College of Education Statement on Academic Integrity
(College/Departmental 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.

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.
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:

<table>
<thead>
<tr>
<th>Final Course Mark</th>
<th>GPA</th>
<th>Qualitative Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent performance demonstrating superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Strong performance with some room for improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good performance.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Competent performance.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Minimal performance calling for marked future improvement.</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>----</td>
<td>Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.</td>
</tr>
<tr>
<td>A</td>
<td>----</td>
<td>Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.</td>
</tr>
<tr>
<td>X</td>
<td>----</td>
<td>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.</td>
</tr>
<tr>
<td>Z</td>
<td>----</td>
<td>Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.</td>
</tr>
<tr>
<td>W</td>
<td>----</td>
<td>Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.</td>
</tr>
<tr>
<td>WP</td>
<td>----</td>
<td>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.</td>
</tr>
</tbody>
</table>
WF 0.00 Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

**Academic Scholarship Requirements for COE Degree Programs**

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

**Associate Status Students:** will be placed on probation when they receive their *first* final course mark below B- and will be dismissed for poor scholarship at the end of any semester in which they are assigned a *second* final course mark below B-. Once on probation, associate students remain on probation until they are granted regular status or receive the degree.

If an associate student is assigned two final course marks below a B- in the same semester, that student will be dismissed for poor scholarship without first being placed on probation. Receiving a final course mark below C- will also result in the associate student being dismissed for poor scholarship without being first placed on probation.

Associate status students must petition to assume regular status once they have completed 9 credits of coursework numbered 200 or above. Students who are eligible to be granted regular status but fail to apply after completing 9 credits will be evaluated according to the criteria that apply to regular status students (below).

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

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

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

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

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

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

Events that may trigger such an adequate progress review include:

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

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event.

In making decisions about adequate progress, program faculty shall take into consideration a student’s personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

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

**COLLEGE ACADEMIC INTEGRITY POLICY**

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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](COE_StudAcadMisconductResolveGuide.pdf)

**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](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](http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml)), 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](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.
COLLEGE OF EDUCATION GRIEVANCE PROCEDURES
While our goal should be to resolve disagreements, misunderstandings and conflicts through discussions among those involved, there are times when more formal procedures of resolution are needed in order to resolve student grievances. For this reason, students in the College of Education may seek redress of grievances through various agencies and procedures within the college and the broader university. The sections that follow describe procedures to be employed in appealing specific types of grievances.

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

Mark/Grade Appeals

1. A student (or group of students) questioning the validity of an assigned mark must file a written appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.

2. In this written appeal, the student(s) shall, using the Mark/Grade Appeal form, provide the title and number of the course taken, the name of the course’s instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the Mark/Grade Appeal form online at this link: COE_GradeAppealForm.pdf, or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal—now with a written response from the instructor(s)—moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

The program director meets with the parties to seek a resolution. If the program director is unable to facilitate resolution, he or she adds comments on the merits of the appeal to the appeal package and it then moves to the department chair who follows the same procedures in attempting to resolve the difference. If he or she is
also unsuccessful, the appeal package—now including the department chair’s comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s)—if the dean deems such interviews necessary—and issues a decision on the grade appeal.

4. If, upon receiving the decision of the dean, the student or students involved still wish to pursue appeal, they may use the formal university graduate petition process described below under Right of Appeal of Academic Grievances.

Redress of Grievances Based on Discrimination

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

For the purpose of these procedures, a grievance is a claim that a student has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation or veteran status, in violation of the university's policy on Equal Opportunity/Affirmative Action/Non-Discrimination.

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

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

Redress of Grievances Based on Harassment

Grievances based on harassment are covered under university procedures specified in the university policy on harassment. To obtain a copy of the policy, as well as information on the university person(s) you should contact, please visit:

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

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the
instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.

2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the Course-related Non-grade Grievance form, shall document the title and number of the course taken, the name of the course’s instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed resolution to the complaint. Students may obtain the Course-related Non-grade Grievance form online (COE_CourseRelatedNonGradeGrievanceForm.pdf), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package —now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have serious concerns about holding such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156; http://www.lehigh.edu/~indost/) or one of the university ombudspersons (http://www.lehigh.edu/~inombuds/contact.html) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under Right of Appeal of Academic Grievances.
**Redress of Non-course-related Grievances**

1. A graduate student (or group of graduate students) with a grievance related to an activity outside courses—including research activities—that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.

2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online ([COE_NonCourseRelatedGrievanceForm.pdf](https://example.com/COE_NonCourseRelatedGrievanceForm.pdf)), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package—with the department chair’s comments—moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and responsible faculty or staff member—if the dean deems such interviews necessary—and issues a decision on the grievance.

4. If the student/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

While skipping individuals in the hierarchical grievance procedure is not a recommended course of action, if students have serious concerns about such meetings, they may choose to do so. This does not, however, eliminate the ability of the individual skipped to respond to the grievance packet. It simply eliminates the face-to-face meeting that might have resolved the grievance without moving to the next higher level. If students have such serious concerns, they may consult the Associate Dean for the College of Education (A325 Iacocca Hall, 610-758-3249), the Dean of Students Office (UC 210; 610-758-4156);
http://www.lehigh.edu/~indost/) or one of the university ombudspersons (http://www.lehigh.edu/~inombuds/contact.html) for guidance on how to submit the grievance.

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under Right of Appeal of Academic Grievances.

Right of Appeal of Academic Grievances

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

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

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

Lehigh University Graduate Petitions

Students wishing to petition, use the official university Graduate Petition form (available online at: https://coe.lehigh.edu/sites/coe.lehigh.edu/files/LU_GradStudentPetitionForm.pdf).

This PDF document allows the petitioner to check various types of requests, or check OTHER and then describe his or her request in 50 words or less. The petitioner has approximately 200 words to describe the reason(s) why what he or she has requested should be granted. Once again, the petitioner enters this text directly into the PDF form. Alternatively, the petitioner may prepare the text in a word-processing document and then cut-and-paste the text from that document. If the petitioner needs more than 200 words, he or she may note that fact on the form and then print out an additional page and attach it.

Whenever possible, however, the petitioner should make his or her very best effort to use the PDF and not attach additional pages. This environmentally conscious approach not only reduces use of paper, it is also more efficient.
The petitioner may save the form to his or her computer and complete it in several sessions. Once the petitioner has completed the form, he or she prints out a copy for distribution to obtain the necessary signatures and recommendations.

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

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

Petition-consideration Process

1. A student obtains a petition form and (1) checks the appropriate boxes for what action he/she wants taken [“I respectfully request: …”] and (2) enters text telling why that action is more appropriate than the action already taken [“Reasons: …”]. The student fills out the top of the petition, entering contact information, prints the form and then signs and dates it.

2. The signed form then goes to the student’s academic adviser. That adviser reviews the petition, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.

3. The doubly signed form goes next to the graduate coordinator who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.

4. The triply signed form next goes to the department chair who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.

5. Now carrying four signatures, the petition form goes to the dean’s office where the associate dean reviews the petition and any attachments, makes a recommendation [“Approve,” “Deny” or “Defer to SOGS”], provides any justification for his/her recommendation and then signs and dates the form. [Associate deans recommend “Defer to SOGS” when they feel there may be cross-college issues that should be discussed before making a recommendation.]

6. The petition leaves the college at this point and goes down to the registrar’s office. The registrar reviews the petition and any attachments, checks the student’s record for any additional relevant information, and determines if the petition is covered by a recent precedent by the Committee on the Standing of Graduate Students (SOGS). If so, the registrar acts on the petition based on that precedent. If not, the registrar
distributes the petition electronically to all members of SOGS and schedules it for discussion at the next SOGS meeting.

7. The SOGS committee meets every other week, including some meetings in the summer, and typically considers between four and 12 petitions at each meeting. Each petition is discussed and carefully considered and the committee votes to approve, deny, or table the petition.

8. If a petition is tabled, the graduate associate dean from the petitioner’s college notifies the department/program of that fact and requests the missing documentation. A petition may remain on the table for no more than two meetings; if the requested documentation has not been supplied by then, the petition is automatically denied.

9. If the committee decides to approve or deny the petition, the registrar’s office notifies the petitioner of the decision of the committee.

10. If a petitioner is not satisfied with this decision, he or she may appeal to the Graduate and Research Committee (GRC). This appeal should be in the form of a letter to the GRC that the student delivers to the chair of the GRC. In this letter, the student should make clear (1) what action he or she wishes taken instead of the action taken by SOGS, (2) why the action taken by SOGS was inappropriate, and (3) why the requested action is the more appropriate action. For more details, visit: [http://www.lehigh.edu/~indost/conduct/handbook/sect4.shtml](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.

**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:

COLLEGE OF EDUCATION DOCTORAL PROGRAM REQUIREMENTS AND PROCEDURES

For further detail on doctoral requirements and procedures, please see College of Education Doctoral Program Requirements and Procedures (available online at: http://coe.lehigh.edu/content/current-student-information).”

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

A. Admission to Graduate Standing

○ 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.

○ 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 75th percentile for education across verbal and quantitative subtests of the GRE aptitude test or the 75th 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.
4.

II. ADVISEMENT, REGISTRATION, AND REGULATIONS

A. Advisement

○ 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.

○ 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.

○ 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.

○ 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

○ 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.

- 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).

- All students using Lehigh University resources MUST be registered. A student must be registered in the semester in which the degree is conferred.

- 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.

2. 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).

3.

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:

- The minimum number of committee members is four and all members must hold a doctoral degree.
- 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.
- 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).
- Committees may include additional members who possess the requisite expertise and experience.
- Committee membership must be approved by the University’s Graduate and Research Committee; such approval may be delegated to the colleges.
- 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.

- 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:

- Completed the required program of study, including the minimum credit degree requirement (either 72 or 48 credits);
- Passed the doctoral qualifier;
- Fulfilled the concentrated learning requirement;
- Passed the general examination;
- Been approved for candidacy;
- Passed the dissertation oral examination (defense);
- Completed all committee-required modifications to the dissertation;
- Complied with all electronic requirements for preparing and submitting that dissertation;
- Owes no outstanding debts to the university; and
- 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.
TASKS FOR COMPLETION OF THE Ph.D. IN SPECIAL EDUCATION
ADMISSION

1. Student applies and is accepted to begin advanced study.

2. Student begins coursework (e.g., statistics and doctoral seminar).

3. * Student and advisor work to develop an Individualized Doctoral Plan (IDP) in the second semester of the first year. Then, student drafts course sequence in the first semester of the second year and has the course of study and tentative timeline of courses and other requirements approved by the Special Education Faculty.

4. Student passes qualifying project (in the second year of study or 30-45 credits post master’s). Students may not register after completion of 45 credits if they have not passed the qualifier.

5. Student is formally admitted to doctoral program after passing the qualifying project.

* If M.Ed. is not in Special Education, additional coursework beyond the 60 credits for the doctoral degree may be required based on program faculty review of the student’s transcript and experiences.

PROGRESS TOWARDS DOCTORAL DEGREE

1. Student continues to take coursework as prescribed.

2. Student completes a residency (1 year full-time - 18 credits in a 12-month period).

3. Student develops qualifying project (study) with advisor during first or second year of program.

4. Student submits written qualifying project proposal to special education faculty.

5. Student passes written and oral defense of proposed study to faculty and Special Education doctoral students

6. Student completes qualifying project, writes the study in APA journal article format. Paper is submitted to the special education faculty and presented orally to faculty and doctoral students.

7. Student passes qualifying written project (written and oral).

8. Student petitions to take comprehensive examination after passing qualifying project and when close to last 10 credits. Even if all credits are completed, student continues to enroll for at least three credits per semester of a graded independent
study until candidacy (passing of dissertation proposal) is achieved. This ongoing registration until candidacy may include participation in the Special Education doctoral seminar each fall at the discretion of the program faculty. The grade is based on progress towards the dissertation (This is a Special Education program requirement and may not apply to other doctoral students).

9. Student passes comprehensive exam.

10. Student develops dissertation proposal with dissertation advisor (The proposal format in Special Education consists of the first three chapters).

11. Student passes dissertation proposal (written and oral).

12. Student is admitted to candidacy and may register for maintenance of candidacy only.

13. Student conducts study and completes dissertation.

14. All committee members informally approve written draft of dissertation (not formal defense) by deadline. Draft is submitted to the Dean of the College of Education to graduate.

15. Student passes oral defense.

16. About two or three weeks before graduation, a final copy of the dissertation must be submitted to the Dean of the College of Education. A bound copy should also be given to each committee member.

Note: No committees are scheduled for exams or dissertation defense in Special Education in the months of June, July, or August.

NOTE: The above requirements were approved for all doctoral students in Special Education by the Special Education Faculty. It is an individual program faculty’s prerogative to require more than the university requirements for its doctoral students. The rationale for additional requirements are to prepare students to be competitive for the positions they hope to achieve in their own field and to assist them in meeting the faculty’s expectations for quality.
Program Requirements
COURSE REQUIREMENTS

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

The doctoral degree in Special Education requires: a minimum of 60 credits post M.Ed. in Special Education.

The doctoral degree is designed around the following four areas:
- Doctoral seminar (12 credits),
- Research core (18 credits),
- Special Education core (18 credits),
- Diversity (3 credits),
- Apprenticeship (9 hours).
- Other requirements include
  - Qualifying Project,
  - Comprehensive Exam, and
  - Dissertation (may require independent study beyond the 60 credits until maintenance of candidacy is obtained).

Annual Review: Student progress through their doctoral program will be reviewed annually by program faculty. Students will submit a self-appraisal of their accomplishments relative to course requirements and their professional development, and will receive feedback by the program faculty as to whether their annual progress is above standard, at standard, or needs improvement. See Appendix for the Special Education Program Annual Doctoral Student Evaluation form.
DOCTOR OF PHILOSOPHY (Ph.D.) IN SPECIAL EDUCATION
(60 credits)

This 60-credit degree program is designed for the college graduate who holds a master’s degree in special education or a related area and who is interested in pursuing advanced studies in special education. This degree program prepares students for careers in educational leadership in higher education as teacher trainers, consultants, and researchers.

This post-master’s degree program is individualized and emphasizes applied research, faculty-student mentoring, and the development of professional competencies such as writing for publication, college teaching, grant writing, and program administration.

Doctoral Core (12 credits)

- SCHP 496 Doctoral Seminar in School Psychology 3
- SPED 490 Doctoral Seminar in Special Education 3

Research Core (18 credits)

Required:
- EDUC 410 Univariate Statistical Models 3
- EDUC 411 Multivariate Statistical Models 3

Other:
- EDUC 408 Introduction to Statistics 3
- EDUC 409 Analysis of Experimental Data 3
- EDUC 461 Single-Subject Research Design 3
- SCHP 473 Advanced Research Methods in Applied Psychology 1-3
- SPED 495 Independent Study in Special Education 1-6

Other courses with approval of adviser.

Special Education Major Core (15 credits)

Choose from special education courses or independent studies in special interest areas with approval of adviser.

Related Areas (9 credits)

- EDUC 471 Diversity and Multicultural Perspectives 3

Other courses with approval of adviser.

Apprenticeship (6 credits)

Supervised mentored experiences such as college teaching, student teaching supervision, writing for publication, participation in research projects, presentations at national conferences, grant writing, or educational leadership in schools and community.
OTHER COMPETENCIES

Research:

1. **Review Research Manuscripts.** You are expected to co-review at least one manuscript with your adviser.
2. **Publication.** You are encouraged to co-author a minimum of one publication during your doctoral program.
3. **Grant Writing.** You are encouraged to become familiar with the grant writing process by working on a grant funded project or taking a grant writing course.

Teaching:

1. **Co-teach M.Ed. courses.** You are expected to co-teach at Level 1 and Level 2 during the program. You may begin co-teaching at Level 1 the second year of the program.

Co-Teaching

Doctoral students may co-teach at Level 1 the second year of their program. After successful co-teaching at Level 1, students will move to Level 2 co-teaching.

Level 1 Co-Teaching: Co-teachers will be gradually introduced to teaching with specific feedback provided by faculty. Initially, co-teachers might teach a small portion of the course, assuming larger segments as their teaching improves. Examples include:
   - Provide 2 lectures following instructor prepared PowerPoints
   - Develop activities for courses
   - Supervision of student projects
   - Participate in grading papers or exams

Level 2 Co-Teaching: Co-teachers are expected to participate in all aspects of course development, including (a) preparing syllabus and identifying/updating readings; (b) teaching; (c) meeting with students as needed for assignments; and (d) grading tests, assignments, and papers. Specific activities may include:
   - Develop PowerPoints and deliver 2 full course lectures
   - Assume responsibility for preparation and delivery of a significant aspect of course (e.g., group work, activities, topic development)
   - Development of assessments/quizzes/exams
   - Participation in development of new course content

Expectations for co-teachers at all levels
• Co-teachers are expected to obtain student feedback regarding their teaching performance using the *Class Instruction Evaluation Form* after each part of full lecture is taught. Feedback should be summarized after each part or full lecture, listing strengths and areas for improvement.

• At the end of the semester, co-teachers should solicit student feedback regarding their overall performance in the course using the *Class Instruction Evaluation Form*. Feedback should be summarized, listing strengths and areas for improvement, and provided to course instructor.

• If co-teacher is unable to meet co-teaching competencies due to poor performance or if the student receives poor student feedback, he/she will be given an incomplete and will be required to re-teach at the same level.
QUALIFYING PROJECT
Successful completion of the qualifying project serves as the formal admission of the student to the doctoral program. The qualifying exam should be completed before 30-45 credits post Master’s.

For the qualifier project, the doctoral student is required to conduct a research study. Research studies may be experimental or non-experimental. Experimental research may be true experimental or quasi-experimental and may be group or single subject design. Non-experimental research may use qualitative or quantitative methodologies and may include: descriptive (e.g., survey, curriculum analysis, meta-analysis), case and field, correlational, and causal-comparative or ex post facto. The proposed research may be (a) a pilot study to a larger study (e.g., dissertation) or (b) a small-scale study designed by the student to be implemented within the context of a faculty member's larger research project. The study does not necessarily have to include all the possible measures (e.g., maintenance, generalization).

**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](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 1st, Tuesday). All information should be submitted at least two weeks in advance of each meeting (although one month or more in advance is optimal).

**Steps for the Qualifying Project.** The following process will be used to complete the qualifying exam:

1. The student develops an idea for a project with the advisor and gives the advisor a written proposal that includes an overview of the Introduction, Method, and Data Analysis sections. The proposal does not require the student to formally complete a comprehensive written review of the relevant literature. However, the student will need to review the literature to describe the rationale for the study and potential contributions to the literature. In addition, the introduction should include the purpose(s) of the study and/or research questions, if appropriate. The proposal should clearly outline (textually and graphically) the key information to the reader. At the
same time, proposed protocols and measures critical to the study should be developed and presented in the proposal.

2. Upon approval of the proposal by the advisor, the student provides the written proposal to all special education faculty members. After approval by special education faculty members, the student provides an oral presentation at a special education doctoral research forum. The research forum will be used to obtain feedback from the group for refining and/or designing a conceptually sound study.

3. If the project is a research study involving children or adults with or without disabilities, the student obtains Institutional Review Board (IRB) approval from Lehigh University for conducting Human Subjects research.

4. The student conducts the research study and writes up the paper in a format similar to journal submissions. The student’s advisor provides one or more rounds of feedback on the writing. After the advisor determines a draft is suitable for internal dissemination, the student distributes it to the other faculty in the program. 

   Note: The disseminated paper may not necessarily be approved as a final version by the advisor, but is deemed acceptable for faculty review following several rounds of feedback.

5. The faculty meets to evaluate the paper and decides if the student passes the written component. The student’s advisor summarizes the faculty’s comments and feedback to the student, identifying the strengths and weaknesses of the qualifying exam. In the event that the student passes the written component, a formal presentation is scheduled.

   *6. The student presents the paper at a formal research forum that is open to all faculty and students in the department. The faculty meets with the student after the presentation to share the evaluation of the oral presentation. If the student passes the Qualifying Project he/she may write the paper in collaboration with the adviser and/or the other faculty and submit the paper for publication. Order of authorship will be jointly determined based on amount of input on the research study. Because this may be the first formal research conducted by the student, faculty generally will provide extensive input on the research topic, procedures, design, and writing.

   NOTE: *If the faculty deems that the student has failed the qualifying project, the committee will decide the appropriate course of action. This may include rewriting the paper, redesigning a new study, or exit from the program.
DOCTORAL COMPREHENSIVE EXAMINATIONS
The comprehensive examination is used to evaluate the doctoral student’s synthesis of information and knowledge directly relevant to his or her advanced graduate program. The exam assesses broad and specialized knowledge in the following areas of special education:

1. Curriculum and Instruction
2. Assessment
3. Inclusion/Current Issues
4. Problem Behaviors
5. Research Design and Methodology

**Exam Format**
The examination will include an in-class, closed book written exam and a take-home exam. For the in-class exam, students will receive 6 written questions related to curriculum and instruction, assessment, inclusion/current issues, and problem behaviors. These questions will assess students’ knowledge in core areas of special education and will be given three months in advance of the examination date. The faculty will select three of the six questions, and the student will respond to these questions on the day of the 4-hour examination.

The second part of the exam will assess student’s ability to critically evaluate research. A week following the written exam, students will be given two empirical articles that include a single-subject and a group design study. These articles may include either a manuscript submitted for publication or a published research article. Students will be asked to identify the strengths and limitations of each study and provide suggestions to strengthen the study. Strengths and limitations should address all aspects of the study, focusing on the following: significance of research problem, review of previous research, purpose of the study, research hypotheses and/or questions, sampling procedures, sample characteristics, methodology (research design, procedures, data selection/collection, technical characteristics of instruments, treatment fidelity, interrater reliability), data analysis/interpretation, conclusions/generalization, and writing style and presentation of manuscript using APA guidelines. This exam is due two weeks after the articles are given to the student.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15 – Petition</td>
<td>Oct. 15 – Petition</td>
</tr>
<tr>
<td>June 1 – Questions given for in-class written exam</td>
<td>Dec. 1 – Questions given for in-class written exam</td>
</tr>
<tr>
<td>Sept. 1 – In-class written exam date*</td>
<td>Mar. 1 – In-class written exam date*</td>
</tr>
<tr>
<td>Sept. 22 – Research article critiques due</td>
<td>Mar. 22 – Research article critiques due</td>
</tr>
</tbody>
</table>

*The exam is given on weekdays nearest to the 1st.
The student must submit the petition no later than the date shown (April 15 or October 15). The student may opt to postpone the exam only once to the alternate date. If the student does not take the exam on the alternate date, then the process must be repeated (student submits new petition for a new set of questions).

Grading procedures for the exam will include an initial independent evaluation of the exam by each faculty in the special education program followed by a program meeting to discuss the vote and make a final decision. The student will not receive the individual faculty vote. Only the outcome of the faculty voting and overall feedback will be conveyed to the student. The final decision for passing the comprehensive examination will be made by the faculty based on the scoring criteria below. Both components must be passed. Failure of the exam is defined as failing both components of the exam or a recommendation of remediation in the two components. Specific criteria for passing/not passing the comprehensive examination are as follows:

For Component 1 (in-class written exam), the criterion for a pass decision is passing all three questions. Remediation is recommended if one question only is failed. If the student fails two or more questions on the exam, then the student fails Component 1.

For Component 2 (research article critiques), the criterion for a pass decision is passing both single-subject and group design research critiques. Remediation is recommended if either one of the two research article critiques is failed. If the student fails both research article critiques, then the student fails Component 2.

A recommendation for one remediation will be scheduled within one month of grading the entire exam. The remediation process will require the student to adequately respond to oral questions by the faculty to probe the student's knowledge of the topic. The faculty will meet privately at the end of the examining period to vote pass or fail. If the student fails to adequately remediate the failed question, the student is deemed to have failed that component of the exam, and therefore the exam.

Recognition will be given for outstanding performance (high pass), which is defined as receiving a high pass rating (scoring criteria to be developed) by the majority of the faculty on at least one of the two components and no failures.

University policy applies to failure (a new petition should be submitted for new questions no sooner than 5 months after the failed exam; only one retake is allowed). If the student fails the second exam, the student will be exited from the doctoral program.
Evaluation. All faculty in the Special Education Program will grade both components.

**Evaluation Criteria for Written Exam**
The criteria for passing the in-class written exam will emphasize the following elements:

**Content** - information related to subject matter that is adequately expressed in support of the question. Characteristics include (a) clear main points, (b) no contradictions or irrelevancies, and (c) fully answered questions as addressed.

**Organization** - a sense of order, ability to stay on topic, and ability to relate all details to a central idea or argument. Characteristics include (a) logical order, (b) clarity, no circular arguments, (c) relates details to support central idea or argument, and (d) stays on target topic.

**Citation of Research** - research evidence, not opinion, to support central idea or argument. Characteristics include (a) quality studies (basic, key references; use of current research as much as possible), (b) review studies, if appropriate, (c) adequate supporting references.

The following scoring rubric will be used to grade the exam.

<table>
<thead>
<tr>
<th>Score</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Pass Content</td>
<td>(Defined as information related to subject matter that is adequately expressed in support of the question)</td>
</tr>
<tr>
<td></td>
<td>• Considered all or most information related to the topic. No necessary information (i.e., main points and supporting details) is overlooked and there is no padding.</td>
</tr>
<tr>
<td></td>
<td>• Sound information with no errors or contradictions.</td>
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<tr>
<td></td>
<td>• Common characteristics include (a) originality/insight, (b) clear main points and details that support central idea or argument, (c) no contradictions, and (d) question completely answered.</td>
</tr>
<tr>
<td>AND</td>
<td><strong>Organization</strong> (Defined as a sense of order and ability to stay on topic)</td>
</tr>
<tr>
<td></td>
<td>• Essay is carefully paragraphed and includes an introduction, body, and conclusion.</td>
</tr>
<tr>
<td></td>
<td>• Information is logically ordered from beginning to end according to the demands of the question.</td>
</tr>
<tr>
<td></td>
<td>• Main points are clear (i.e., uses organizational signals such as first, second, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Common characteristics include (a) logical order, (b) target topic maintained, no circular arguments, and (d) clarity.</td>
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</tbody>
</table>
AND

Citations (Defined as research evidence, not opinion, to support central idea or argument)
- Essay includes current and good supporting evidence in terms of appropriate and adequate (exceeds basic, key references) research support.
- Common characteristics include (a) key representative citations, (b) quality studies, (c) review studies, if relevant (d) sufficient number of references.

Pass All three features (content, organization, and references) are present, but not at the level required for a high pass

Content
- The essay presents information (i.e., main points and details) that indicates the student has considered most information related to the subject.
- The essay contains no factual errors or irrelevancies in the context of the subject matter.
- Less insight than a high pass answer

AND

Organization
- Although information is paragraphed (includes introduction, body, and conclusion), it may not be logically ordered according to the demands of the question.
- Main points are clear (i.e., uses organizational signals such as first, second, etc.)

AND

Citations
- The references are relevant and adequate (basic, key references).

Low Pass One of the three features (content, organization, citations is not adequate

Content
- The essay presents sound information that indicates the student has given careful consideration to all or most information (i.e., main points and details) related to the subject. Information contains no factual errors or irrelevancies in the context of the subject matter.

AND

Organization
- Information is carefully paragraphed and logically ordered from beginning to end according to the demands of the question (i.e., main points and details are clearly organized).
BUT

Citations
- Although references are present and current, they do not include basic, key references.

II

Organization
- Information is carefully paragraphed and logically ordered from beginning to end according to the demands of the question (i.e., main points and details are clearly organized).

AND

Citations
- The references are relevant and adequate.

BUT

Content is inadequate for any one of the following reasons:
- The information presented indicates that the student lacks adequate understanding (surface level as opposed to depth of understanding) of the subject because the information presented is vague or ambiguous and/contains a minor (inconsequential) error. Although most main points are specified, they are not described in detail.

III

Content
- The essay presents sound information that indicates the student has given careful consideration to all or most information related to the subject.

AND

Citations
- The references are relevant and adequate.

BUT

Organization is inadequate for any one of the following reasons:
- Information is not carefully paragraphed and/or logically ordered according to the demands of the question (e.g., details are presented in a random/haphazard order.
- Main points are not clear (must be inferred).

Fail

One or more of the three features (content, organization, citations) is either absent or is not sufficient for a low pass

Content
- The information presented indicates that the student lacks adequate understanding (surface level as opposed to depth of understanding) of the subject because the information presented is vague or ambiguous. The essay does not communicate clear understanding of the topic AND
the essay contains one or more errors in terms of either (a) unclear or incorrect main points, (b) contradictions or irrelevancies, and (c) omissions (i.e., incomplete answer).

**Organization** is inadequate for any two or more of the following reasons:
- Essay is not carefully paragraphed with an introduction, body, and conclusion and/or not logically ordered according to the demands of the question.
- Student does not stay on target topic. For example, essay is characterized by circular arguments and opinion for the most part.
- Main points must be inferred and/important details are omitted.

**Citations**
- The references are not current or adequate. Either there is no supporting evidence, or when present, it is weak (not relevant basic, key references).

**Evaluation Criteria for Journal Article Critiques**

**Introduction**
- Critique provides a succinct overview of the study

**Strengths of Study**
- Critique describes strengths of the study

**Limitations of the Study**
- Critique identifies all major limitations of the study
- Critique considers limitations across all sections of the manuscript, if relevant (Introduction, Method, Results, Discussion)
- Critique delineates specific weaknesses
- Critique offers constructive alternatives for each limitation, if possible

**Conclusion**
- Critique contains concluding paragraph summarizing strengths and limitations
- Critique includes recommendation regarding publication (publish as is, publish with revision, revise and resubmit for further evaluation, do not publish)

**General**
- Tone of the critique is positive and constructive
- Critique is clearly and concisely written

**Score**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Above Standard</th>
</tr>
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<tbody>
<tr>
<td>Critique includes a description of major strengths and all significant weaknesses. The nature of the weaknesses is</td>
<td></td>
</tr>
</tbody>
</table>
fully described and alternative suggestions are strong. Introductory and concluding paragraph are succinct and explicit. Critique is constructive and clearly written.

**At Standard**
Critique identifies major strengths and *most* of the major weaknesses and nature of the weaknesses are fully described and alternative suggestions are strong OR
Critique identifies major strengths and all major weaknesses but detail or alternative suggestions are adequate but not fully elaborated.

**Approaching Standard**
Critique identifies major strengths and *most* of the major strengths or weaknesses, but detail or alternative suggestions are weak.

**Unacceptable**
Critique does not identify strengths or most of major weaknesses.
The student should carefully study the university guidelines for the dissertation. Remember that the dissertation must be approved at least 6 weeks prior to graduation.

**Content and Quality.** The dissertation must reflect original research and be of publishable quality (however, publication itself is not a criterion for approval of the dissertation). The research must be an empirical study. The style and quality of writing must meet APA guidelines. Human subjects’ rights as evaluated by the University’s Internal Review Board (IRB) must be respected in adherence with university guidelines.

**Preparation.** The dissertation is developed in consultation with a dissertation advisor. This may or may not be the person’s program advisor, but should be a Special Education faculty member. Faculty members outside of Special Education may also be appropriate, but the Special Education faculty must approve any dissertation advisor for the student in the program.

Each dissertation advisor has the prerogative to set specific guidelines for the preparation of the proposal. However, these guidelines should be explicit. The student and the dissertation advisor select the dissertation committee. One member must be from outside the special education program. The proposal is submitted to this committee when approved by the advisor.

**Proposal Evaluation.** Upon advisor approval, the student submits the written proposal to the committee. Typically, an oral defense of the proposal will not be held until the student has negotiated a written draft that satisfies all committee members or the advisor judges the need for the committee to meet. In the meeting, each member asks questions about the proposal. At the end of the meeting, the members decide if the proposal is acceptable. All members of the committee must accept the proposal.

**Final Evaluation.** The student must not begin to collect data for this research until both IRB and dissertation committee approval have been obtained. Any changes necessary should be submitted in a letter to the committee for approval. The final, complete written dissertation must be submitted to the dissertation advisor for approval prior to submission to the committee. In Special Education, a written draft of the dissertation must have the approval of all committee members. A final oral defense is then held.

It is extremely important that students obtain and follow the written guidelines for preparation and typing of the dissertation and the time line for submission of the dissertation for graduation. Please see Dissertation Guidelines posted on the COE website for specific information on matriculation and dissertation requirements.
**Time Limit.** All doctoral students have 7 years post-master’s to complete the degree from the time they are admitted into the program. An extension of time will only be considered if the student has a passed proposal. Approval of the extension is not guaranteed and must be considered by the department chair and approved by the University’s Graduate Research Council. Students should plan to finish the program in the 7 year limit. Students are urged to allow at least two of the seven years for completion of the dissertation.

**OTHER**

1. It is mandatory that doctoral students attend and participate in Research forums. The research forums present an opportunity for doctoral candidates to critically think and evaluate research studies in addition to conceptualizing their own qualifier and dissertation studies. The research forums are usually scheduled once or twice a month at the beginning of the academic year by the program coordinator.

2. International students **must** maintain full-time status (9 credit hours for fall and spring semesters) during their course of study in the doctoral program.

3. Requests for a reasonable accommodation (e.g., change from two long sittings to three sittings for taking the comprehensive exam) for a disability (physical or learning) must be provided in writing to the faculty in advance in order to provide the student with appropriate academic accommodations. Faculty may request formal verification of the disability.

**NOTE:** Students who request accommodation after failing will not be given special concession.

4. It is preferred that doctoral students are full-time. Exceptions are research scientists who must be actively involved in research and complete residency of 18 credits in a calendar year.

5. **A Guideline for successful completion of the program:** Form support groups and network with other doctoral students.
DOCTORAL DISSERTATIONS PREPARATION & SUBMISSION GUIDELINES
The dissertation must conform to guidelines described in this Proquest document: www.etdadmin.com/UMI_PreparingYourManuscriptGuide.pdf

For submission information, visit:
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:

   A. Title Page (which is page i but is not numbered)
   B. Copyright Page (page ii)
   C. Unsigned Approval Page (which is page iii)
   D. Acknowledgments (if any) (continues with Roman numerals)
   E. Table of Contents (continues with Roman numerals)
   F. List of Tables (if any) (continues with Roman numerals)
   G. List of Figures (if any) (continues with Roman numerals)
   H. List of Illustrations, if any (continues with Roman numerals)

NOTE: Roman numeral pagination ends here.

   I. 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.

   J. Main text of the dissertation, including footnotes, tables and figures
   K. Bibliography or List of References
   L. Any Appendices
   M. 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:

Name of Committee Member

Name of Committee Member

Name of Committee Member

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.

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).
APPENDIX

Annual Doctoral Student Evaluation
**Instructions:** The purpose of this evaluation is to review your progress annually and identify goals for the next year. All activities completed during the previous year (subsequent to the previous year evaluation) should be reported. Your completed evaluation should be returned to your advisor. Complete and submit to your advisor by April 20.

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Year in Program:</td>
</tr>
<tr>
<td>Advisor:</td>
</tr>
<tr>
<td>Date Evaluation Completed:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSEWORK COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all coursework completed in the past year.</td>
</tr>
<tr>
<td>Course &amp; Grade:</td>
</tr>
<tr>
<td>Student self-evaluation (describe how well you believe you are doing in this category):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Above standard</td>
</tr>
<tr>
<td>□ At standard</td>
</tr>
<tr>
<td>□ Needs improvement</td>
</tr>
</tbody>
</table>

*Comments:*

<table>
<thead>
<tr>
<th>RESEARCH ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all research related activities completed in the past year</td>
</tr>
<tr>
<td>Data collection:</td>
</tr>
<tr>
<td>Data analysis:</td>
</tr>
<tr>
<td>Participation in design of research study:</td>
</tr>
<tr>
<td>Work on funded research study:</td>
</tr>
<tr>
<td>Grant Writing:</td>
</tr>
<tr>
<td>Presentations:</td>
</tr>
</tbody>
</table>
**Publications:**

**Other:**

**ATTACH ANY DOCUMENTATION AS DEMONSTRATION OF YOUR WORK (E.G., PUBLICATIONS)**

<table>
<thead>
<tr>
<th>Faculty evaluation:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Above standard</td>
<td>At standard</td>
<td>Needs improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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### TEACHING

*List all courses taught/co-taught in the past year*

<table>
<thead>
<tr>
<th>Faculty evaluation:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Above standard</td>
<td>At standard</td>
<td>Needs improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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### SERVICE

*List all service completed in the past year*

**Program, College, University:**

**Membership in professional organizations:**

**Editorial work:**

**Other:**

<table>
<thead>
<tr>
<th>Faculty evaluation:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Above standard</td>
<td>At standard</td>
<td>Needs improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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Circle status of the following milestones:

**Qualifying Project:**

| not started | in progress | completed |

**Comprehensive Exam:**

| not started | in progress | completed |

**Dissertation:**

<p>| not started | in progress | completed |</p>
<table>
<thead>
<tr>
<th>Faculty evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Excellent progress  ☐ Adequate progress  ☐ Insufficient progress</td>
</tr>
</tbody>
</table>

Comments:

Describe any additional activities or circumstances of which you would like to make faculty aware.

List goals for next year:

Faculty summary comments:
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.

<table>
<thead>
<tr>
<th>AM STATION</th>
<th>FREQUENCY</th>
<th>FM STATION</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAEB</td>
<td>790 AM</td>
<td>WLVR</td>
<td>91.3 FM</td>
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<tr>
<td>WEST</td>
<td>1400 AM</td>
<td>WZZO</td>
<td>95.1 FM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WLEV &amp; WCTO</td>
<td>96.1 FM</td>
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<tr>
<td></td>
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<td>WODE</td>
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<td>WFMZ</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B104</td>
<td>104.1 FM</td>
</tr>
</tbody>
</table>

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 early to 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.
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.
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.

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.