

# EDUCATIONAL LEADERSHIP PROGRAM MANUAL



**DEPARTMENT OF EDUCATION AND HUMAN SERVICES**

**COLLEGE OF EDUCATION**

**LEHIGH UNIVERSITY**

**111 RESEARCH DRIVE**

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**FOR ADDITIONAL INFORMATION ABOUT THE EDUCATIONAL LEADERSHIP PROGRAM AT LEHIGH UNIVERSITY, PLEASE VISIT OUR WEBSITE: [WWW.LEHIGH.EDU/EDUCATION/EDL](http://WWW.LEHIGH.EDU/EDUCATION/EDL)**

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## **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.

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## **EDUCATIONAL LEADERSHIP PROGRAM MISSION**

Our mission in the Educational Leadership program is to develop and support effective leaders for high-quality elementary/secondary education. In partnership with the global community, we identify and enhance individuals through degree and certification programs and support their lifelong learning through our conferences and publications. Our vision of effective leaders is working collaboratively as scholar-practitioners who foster the cognitive and affective development of all learners both through technological, managerial, and interpersonal skills as well as through agile and creative habits-of-mind.

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## **EDUCATIONAL LEADERSHIP PROGRAMS**

- Ed.D. in Educational Leadership (On Campus)
- Ed.D. in Educational Leadership (Online + Face to Face)\*
- M.Ed. in Educational Leadership (On Campus)
- M.Ed. in Educational Leadership (Online + Face to Face)\*
- Principal Certification
- Superintendent's Letter of Eligibility
- Supervisor of Curriculum & Instruction
- Supervisor of Special Education
- Supervisor of Pupil Services

\*These programs are geared toward teachers and administrators who are currently working abroad or who are involved in International Education. Local students are not generally considered for admission into these programs.

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## **MINIMUM REQUIREMENTS FOR CONSIDERATION FOR ADMISSION/APPLICATION DEADLINES**

### **MASTER'S DEGREE AND CERTIFICATION PROGRAMS**

- [Completed online application](#)
- [\\$65 Application Fee](#)
- [GPA Minimum: 3.0 undergraduate](#)
- [GPA minimum: 3.6 \(graduate\)](#)
- [Official transcript\(s\) from each post-secondary institution attended](#)
- [2 letters of recommendation](#)
- [Acknowledgement of College of Education Policy on Clearances](#)
- [Personal statement](#)
  
- [May 1 for summer semester start](#)
- [August 1 for fall semester start](#)
- [December 1 for spring semester start](#)

### **DOCTORAL DEGREE**

- [Completed online application](#)
  - [\\$65 Application Fee](#)
  - [GPA Minimum: 3.0 undergraduate](#)
  - [GPA minimum: 3.6 \(graduate\)](#)
  - [Official transcript\(s\) from each post-secondary institution attended](#)
  - [2 letters of recommendation](#)
  - [Acknowledgement of College of Education Policy on Clearances](#)
  - [Personal statement](#)
  - [GRE or MAT test scores](#)
  - [January 15 for summer or fall semester start](#)
- 

### **EDUCATIONAL LEADERSHIP PROGRAM FEATURES**

- Personalized advisement and attention
  - Excellent instruction by full-time faculty
  - Balance of theory and practice
  - Earned reputation for quality
  - Proven placement record
- 

### **SPECIAL ACTIVITIES**

- Lehigh University School Study Council
  - Annual conference on special education law
  - Center for Developing Urban Educational Leaders
  - On-line courses during the academic year for overseas educational leaders
  - Special summer workshops and seminars
- 

### **FULL-TIME FACULTY**

Floyd Beachum, Program Director and Associate Professor

Craig Hochbein, Assistant Professor

Jill Sperandio, Associate Professor

George White, Professor

Perry Zirkel, University Professor Of Education And Law

Louise Donohue, Professor of Practice

Jon Drescher, Professor of Practice and Program Director of the Urban Principals Academy at Lehigh University (UPAL)

### **ADJUNCT FACULTY**

Dr. Bridget O'Connell

Dr. Christina Lutz-Doemling

Dr. Esosa Ogbahon

Dr. G. Kennedy Green

Dr. Gary Cooper

Dr. Jack Silva

Dr. Jacque Santanasto

Dr. James Newcomer

Dr. James Warfel  
Dr. Jeff Petty  
Dr. Mark Klein  
Dr. Mary Rita Goodman  
Dr. Ray Bocutti  
Dr. Sam Varano  
Dr. Will Seng  
Dr. William Haberl

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**EDUCATIONAL LEADERSHIP PROGRAM**

College of Education, Lehigh University

**Doctoral Degree (Ed.D.) in Educational Leadership**

This program is designed to develop the leadership abilities of administrators in educational institutions and agencies that support significant educational programs. Through a combination of regular coursework and special seminars, the program stresses the integration of the theoretical and applied aspects of educational leadership. This planning sheet provides direction for the sequencing of courses but allows flexibility to meet the unique needs of students with different backgrounds and career goals. The program requires a minimum of 60 credit hours (post Master's) earned at Lehigh and the completion and defense of a dissertation in a maximum of seven years for the various applicable requirements, see the EdL matriculation procedures on the program web site for the specific requirements. [http://www.lehigh.edu/education/degree\\_programs/ed\\_leadership/index.htm](http://www.lehigh.edu/education/degree_programs/ed_leadership/index.htm)

COURSES TAKEN	COURSES RECOMMENDED	COURSE WORK (60 credit hours minimum)
<b>AREA I – ADMINISTRATION AND LEADERSHIP</b>		
		<b>Section A Organization and Leadership (9 cr. hrs.)</b> *EdL 400 Introduction to Organizational Leadership: Theory and Practice *EdL 405 The Principalship <i>(or advisor-approved organizational leadership course)</i> *EdL 485 The Superintendency <i>(or advisor-approved organizational leadership course)</i>
		<b>Section B Leadership Functions (21 cr. hrs.)</b> *EdL 476 School Resource Management *EdL 477 Seminar in School-Community Relations *EdL 479 School Law EdL 432 Special Education and Pupil Services Law EdL 481 Policy and Politics in Public Education EdL 488 Program Evaluation Educ 495 Independent Study (leadership-functions focus) EdL 470 Special Topics in Educational Leadership (management focus) <b>OR other advisor-approved leadership functions course</b>
		<b>Section C Curriculum and Supervision (12 cr. hrs.)</b> *EdL 467 Supervision and Professional Development *EdL 468 Applied Learning Theory for School Leaders EdL 420 Data-Driven Curriculum Design EdL 422 Curriculum Management for the School Executive EdL 470 Special Topics in Educational Leadership (curriculum focus) EdL 450 Curriculum Design in a Global Society <b>OR other advisor-approved curriculum and supervision course</b>
		<b>Section D Addressing the Needs of Diverse Learners (6 cr. hrs. minimum)</b> *Educ 471 Diversity and Multicultural Perspectives SpEd 332 Education and Inclusion for Individuals with Special Needs

		EdL 430 Development & Administration of Special Education Programs EdL 440 Leading & Management of Special Education Programs
		<b>Section E Research and Measurement (6 cr. hrs.)</b> Educ 408 Introduction to Statistics <b>AND</b> Educ 409 Analysis of Experimental Data <b>OR</b> Educ 405 Qualitative Research (or approved alternative)
<b>AREA II—RESIDENT STUDIES (12 credit hours)</b>		
		EdL 470 Introduction to Doctoral Research I EdL 470 Introduction to Doctoral Research II EdL 489 Doctoral Seminar in School Administration Educ 496 Doctoral Research Seminar
<b>AREA III—SPECIALIZATION ELECTIVES</b>		
		May be selected from courses offered in the College of Education, as well as other related disciplines. (Approval of advisor required.)
<b>AREA IV—DISSERTATION AND CONCENTRATED LEARNING EXPERIENCE</b>		
		<b>Dissertation:</b> Candidates for the Ed. D. are required to present a dissertation prepared under the direction of a professor.  <b>Concentrated Learning Requirement:</b> This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. Two semesters of full-time Lehigh Graduate study or 18 credit hours of study, either on or off campus, must be completed within a 15-month period.

\*Courses required for the Pennsylvania Superintendent Letter of Eligibility

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

[4/24/08]

**Department of Education and Human Services  
College of Education  
Lehigh University**

**MASTER'S DEGREE PROGRAM  
(EFFECTIVE SUMMER 2010)**

The Master's degree is designed to provide a core foundation of understanding in the areas of leadership, organizational development and change management. Students are required to complete the Core Requirements prior to taking other courses in the program. The student and the academic advisor should design the elective portion of the program jointly. A minimum of 30 credits are required to complete the Master's degree in Educational Leadership.

<b>Course Guide</b>		
<b>COURSES TAKEN</b>	<b>COURSES NEEDED</b>	
		<p><b><u>Core Requirements (15 credits)</u></b></p> <p># EdL 400 Organizational Leadership &amp; Change Management (F, SP, SU)</p> <p># EdL 424 Leadership: Self and Groups (F, SU)</p> <p>Educ 471 Diversity (F, SP, SU)</p> <p># EdL 420 Data Based Decision Making (SU)</p> <p>Educ 403 Research (F, SP, SU)</p> <p><b><u>Leadership &amp; Management Skills (15 credits must be approved by advisor)</u></b></p>

KEY: F = FALL, SP = SPRING, SU = SUMMER

# Required for Principal Certification Program

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**Department of Education and Human Services  
College of Education  
Lehigh University**

**PRINCIPAL CERTIFICATION PROGRAM - K-12**

The requirements for the K-12 Principal Certification program include an earned Master's along with completion of the specific requirements outlined below. These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized ISLLIC standards. In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of five years of successful teaching experience at a state approved school, be a United States citizen and successfully complete the PRAXIS in Administration and Supervision (0410) in order to receive Pennsylvania Certification as a School Principal. The program is a total of 37 credits.

Course Guide		
COURSES TAKEN	COURSES NEEDED	
		<p><b><u>Core Requirements - 12 credits (a minimum of 9 core credits must be completed BEFORE proceeding on courses in the Leadership &amp; Management Skills area)</u></b></p> <p>EdL 400 Organizational Leadership &amp; Change Management (F, SP, SU)</p> <p>EdL 424 Leadership: Self and Groups (F, SU)</p> <p>EdL 421 Instructional Leadership (SP, SU)</p> <p>EdL 420 Data-Based Decision Making (SU)</p> <p><b><u>Leadership &amp; Management Skills - 15 credits</u></b></p> <p>EdL 422 Curriculum Management for the School Executive (SU)</p> <p>EdL 467 Supervision and Professional Development (SP)</p> <p>EdL 476 School Resource Management (F)</p> <p>EdL 479 School Law and Ethics (SP)</p> <p>EdL 423 Leading Inclusive Learning Systems (F)</p> <p><b><u>Apprenticeship - 10 credits (All Core Requirements &amp; Leadership &amp; Management Skills coursework must be completed before proceeding to this section.)</u></b></p> <p>EdL 404 The Principalship I (F)</p> <p>EdL 405 The Principalship II (SP)</p> <p>EdL 414 Internship I 2 Credits (SU, F)</p> <p>EdL 415 Internship II 2 Credits (SP, SU)</p>

KEY: F = FALL, SP = SPRING, SU = SUMMER

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**Department of Education and Human Services**  
**College of Education**  
**Lehigh University**

**SUPERVISOR OF CURRICULUM AND INSTRUCTION**  
**CERTIFICATION Program**

All candidates must have an earned Master's degree in an educationally related area (e.g., Elementary/Secondary Education, Educational Leadership, Curriculum and Instruction, or Teaching, Learning & Technology). In addition, the candidate must have a minimum of four years of elementary and or secondary school teaching experience. Students will be admitted as a cohort group. Each cohort will begin course work during the summer. Prior to receiving endorsement from the College of Education for certification the student must submit passing scores on the PRAXIS Supervision and Administration examination (#0410) and shall have demonstrated a minimum of five years of certificated teaching experience.

<b>COURSES TAKEN</b>	<b>COURSES RECOMMENDED</b>	<b>RECOMMENDED SEQUENCE (minimum of 19 credit hours)</b>
		<b><u>Summer 1 (6 cr. hrs.)</u></b>  EdL 421 Instructional Leadership  EdL 422 Curriculum Management for the School Executive
		<b><u>Fall (5 cr. hrs.)</u></b>  EdL 400 Organizational Leadership and Change Management <b>AND</b> EdL 428 Practicum in Supervision of Curriculum and Instruction I
		<b><u>Spring (5 cr. hrs.)</u></b>  EdL 467 Supervision and Professional Development <b>AND</b> EdL 429 Practicum in Supervision of Curriculum and Instruction II
		<b><u>Summer 2 (3 cr. hrs.)</u></b>  EdL 420 Data-Based Decision Making

Student \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

**EXIT REQUIREMENTS:**

At the completion of the program students are required to submit a portfolio demonstrating evidence of competency in each of the PA State Standards for Supervisors of Curriculum and Instruction and demonstrate evidence of proficiency in the following core Supervisory competencies.

**The supervisory candidate:**

- a) Understands the central concepts of organizational leadership, tools of research and inquiry, and principles of teaching and learning that make supervision effective and efficient.
- b) Understands how children learn and develop and configures resources to support the intellectual, social and personal growth of students.
- c) Know and understands effective instructional strategies and encourages and facilitates employment of them by teachers.
- d) Uses an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students.
- e) Is an effective communicator with various school communities.
- f) Organizes resources and manages programs effectively.
- g) Understands and uses formative and summative assessment strategies to gauge effectiveness of people and programs on student learning.
- h) Understands the process of curriculum development, implementation and evaluation and uses this understanding to develop high quality curricula for student learning in collaboration with teachers, administrators, parents and community members.
- i) Possesses knowledge and skills in observation of instruction and conducting conferences with professional staff that are intended to improve their performance and enhance the quality of learning experiences for students.
- j) Thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- k) Contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

## **EDUCATIONAL LEADERSHIP INTERNSHIP GUIDELINES**

This policy covers the requirements for the field-based “internship” placement for all candidates in the Educational Leadership program. For the purposes of this policy, an internship includes any educational leadership student enrolled in a practicum or internship course in the educational leadership program. They will be referred to as “interns” if they are placed, and “candidates” if they are seeking to complete an internship.

### **ELIGIBILITY**

All candidates seeking certification as a Pennsylvania K-12 Principal, Supervisor of Curriculum and Instruction, Supervisor of Special Education, Supervisor of Pupil Services, or Superintendent of Schools must complete an internship experience in a public school/school district or a Pennsylvania-approved, publicly funded private school, or educational organization (e.g., Intermediate Unit). Eligibility requirements are established by the Pennsylvania State Standards for certification as a K-12 Principal, Supervisor of Curriculum and Instruction, Special Education, Pupil Services, or a Superintendent of Schools. The requirements for certification are listed below:

<b>Certification</b>	<b>Requirements</b>
<b>K-12 Principal</b>	The requirements for the K-12 Principal Certification program include an earned Master’s along with completion of the specific requirements outlined in the sequence of courses. These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized ISLLIC standards. In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of five years of successful teaching experience at a state-approved school, be a United States citizen and successfully complete the School Leadership Licensure Assessment/ (6011/1011) through ETS in order to receive Pennsylvania Certification as a School Principal.
<b>Supervisor of Curriculum and Instruction</b>	All candidates must have an earned Master’s degree in an educationally related area (e.g., Elementary/Secondary Education, Educational Leadership, Curriculum and Instruction, or Teaching, Learning & Technology). In addition, the candidate must have a minimum of four years of elementary and or secondary school teaching experience. Students will be admitted as a cohort group.

	Each cohort will begin course work during the summer. Prior to receiving endorsement from the College of Education for certification, the student must submit passing scores on the Supervision and Administration examination (5411/0411) through ETS and shall have demonstrated a minimum of five years of successful certificated teaching experience.
<b>Superintendent of Schools</b>	The requirements for the Superintendent Letter of Eligibility program include an earned Master's along with completion of the specific requirements outlined in the sequence of courses. These course requirements are designed to align with the Pennsylvania Inspired Leaders Standards and with the nationally recognized ISLLIC standards. In addition to these requirements, the Pennsylvania Department of Education requires that a candidate have completed a minimum of five years of successful administrative experience at a state-approved school or district, complete the School Superintendent Assessment/SSA (6021/1021) through ETS, and be a United States citizen in order to receive Pennsylvania Superintendent Letter of Eligibility.
<b>Supervisor of Special Education</b>	All candidates must meet the College of Education Admission criteria for the Master's degree. In addition, the candidate must possess a Master's degree in Special Education and have at least three years of special education teaching experience at the time of entry into the program. Candidates not possessing a Master's degree in Special Education must be enrolled in the Special Education program at Lehigh University. Students will be admitted as a cohort group to the Educational Leadership program. Each cohort will begin course work during the summer. Prior to receiving endorsement from the College of Education for certification the student must submit passing scores on the PRAXIS Supervision and Administration examination (#0410) and have demonstrated a minimum of five years of certificated experience as a special education teacher.

<b>Supervisor of Pupil Services</b>	<p>All candidates must meet the College of Education Admission criteria for the Master's degree. In addition, the candidate must possess a Master's degree in one of the following areas: Counseling, School Health, Social Work, Human Development or possess an Educational Specialists degree or equivalent in School Psychology. Candidates not possessing an earned degree in one of the specialty areas must be enrolled in either the School Psychology or Counseling Psychology programs at Lehigh. Students will be admitted as a cohort group. Each cohort will begin course work during the summer. Prior to receiving endorsement from the College of Education for certification the student must submit passing scores on the PRAXIS Supervision and Administration examination (#0410) and have demonstrated a minimum of five years of certificated teaching experience as a school counselor, school psychologist, school nurse, or school social worker.</p>
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Eligibility for internship requires (1) completion of, and adequate performance in, all required coursework; (2) demonstrated professionalism; (3) updated clearances and (4) formal approval by the appropriate program faculty. In order to be considered for placement, an intern must attain all four.

*Coursework.* All coursework required for certification must be completed prior to internship. Specific course are to be taken while completing an internship (see *Courses of Study in the Educational Leadership Program Handbook*) In addition, intern 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. 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.

*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 educators. 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 candidates are expected to submit current (no more than 1-year-old) clearances or clearance waiver forms signed by their school district upon matriculation into coursework and

keep them current throughout their program. Prior to internship placement, 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 an internship 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.* Placement into an administrative internship is not automatic. The three conditions described in the previous paragraphs are necessary, but not sufficient. Candidates who apply for internship and meet the above conditions will be brought forward for consideration by the appropriate educational leadership faculty. The program faculty will consider the candidate's request and vote on whether they believe the candidate is ready for internship. A majority of the appropriate educational leadership faculty must vote in favor of approval. If the faculty question the 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 leadership responsibility, since they must consider the well-being of children and the candidate's ability to work with adults during the internship.

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 *Deferral 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**

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* section of the Education and Human Services Department Manual).

#### **PHILOSOPHY**

The internship is an integral part of the graduate level preparation programs for aspiring Pennsylvania school leaders. The year-long internship is designed to provide a broad range of realistic and practical training experiences as required by the Pennsylvania Department of Education. The internship offers the opportunity to develop leadership skills in curriculum and instruction by combining knowledge and theory from the classroom with real-world experiences of school and/or district leaders in those fields. Through the internship, the intern will gain awareness, insight, and competence in supervisory and administrative operations, will better understand how "best practice" is implemented in the field, and will begin to develop the necessary leadership skills.



## STRUCTURE

The internship is a clinical field experience consisting of opportunities for the intern to observe study, analyze, and actively participate in a variety of tasks pertinent to his/her area of specialized training. The intern is responsible, in cooperation with the Education Leadership Program faculty, for making arrangements for the internship to take place in a public or private school, or a district or intermediate unit office, and for obtaining an appropriately certified **mentor** at that site. Because the interaction between the intern and the mentor is essential to the internship success, every effort should be made to match the intern's needs with the on-site mentor's ability to provide experiences and to guide and support the intern's growth into administrative roles.

Additionally, the intern will be supported and supervised by a professor from the Lehigh Education Leadership Program. The university **supervisor** will oversee the internship requirements, monitor the intern's progress, and offer support throughout the internship.

## INTERNSHIP HOURS

The internship requires hours of experiences that demonstrate knowledge and expertise in the Pennsylvania State Standards for certification as a Superintendent of Schools, K-12 Principal, Supervisor of Curriculum and Instruction, Supervisor of Special Education, or Supervisor of Pupil Services. Experiences will represent a broad range across the standards as well a range of level of involvement, from observer to participant to leader.

The required number of hours for each area of certification is listed below:

Area of Certification	Required Hours
Superintendent of Schools	360
K-12 Principal	360
Supervisor of Curriculum and Instruction	300
Supervisor of Special Education	360
Supervisor of Pupil Services	360

## EXPECTATIONS DURING INTERNSHIP

Since the internship requirements are hours-based, interns **are permitted to hold outside employment** while completing their internship experience. 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.

## ASSESSMENT OF PERFORMANCE

Each intern, working with his/her mentor and university professor/supervisor, develops an Individualized Leadership Plan (ILP). The ILP identifies areas of strength and needs related to the PA Inspired Leaders standards, upon which the internship is based. In order to address the elements of the ILP, each intern will work through identified assigned tasks and will be given responsibility for designing, implementing, and evaluating projects and programs specific to the

internship site.

The mentor, in consultation with the university internship supervisor and the intern, arranges the appropriate experiences, observations and tasks. The mentor meets with the intern on a regular basis to discuss the intern's activities. Weekly meetings are advisable for the mentor and intern to discuss supervisory and administrative issues and reflect on events, and for the mentor to provide feedback on the performance of the intern. These meetings provide significant opportunities for the mentor to coach the intern on both practical and theoretical aspects of educational supervision and administration.

The intern, the mentor, and the university supervisor typically meet a minimum of three times during the two-semester internship experience. Each meeting will last approximately one hour.

- The first meeting is devoted to clarifying the requirements and mutual expectations for the internship, discussing specific goals, and agreeing on the projects to be pursued by the intern.
- At the end of the first semester, a second meeting is held to assess the progress of the intern and to identify areas or experiences that require additional attention or time.
- A third and final meeting is held near the end of the second semester to reflect upon the entire internship experience and assess the intern's progress and achievements.

Additional meetings may be scheduled during the year as needed.

#### **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, 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, 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 at the placement site, that intern shall be pulled from internship ("termination"). Each of these courses of action is addressed below.

*Remediation Plan.* The university supervisor and mentor 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 internship prior to completion will not be recommended for certification, regardless of their grades in other courses and they may not re-take internship.

#### **TERMINATION/SUBSEQUENT INELIGIBILITY APPEAL PROCESS**

Interns whose internship experience was terminated and/or who have been ruled ineligible for a subsequent 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 the Education and Human Services department manual).

A majority of the appropriate educational leadership program faculty members must vote to approve placing the candidate in a subsequent 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 internship placement is authorized, the 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 an internship.

#### **DEFERMENT OF INTERNSHIP**

Candidates are not typically allowed to withdraw from internship or to suspend their completion of the internship. If, however, an intern who is otherwise performing well in the internship finds himself or herself unable to complete the internship 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 completing internship 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 defer internship placement were denied have two ways in which they may appeal this decision; they may choose either of the two: the first way would be to request a meeting with the appropriate program faculty in which the candidate presents his/her case for deferring internship. A majority of the appropriate program faculty members must vote in favor of placing the candidate in a subsequent internship placement. The second way would be to follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of the Education and Human Services department manual).

## **ADDITIONAL LEHIGH/COLLEGE OF EDUCATION POLICIES**

### **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.

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## **COLLEGE ACADEMIC STANDARDS AND EXPECTATIONS**

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

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.00	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.
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### **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](#)).

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## **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.

### ***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](#)

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## **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](http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml)

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## **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* section elsewhere in this manual.

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## **TRANSFER CREDITS**

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.

Lehigh University does NOT permit the transfer of coursework into *doctoral* programs.

**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.

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## **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](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.

## **CRIMINAL AND HEALTH CLEARANCES FOR STUDENTS 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.

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## 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.

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## **PROTECTION OF HUMAN SUBJECTS IN RESEARCH**

The university's basic policy places the primary responsibility for the protection of the welfare and the right of privacy of the individual subject on the principal investigator. The responsibility is shared by the university as an institution and, where outside support is provided, by the sponsoring agency.

All research and experimental activities in which people participate as subjects must be approved by Lehigh University's Institutional Review Board (IRB) before the involvement of the subjects. This applies to sponsored and unsponsored research, continuing education courses, and instructional projects and activities conducted by university students, staff, and faculty.

All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit <http://research.cc.lehigh.edu/irb> to learn how to use this system. The review process begins when your project is submitted electronically, provided you have supplied all the required information. The IRB meets on the second Tuesday of each month (except March 1<sup>st</sup>, Tuesday). All information should be submitted at least two weeks in advance of each meeting (although one month or more in advance is optimal).

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## **COLLEGE OF EDUCATION DOCTORAL PROGRAM REQUIREMENTS AND PROCEDURES**

**Approved March 1, 1985; Amended October 4, 1996, September 1, 2000, Summer 2003, January 2006, May 2013)**

### **I. ADMISSIONS**

#### **A. Admission to Graduate Standing**

1. Admission of a student to the College of Education must be executed through the College of Education Graduate Admission Office. For a student to be admitted with regular graduate standing, all credentials must reach this office at least thirty days before classes commence for the semester in which the student wishes to register. Admission is offered only upon approval of the academic program faculty. Students admitted within 30 days prior to start of classes will be granted *Associate* admission.
2. A graduate student who is absent from the University for more than a semester must petition to be readmitted to graduate standing.

#### **B. Admission to the Doctoral Program**

The College of Education has established minimum standards for admission to the Ed.D. and Ph.D. programs, although academic programs within the college may establish more rigorous admission criteria. Those minimum standards are as follows:

1. On initial application, the applicant must meet ONE of the following criteria, as appropriate to the applicant's level of previous study at time of admission:

- A combined score at the 75<sup>th</sup> percentile for education across verbal and quantitative subtests of the GRE aptitude test or the 75<sup>th</sup> percentile of the MAT. (Programs can make their own decisions about whether to use the GRE writing sample subtest for purposes of admissions.);

--OR--

- An undergraduate grade point average of at least 3.00 (if applying as a post-bachelor's degree admit) or a graduate grade point average of at least 3.5 on a minimum of 30 credits;

--OR--

- An undergraduate grade point average of at least 3.00 in the last two semesters (if applying as a post-bachelor's degree admit).

2. Students must successfully pass the qualifying process, which varies from academic program to program. Students should consult their program's manual for information on the qualifying process of their particular academic program. A student who successfully completes the qualifying process will be informed in writing by the Program Director. At that point, the student will be considered to be formally admitted to the doctoral program and is henceforth referred to as a *doctoral* student (having previously classified simply as a *graduate student* pursuing doctoral study).

C. Admission to Candidacy

In order to be admitted formally to candidacy for the doctorate, the student must submit an application, a proposed program of study, and a proposal for the dissertation (see Section IV) to the Dean of Education for approval. Included in the application is verification of meeting the concentrated learning requirement. The form of the application is prescribed in an instruction sheet available from the Program Coordinator's Office.

D. A doctoral student who wishes to transfer from one academic program to another within the College of Education must:

1. Petition to transfer into the new program, and
2. Meet the eligibility requirements for that new program.
3. Be accepted into the new academic program.

II. ADVISEMENT, REGISTRATION, AND REGULATIONS

A. Advisement

1. The director of the academic program through which the student is admitted to graduate standing appoints a member of the faculty in the student's major field to advise the student on the program and support that student's registration for courses.
2. The director of the academic program that accepts a student for doctoral study establishes a file for the official credentials, records, and correspondence which relate to that student. This student file is a program file.
3. The value placed on prior professional experience and course work of each doctoral student is determined by the faculty of the program in which the student is enrolled.

4. The program of study for each doctoral student is developed by the student in consultation with his or her faculty adviser, in keeping with the curricular decisions of the faculty of that academic program.
- B. Registration
1. A student that is registered full-time may take no more than 15 credit hours concurrently. A student holding a TA, RA, or GA appointment entailing 20 hours of effort per week (labeled as a *half-time appointment*) is limited to taking 10 concurrent credit hours. Students holding an appointment entailing less than 20 hours of effort per week are not so limited, although—like graduate students who are employed elsewhere and can give only part of their time to graduate work—they should restrict their academic loads accordingly.
  2. Students are expected to register before the first day of classes. After the first day of classes, late registration or registration changes are permitted only by petition to the Registrar and a late fee is charged. Generally, registration is refused after the 15th day (8th day in summer).
  3. All students using Lehigh University resources MUST be registered. A student must be registered in the semester in which the degree is conferred.
  4. If a student *wishing to be certified as a full-time student* (see next section) reaches the “minimum degree registration” requirement for his or her program of study prior to formal admission to doctoral candidacy, that student must maintain continued registration of at least three (3) credits per semester in fall and spring until the committee has approved the dissertation proposal and he or she is admitted to doctoral candidacy. If the student has completed all required coursework, he or she traditionally registers for 3 credits of dissertation.

This “minimum degree registration” requirement differs, according to the student’s academic level prior to initial admission to the doctoral program: For students admitted to the doctoral program after completing their bachelor’s degree, the minimum is 72 credits. For students admitted after completing their Master’s degree, it is 48 credits.

5. After admission to doctoral candidacy, regardless of whether a student wishes full-time student status, that student MUST maintain candidacy by registering at least two times each calendar year (in both fall and spring semesters or in either fall or spring semester plus one summer session). After completion of the minimal registration requirement plus any additional requirements of the student’s department or program, students may register for one credit hour of ‘Maintenance of Candidacy’ (MOC).
- C. Full-time Student Status
1. Certification as a full-time student is based on where a student is in his or her program of study. Full-time status has important legal implications, including affecting visas, loan repayment schedules and the university’s IRS status.
  2. Students who require certification as full-time students must complete the appropriate form at the start of EVERY fall and spring semester.
  3. In order to qualify for full-time student status, a student normally must be registered for at least nine (9) credits in a semester. As noted on the full-time student status certification

form, however, there are specific circumstances under which a student carrying fewer credits may be certified as full-time.

D. Time Limits (*Time-to-degree Clock*)

1. A student's time-to-degree clock begins with the *first* course to be counted toward that degree.
2. All work beyond the baccalaureate to be counted toward the doctorate must be completed within a ten-year period after commencing graduate study.
3. If the student interrupts his/her studies after completing the Master's degree, he or she has seven years to complete the doctorate.
4. Extension of the time limit is granted only for good cause, such as serious health or personal issues or military service. Approval of such an extension is through the petition process and will only be granted in cases where there is support from the doctoral adviser, program director, department chair and associate dean. This petition **MUST** include: (1) a clear rationale for why the student has been unable to complete the degree within the allotted time; (2) a detailed description of the student's new timeline for degree completion, including all key doctoral milestones; and (3) a statement of support from the doctoral adviser, endorsing the fact that the new timeline is reasonable *and* confirming the adviser is confident the student can finish within that timeline.
5. A student who encounters challenges to completing his or her doctoral degree that are outside his/her control --such as job changes, health or personal issues and the like-- may petition for *up to a total of two years* of leave of absence. If granted, such leaves automatically extend the student's time-to-completion clock by the amount of the granted leave and a student already admitted to candidacy is not required to register for maintenance of candidacy while on leave.

Whenever possible, students should apply for such leaves *prior* to taking time away from doctoral study, although in unusual circumstances, a student may apply for such a leave retroactively. Students on leaves of absence are **NOT ALLOWED** to register or to work with faculty on doctoral work or completion of required doctoral tasks.

E. Concentrated Learning

1. Each Ph.D. or Ed.D. candidate must satisfy Lehigh's concentrated learning requirement. This requirement is intended to ensure that doctoral students spend a period of concentrated study and intellectual association with other scholars. To fulfill this requirement, the student must complete either two semesters of full-time Lehigh graduate study or 18 credit hours of Lehigh graduate study, either on or off campus, within a fifteen-month period.
2. Individual doctoral programs in the college may have specific concentrated learning requirements that exceed these minimums. For this reason, each student should confirm the specific requirements of the doctoral program in which he or she is enrolled.

F. Withdrawals and Incompletes

1. Course withdrawals with a grade of W are permitted only during the first nine weeks of classes during the regular academic year. During a summer session, such withdrawals must

occur before half of the session has elapsed. After these points, instructors may assign a mark of either WP or WF, depending on the performance of the student in the course to that point.

2. If the student withdraws from all courses, the withdrawal must be processed through the College of Education Graduate Admission Office to the Registrar.
3. Graduate students have one calendar year to remove an incomplete unless an earlier deadline is specified by the instructor. Incomplete final marks that are not removed within one year, either devolve to the parenthetical mark originally submitted by the instructor or to an F if no such parenthetical mark was submitted. One exception to this timeline is removal of incompletes in courses designated as research courses. Such courses maintain the N mark until such time as the instructor submits a *Change of Final Mark* form.

G. Academic Performance Expectations and Policies

1. Doctoral students are governed by university, college and academic program policies related to academic performance. College policies may be more stringent than university policies and academic program policies may be more stringent than college policies.
2. Applicable college policies related to student academic performance are described in the *Education and Human Services Department Handbook* and include:
  - College Policy on Adequate Academic Progress
  - College Academic Integrity Policy
  - Academic Scholarship Requirements for College of Education Programs
3. In addition, students should review the program manual for their academic programs to identify any relevant program policies related to program expectations and requirements for student academic performance.

III. GENERAL EXAMINATION

- A. The general examination (comprehensive examination) for the doctorate is designated to test both the student's capacity and proficiency in his/her major and minor fields of study. The examination is not necessarily confined to the content of courses that have been taken at Lehigh University or elsewhere.
- B. This examination is administered near the completion of formal coursework. It must be passed *no less than seven months prior to the date of graduation* and upon completion of at least 30 semester hours of post-Master's work. The student may be scheduled for the examination with the consent of the major adviser and program director.
- C. Academic programs employ varying approaches to the general examination and may have different requirements. The program faculty define the format and evaluation process of the examination, which may include such components as sit-down essays, take-home examinations, portfolio presentation, formal presentation, oral presentation and/or follow-up oral examination.
- D. Should a candidate fail any part of the general examination, he/she may be permitted by petition to the program faculty to undertake a second examination *not earlier than five months after the first examination*. If the results of the second examination are also unsatisfactory, no additional examination is scheduled and the student may no longer pursue the doctoral degree.

- E. The program director notifies the student of the outcome of the general examination. In the case of a second failure, the program director also notifies the Chairperson of the Department and the Dean of Education of this fact.

#### IV. DISSERTATION PROPOSAL

- A. Soon after the course work begins, and no later than mid-way through the program of study, the student and his/her adviser should begin consultations on a proposal for the student's research. The sooner these consultations begin the better, since the remainder of the student's coursework should be designed in part to prepare him/her to carry out the proposed research. It is the student's responsibility to become sufficiently immersed in his/her field so as to be able to propose research that is both timely and significant. The faculty member who plans to chair the student's dissertation committee files an *Intent to Form a Dissertation Committee* form through the college admissions coordinator. This form is signed by the Department Chairperson.
- B. Students are required to pass their general examination prior to formally proposing their dissertation. However, it is recognized that exceptional circumstances occasionally arise in which students may propose their dissertation prior to passing their general examination. Students need to submit an internal petition through their dissertation chair and the program director to the department chair for variance to this requirement.
- C. It is the student's responsibility to propose research that is of interest to, and can be directed by, the faculty of the program.
- D. When the proposal is sufficiently advanced to be examined by a special committee, the adviser, through the Department Chair, appoints a special committee to examine the proposal and, if that proposal is found acceptable, to act as the student's dissertation committee while the candidate conducts the study. It is the student's responsibility, with the assistance of the adviser, to present his/her proposal to, and acquire the commitment of, prospective committee members.
- E. The following rules govern membership on this committee:
  - 1. The minimum number of committee members is four and all members must hold a doctoral degree.
  - 2. Of these, three, including the committee chair, are to be VOTING Lehigh faculty members. With the written approval of the dean of the college, one of the three aforementioned faculty members may be drawn from categories that include departmentally approved adjuncts, professors of practice, university lecturers, and courtesy faculty appointees.
  - 3. The fourth required member must be from outside the student's department (or outside the student's program if there is only one department in the college).
  - 4. Committees may include additional members who possess the requisite expertise and experience.
  - 5. Committee membership must be approved by the University's Graduate and Research Committee; such approval may be delegated to the colleges.
  - 6. No member of the faculty may serve as a chairperson of a special committee unless:
    - The faculty member has served as a special committee member for at least one successfully completed dissertation in Lehigh's College of Education; and

- The faculty member has an earned doctorate and holds a full-time regular faculty appointment at the rank of assistant professor or above in the Department of Education and Human Services; and
  - His/her training, expertise and/or prior research experience, including his/her own doctoral dissertation, is in alignment with the dissertation proposal of the student, and
  - He/she is already chairing fewer than four doctoral special committees that are active at that time.
7. No member of the faculty may serve as a member of a special committee unless:
- The research proposal being investigated by the student is in alignment with the training, interest, and expertise of at least one faculty person other than the chairperson; and
  - He/she has an earned doctorate and holds a faculty appointment (adjunct or non-adjunct) in the College of Education. Special committee membership may be granted to persons outside the College of Education or the University where the research proposal being investigated by the student is in alignment with the training, interest or expertise of the proposed member. Approval for all such memberships must be obtained by the program coordinator submitting in writing the proposed member's credentials to the Department Chair for transmittal to the Dean of Education for approval.
- F. When the special committee approves the proposal, the soon-to-be-candidate then prepares it for submission to the Dean of Education. The proposal is submitted to the Dean as part of the student's application for candidacy for the doctoral degree (See I-C above).
- G. The candidate may proceed with the dissertation after having been informed by the Dean of Education that candidacy for the doctoral degree is approved. Although the special committee reserves the right to examine the candidate's progress at any time, it is the candidate's responsibility to monitor his/her own progress and to seek advice from any or all of the special committee when necessary.

#### V. THE DISSERTATION

The dissertation requirement for the doctorate shall be satisfied by the doctoral candidate through completion of one of two types of dissertations:

##### A. A Traditional Dissertation (Ph.D. or Ed.D.)

This requirement is the traditional research dissertation prevailing in other disciplines.

##### B. An Analytic Dissertation (Ed.D.)

1. The analytic dissertation is a critical examination of a substantive problem of educational practice. A problem of practice may be concerned with educational processes, outcomes, policies, and/or procedures but not necessarily limited to the above. The purpose of the analytic dissertation, other than satisfying a doctoral dissertation requirement, is to provide a document that might be useful to other educational practitioners faced with the same or similar problems.
2. The analytic dissertation shall define a problem of educational practice, analyze the problem from a theoretical base, and draw a set of analytic specific recommendations for

action. The particular kind of inquiry suggested here might be called a decision-oriented inquiry. The process is one of identifying and collecting relevant information for decision-making. The analytic dissertation is not designed to support or refute particular theoretical positions, as would be the case in traditional dissertation research, but rather to contribute recommendations for action.

3. Unlike the traditional research investigation that delimits the research analysis to a level we might call *variable-specific*, and in many cases also *discipline-specific*, the analytic dissertation mode of inquiry is *problem-specific*. Thus, the analytical dissertation employs an eclectic approach that seeks to bring relevant theories and paradigms from related disciplines to bear upon the problem.
4. Methods of analysis appropriate for the analytic mode of inquiry include, but are not limited to, policy analysis, evaluation research, operations research, or other action-oriented research methodologies.

#### VI. DISSERTATION AND ORAL EXAMINATION

- A. When the dissertation is completed in draft form and approved by and signed by each member of the special committee as being ready for examination, it is submitted to the Dean of Education. The draft should be completed to such an extent that any revisions suggested by the examination be *editorial* in nature and not constitute any *substantial* changes. It is the responsibility of the special committee to withhold approval of the draft until these conditions are met.
- B. After the dissertation draft is approved by the Dean of Education, the Department Chair and the Dean approve the convening of the special committee to conduct the oral examination. That examination is public.
- C. The Chair of the student's special committee is responsible for scheduling the oral examination and must notify the Dean of Education and the faculty of the Education and Human Services Department *at least five working days* prior to the examination. It is the student's responsibility to provide copies of the draft dissertation to examiners and extra copies of the abstract to the program faculty at the time of this announcement. It is the dissertation chairperson's responsibility to withhold scheduling until these documents are made available. In addition, no oral examinations may be scheduled between University Day (May commencement) and the first day of classes in the fall semester. Students wishing to defend during this period can petition their committee for approval. Successful petitions require the agreement of ALL members of the dissertation committee.
- D. The chairperson of the special committee is responsible for coordinating the examination procedures with both the candidate and the examining committee. These procedures may be tailored to suit those involved but must be agreed upon prior to the examination.
- E. The oral examination is primarily the candidate's defense of the work done in connection with the dissertation, as opposed to the writing of the dissertation. It is the responsibility of the special committee to withhold approval of the dissertation draft until it is in such form that the examination can be conducted in this spirit.
- F. The members of the examining committee vote either *Pass* or *Fail* on the oral defense of the written document. They may NOT vote *Abstain* (since they agreed to serve as an examiner) or



*Recess* (since the dissertation defense may not be recessed without taking a vote).

- G. At the time of the oral examination, the members of the special committee also provide final approval to the written dissertation. The only two options for this approval are *Approve – no revisions needed* and *Approve – revisions needed*.
- H. A report of the decision on the oral examination is made on a special form provided by the Program Coordinator's office and sent to the Dean of Education.
- I. In the event the candidate does not pass the oral examination, he/she may be granted a second opportunity on the following conditions:
  - 1. Approval is obtained through internal petition to the Department Chairperson and the Dean of the College of Education, and
  - 2. The initial examining committee conducts the second examination, and
  - 3. Rules governing the first oral examination are applied to the second attempt.
- J. In the event that a candidate does not pass this second oral examination, he/she may no longer pursue the doctoral degree. The candidate may be eligible to take a Master's degree instead by completing requirements for that degree.
- K. No later than the date published in the University catalog, a finished copies copy of the dissertation must be deposited with the College Admissions Coordinator (acting for the Dean of Education), in accordance with instructions for the preparation and submission of such documents (see the *Doctoral Dissertations and Master's Theses Preparation/Submission Guidelines* in the EHS departmental handbook).

#### VII. PETITIONS

Students have the right to petition through the program director, Chairperson, and the Dean of Education via the Registrar to the Committee on the Standing of Graduate Students (SOGS). Unsuccessful petitions to SOGS may be appealed to the full Graduate and Research Committee. The *Grievances* section of the Education and Human Services Department Handbook details the proper procedures to employ for such appeals.

#### VIII. GRADUATION ACTIVITIES

- A. In order to be eligible to receive the doctoral degree, a student must have met ALL of the following conditions:
  - 1. Completed the required program of study, including the minimum credit degree requirement (either 72 or 48 credits);
  - 2. Passed the doctoral qualifier;
  - 3. Fulfilled the concentrated learning requirement;
  - 4. Passed the general examination;
  - 5. Been approved for candidacy;
  - 6. Passed the dissertation oral examination (defense);
  - 7. Completed all committee-required modifications to the dissertation;
  - 8. Complied with all electronic requirements for preparing and submitting that dissertation;
  - 9. Owes no outstanding debts to the university; and
  - 10. Been cleared by the Registrar.
- B. Students who meet (or expect to meet) all of the above requirements MUST APPLY for the degree by the deadline dates published in the University Catalog.

## DOCTORAL DISSERTATIONS PREPARATION & SUBMISSION GUIDELINES

The dissertation must conform to guidelines described in this Proquest document:

[www.etdadmin.com/UMI\\_PreparingYourManuscriptGuide.pdf](http://www.etdadmin.com/UMI_PreparingYourManuscriptGuide.pdf)

For submission information, visit:

[www.lehigh.edu/education/assets/pdf/consolidated\\_guidelines.pdf](http://www.lehigh.edu/education/assets/pdf/consolidated_guidelines.pdf)

1. Illustrations, tables, graphs, etc., shall be consecutively numbered, so that they may be readily referred to in the text.
2. Your document must provide a *Table of Contents* that provides at least the chapter headings, with page numbers.
3. Your document must include an *Abstract* that summarizes the main findings and conclusions of your dissertation.
4. Each copy of the dissertation must include a “vita” or final appendix that provides a short biography of the Candidate. This shall including institutions attended, the degrees received (with dates), honors and awards, titles, publications, teaching and/or professional experience, and other pertinent information.
5. Samples of the *Title Page* and *Approval Page* are attached for your information.  
**NOTE:** The signed approval page is NOT submitted electronically to the Lehigh ETD (Proquest).
6. The material of the complete dissertation shall be arranged, numbered, and LISTED IN THE TABLE OF CONTENTS as follows:
  - B. Title Page (which is page **i** but is not numbered)
  - C. Copyright Page (page **ii**)
  - D. Unsigned Approval Page (which is page **iii**)
  - E. Acknowledgments (if any) (*continues with Roman numerals*)
  - F. Table of Contents (*continues with Roman numerals*)
  - G. List of Tables (if any) (*continues with Roman numerals*)
  - H. List of Figures (if any) (*continues with Roman numerals*)
  - I. List of Illustrations, if any (*continues with Roman numerals*)  
**NOTE:** Roman numeral pagination ends here.
  - J. An Abstract of 350 words maximum (*numbered with Arabic numeral 1*)  
**NOTE:** Arabic numeral pagination starts with the Abstract at page 1 and is continued in consecutive order to the last page of the dissertation.
  - K. Main text of the dissertation, including footnotes, tables and figures
  - L. Bibliography or List of References
  - M. Any Appendices
  - N. Candidate’s “vita” or brief biography (last page)
7. Doctoral dissertations are limited to 400 pages.  
**NOTE:** Manuscripts exceeding this limit will be returned for abridgment.
8. ALL pages of the entire dissertation, including illustrations, tables, graphs, appendices, bibliography, shall be numbered. It is important that every page (except the title page, as noted above) be numbered using the appropriate Roman or Arabic numeral.
9. **Please consult with your adviser** on the APPROPRIATE PUBLICATION STYLE TO USE.  
**NOTE:** You MUST maintain consistency in using the SAME ONE style throughout your dissertation.

(Title of Dissertation)

by

(Your Name)

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Philosophy

(Doctor of Education)

in

(Name of Program)

Lehigh University

(Date)

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy/Education.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dissertation Director

\_\_\_\_\_  
Accepted Date

Committee Members:

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Name of Committee Member

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Name of Committee Member

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Name of Committee Member

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Name of Committee Member

## **ELIGIBILITY CRITERIA FOR PARTICIPATION IN UNIVERSITY DOCTORAL HOODING CEREMONY**

**Purpose:** The doctoral hooding ceremony takes place on the weekend prior to the May commencement exercises and recognizes the Ph.D. and Ed.D. recipients with the traditional bestowing of the doctoral hood. This policy defines the criteria that determine which students are eligible to participate in the doctoral hooding ceremony.

**Eligibility:** A student may participate in the doctoral hooding ceremony if he or she meets any ONE of these criteria. To preserve the integrity and dignity of the ceremony, there will be no exceptions.

1. The student has completed ALL requirements for the Ph.D. or Ed.D. and is cleared by the Registrar for graduation in the May commencement exercises.
2. The student received his or her Ph.D. or Ed.D. on one of the *preceding* fall or winter degree-granting dates.
3. The student has completed ALL requirements for the Ph.D. or Ed.D. except for a required internship that will be completed before August 31 in the same year as the hooding ceremony (that is, roughly three months after the hooding ceremony). In this case, the dissertation must be defended, signed, and submitted to University Microfilms by the close of business on the last day of classes in the spring semester prior to the hooding ceremony.

Such students must petition the Standing of Graduate Students Committee (SOGS) for permission to participate, and SOGS will determine whether the student's circumstances meet the eligibility criteria. The petition must be submitted to the Registrar at least 10 days prior to the May Commencement.

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## **UNIVERSITY DISSERTATION AWARDS**

There are two university-related dissertation awards that are awarded annually, the *Elizabeth V. Stout Dissertation Award* and the *Council of Graduate Schools/ University Microfilms International Distinguished Dissertation Award*.

One Stout Dissertation Award may be awarded in each of the four colleges each year to recognize significant scholarly achievement in a dissertation project. Stout Dissertation Awards are university-level awards, selected by the colleges. Recipients receive an honorarium, a citation, and recognition at the doctoral hooding ceremony.

Each year the university nominates outstanding dissertations for consideration for the Council of Graduate Schools/University Microfilms International Distinguished Dissertation Awards (CGS/UMI awards) in an appropriate discipline, based on the CGS schedule for recognition in specific discipline areas. CGS follows a two-year cycle in four discipline areas, recognizing two discipline areas per year.

In odd-numbered years, one award is presented in *Humanities and Fine Arts (including history and literature)*, and one award is presented in the *Biological and Life Sciences*. In even-numbered years, one award is presented in the *Social Sciences (including Education)*, and one award is presented in *Mathematics, Physical Sciences, and Engineering*.

For details on eligibility, the program nomination process and selection criteria and processes, please see the *COE Graduate Student Handbook* (available online at:

<http://coe.lehigh.edu/content/current-student-information>).