for completing degree requirements is an essential feature of the application for student teaching. All degree requirements other than student teaching must be completed before the beginning of the student teaching semester. Students may not enroll in any other coursework (and other employment during the student teaching semester is strongly discouraged). Therefore, students should be aware that student teaching appointments may be cancelled if student academic progress fails to conform to the plan submitted with the application for student teaching. The Education Program reserves the right to deny a student teaching experience to any student who cannot demonstrate adequate knowledge, skill and disposition mastery.

The principal reasons for denying admission to student teaching are (1) failure to meet the GPA and/or subject area mastery requirements, (2) failure to notify the Director of the Center for Teacher Excellence of any criminal conviction or investigation by any governmental agency for any act or offense, (3) failure to successfully pass the required Praxis II test(s), and (4) failure to complete coursework, portfolio and/or statutory requirements prior to the scheduled student teaching term. Students who withdraw from student teaching commitments within two months of or after the beginning of the student teaching semester, without substantial documentation of emergency conditions, may be denied subsequent student teaching appointments. Appeals of any student teaching denials are handled in the same manner as appeals for admission to the Education Program (please see earlier section).