COLLEGE OF EDUCATION
Graduate Student
Policies and Procedures

Updated October 2026
Lehigh University Department of Education and Human Services

This Graduate Student Handbook is prepared and issued by the office of the Associate Dean for Graduate Studies to serve as a reference for graduate students and those involved in graduate education in the College of Education. The original and official sources of the policies and procedures detailed herein are the Lehigh University *Faculty Rules and Procedures and the Lehigh Catalog*. The University and the College reserve the right to change at any time the rules governing admission, tuition and fees, courses, the granting of degrees, or other regulations affecting graduate students.

Every attempt has been made to provide accurate and timely information of use to the graduate community. Comments and questions should be brought to the attention of the Associate Dean for Graduate Studies.

Additional department and program information can be found in the department and program specific handbooks, respectively.

For more information on graduate studies in the College of Education, please visit our website at ***https://ed.lehigh.edu/***.

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I. About the College of Education

Our goal is to offer nationally recognized programs that:

- Attract and retain highly qualified students,
- Present an integrated and practical curriculum based upon the best practices in your field of specialization,
- Provide a supportive community environment,
- Contribute to the advancement of knowledge in each field through the publications and projects of the College's faculty and students.

The College of Education is a nationally recognized graduate college. Our distinction resides in our ability to serve as a community of scholars and teachers. The diversity of our partnerships, the quality of our research and teaching, and the invigorating and supportive learning environment distinguish us as leaders among graduate colleges of education.

The College of Education offers a master of education, a master of science in education, the educational specialist, and both a doctor of education and a doctor of philosophy degree, as well as a number of post-baccalaureate certificates in various concentrations. These programs are all housed within the Education and Human Services (EHS) Department in the College of Education.

The **Education and Human Services department** consists of five academic programs: Counseling Psychology; Educational Leadership; School Psychology; Special Education; and Teaching, Learning, and Technology. In addition to this single department with five core programs, there are three other units associated with the College of Education, **Centennial School, Lehigh University Autism Services,** and the **Center for Promoting Research to Practice**. Additional information about these programs, including contact information for specific program directors, is available on their respective webpages.

In addition to this guide on policies and procedures, programs may have their own specific policies and procedures that are more stringent than the COE. These are described in program handbooks. Please take the time to familiarize yourself with the policies and procedures of your program as well as the College and the University.

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A. College Administration

Title	Person	Email
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Associate Dean for Graduate Studies	Dr. Brook Sawyer	lbs211@lehigh.edu
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Department Coordinator	Katie Goonewardene	kagc24@lehigh.edu
Business Manager	—	—

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B. Program Directors, Managers, and Coordinators

Title	Person	Email
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School Psychology, Program Director	Dr. Ethan Van Norman	erv418@lehigh.edu
Counseling and School Psychology, Program Coordinator	Lori Gallagher Anderson	lja320@lehigh.edu
Educational Leadership, Program Director	Dr. Craig Hochbein	crh313@lehigh.edu
Educational Leadership, Online Programs Program Coordinator	Cynthia Deutsch	csd219@lehigh.edu
Special Education, Program Director	Dr. Sara Kangas	sak516@lehigh.edu
Teaching, Learning & Technology, Program Director	Dr. Tom Hamond	tch206@lehigh.edu
Special Education and Teaching, Learning, and Technology Program Coordinator	Donna Toothman	djt2@lehigh.edu
Global Programs and Graduate Program Manager	—	—

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C. Other Offices

Title	Person	Email
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Center for Promoting Research to Practice, Director	Dr. Lee Kern	lek6@lehigh.edu
Program Development, Director	Jamie Kardos	jsk419@lehigh.edu
Admissions, Associate Director	Shannon Weber	scc304@lehigh.edu
Marketing and Communications, Manager	Beth Blew	beb424@lehigh.edu
Coordinator, Professional Certification and Placement	Trish Dilg	pjd218@lehigh.edu
Certification & Partnership Specialist	Dr. Joseph P. Masgai	jpm208@lehigh.edu
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Education & Learning Design, Librarian	—	—

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D. Lehigh University Autism Services

Title	Person	Email
Director	Dr. Lee Kern	lek6@lehigh.edu
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Coordinator	Orina Mangano	orm219@lehigh.edu
Clinical Team	Kirsten Killion	kns311@lehigh.edu
Clinical Team	Amy Thatcher	amt321@lehigh.edu

E. Lehigh University Non-Discrimination Statement

Lehigh University does not discriminate against any person based on age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status. For students, this applies to educational programs, residential environments, athletics and other co-curricular programs, social and recreational programs, and student services. For faculty, staff, and student employees, this applies to all employment decisions, including selection, benefits, compensation, tenure, training and educational programs, transfer, promotion/demotion, layoff, return from layoff, and termination.

Lehigh University upholds The Principles of Our Equitable Community and is committed to providing an educational, working, co-curricular, social, and living environment for all students, staff, faculty, trustees, contract workers, and visitors that is free from harassment and discrimination on the basis of age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status. Such harassment or discrimination is unacceptable behavior and will not be tolerated.

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II. Admissions

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 610-758-3225 or email coe-admissions@lehigh.edu.

A student wishing to change or add a program of study should consult their program coordinator for the appropriate procedures.

Additional information about these student types can be found in the University Catalog.

A. Minimum requirements for acceptance into a graduate degree program include:

- A baccalaureate degree from a regionally accredited institution with a GPA of 3.0 or higher; or at least 12 credits of graduate coursework with a GPA of 3.0 or higher.
- Unofficial transcripts are acceptable at time of application. When admitted, official transcripts are required from all previously attended postsecondary institutions if the courses completed contributed to an earned degree, or if a student completed more than nine credits at that institution. Transcripts must be sent directly from the issuing institution or an approved third party provider to be considered official. In some circumstances, students may provide a hand-delivered transcript in a sealed, stamped envelope from the institution upon their arrival on campus. Students must attain an appropriate test score (GRE, MAT) as determined by each graduate degree program. Programs have the authority to waive the test score at their discretion.
- Two (2) letters of recommendation from professors or immediate supervisors submitted via the application. Programs have authority to waive letters of recommendation at their discretion, as well as require recommendations from specific individuals/fields.
- Demonstration of English Language Proficiency; **please see this page for more information.**
- Additional requirements for acceptance into a graduate degree program vary and may include one or more of the following items:
    - Essays
    - Resume/CV
    - Teacher certification
    - Personal interview
    - Foreign transcripts from non-US institutions must be translated into a U.S. educational equivalency course-by-course comparison at the student's expense.

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B. Associate status (probationary admission)

May be offered to degree-seeking applicants who apply but do not meet the requirements of regular graduate status (GPA of at least 3.0).

- Meet application requirements and have a GPA above a 2.75 but less than a 3.0.
- To qualify, applicants must submit a resume to show exceptional qualities (professional experience) in the area of study and be approved by the Program Director of said area of study.
- To be admitted to regular status, students must petition for a change in status before being allowed to register beyond 12 credits. Students must work with their faculty advisor to complete this process.
- To be eligible for regular status, associate status students must complete at least 9 and no more than 12 credits with a GPA of 3.0 or better, with at most one final grade below a B-.
- Academic expectations for associate status students can be found in Section IX- College Academic Standards and Expectations, Section C.

C. For Non-degree admission, all students will:

- Complete application prior to the start of semester.
- Provide evidence of holding a bachelor's degree (follow Section I guidelines) with a minimum GPA of 2.75.
- Or, GPA of 3.0 or higher for a minimum of 12 graduate credits from another regionally accredited institution.

D. Associate Status (conditional admission) for non-degree admission,

May be offered to applicants who apply but do not qualify for regular non-degree status (GPA of at least a 2.75). Does not apply to certificate applicants.

- Complete application prior to the start of semester.
- Provide evidence of holding a bachelor's degree (follow Section I guidelines).
- To qualify, applicants must submit a resume to show exceptional qualities (professional experience) in the area of study and be approved by the Associate Director of Admissions.
- To be admitted to regular status, students must petition for change in status before being allowed to register beyond 12 credits. Students will work with their faculty advisor to complete this process.
    - To be eligible for regular status, associate status students must complete at least 9 and no more than 12 credits with a GPA of 3.0 or better, with at most one final grade below a B-.
    - Academic expectations for associate status students can be found in Section IX- College Academic Standards and Expectations, Section C.

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E. For International Students

The Office of International Students and Scholars (OISS), located at Coxe Hall, 32 Sayre Drive, is a university-wide resource for students and scholars from abroad, for U.S. students studying overseas, and for the Lehigh faculty and administration. The OISS staff assists international students and scholars by providing a comprehensive orientation program, information and advice on immigration regulations and visa requirements.

In addition, the OISS sponsors internationally focused educational, cultural and social programming, including the Bazaar and International Week. The office also acts as a liaison between international students and scholars and other offices and departments on campus, as well as national and international agencies. For more information, contact the OISS at 610-758-4859. Please visit their website, Office of International Students and Scholars.

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III. Getting Started

A. Criminal and Health Clearances for Students in College of Education Programs

The COE has a policy that covers the background clearance requirement of field-based or research experience in child-focused settings as part of the certificate, degree or certification program (referred to as "field experience" in the rest of this document) for all professionals-in-training. 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
- Religious organizations
- Community education organizations
- Youth and family service agencies
- Social/support 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.

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 professional certification (OPC). Students pay the fees to obtain new and updated clearances individually.

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)
- Arrest/Conviction Report and Certification Form (Act 24)

The health clearance provides a record of tuberculosis (one):

- Mantoux tuberculosis test
- Result of a chest X-ray
- Blood test

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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 OPC. The document signed by an authorized school district official must be presented to the OPC.

Information to obtain clearances can be found on the COE website at lehigh.edu/go/coeclearanceinfo.

The applicant is required to agree to the following statement upon submitting the application:

I acknowledge that I have read and understood and agree to be bound by the College of Education Clearance Requirements if I engage in a field work experience at a third party site as part of my certificate, degree, and/or certification program at Lehigh University Graduate College of Education. I acknowledge and agree that participating in a field experience requires me to complete a criminal background check and a health screening. I further acknowledge and agree that an adverse result on such screenings may prevent or delay me from engaging in a field experience, which may prevent or delay me from completing, or require me to withdraw from, my program.

A waiver on file in the OPC 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 OPC. **Please see Appendix A for the full policy.**

B. Graduate Student Orientation

Graduate student orientation and teaching and research assistant training sessions typically are offered the week before classes begin each semester. All new graduate students are invited to attend the orientation, which is designed to acquaint students with University resources and with members of the academic community, including administrators, faculty, staff, and fellow graduate students. Please note there is a small fee to attend the orientation. For information on dates and details of the graduate orientation programs, check the Graduate Student Life website.

Individual programs may also have a student orientation; please check with your program coordinator and/or program director for more information.

C. International Student Orientation

An orientation focused on the experience of international graduate students will be hosted by the Office of International Students and Scholars (OISS). This program will provide practical information about visa/immigration issues, health, adjustment, programming, and living in the community. Information about requirements for international students as well as the range of services offered through OISS and orientation is available on the OISS website.

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D. Health Insurance

Lehigh University requires certain graduate students to show proof of health insurance. To make health insurance affordable and accessible, Lehigh offers a student health insurance plan available for purchase to eligible students. New or readmitted students who enter Lehigh University in the Fall term are NOT automatically enrolled in the Lehigh Student Health Insurance Plan, but are still required to have health insurance. If you meet eligibility requirements and have comparable coverage from a domestic insurance company with claims paid in the United States, you may choose to not purchase the Student Health Insurance Plan. However, if you are eligible and do not have health insurance, you are required to enroll in the Lehigh Student Health Insurance Plan. Lehigh does not cover spouses and dependents under the insurance plans offered to students. However, the University will provide a subsidy to eligible graduate students with a dependent child and/or spouse. More information on the student health insurance policy, including who is required or eligible to enroll, plan benefits and details, spouse and dependent options, and enrollment procedures can be found on the Bursar's website or on the Graduate Education and Life website.

E. Lehigh Identification Number (LIN)/Student Identification Cards

All students receive a Lehigh Identification Number (LIN) that is associated with your account. Your LIN provides access to a number of university resources (e.g., library) and is required for university processes (e.g, student petitions). As such, be sure to record your LIN somewhere you can easily reference it. For more information about how to find your LIN, see this page.

All currently registered full time or part time students are entitled to receive a physical or digital university ID card, which will include your LIN. Please be aware that during certain times of the semester and under certain circumstances the university will restrict access to academic and administrative buildings and entrance to these buildings will require an ID. In addition, your ID card may be used for ticket purchases and discounts at athletic and Zoellner Arts Center events As such, you are strongly encouraged to obtain an ID. Upon graduation or withdrawal from the university, or upon termination of employment, your ID card is no longer valid. ID cards remain the property of Lehigh University and must be surrendered to the University upon request. Please see the ID Office website for more information about how to obtain a Lehigh University ID card.

F. Parking and Motor Vehicle Registration

All vehicles operated or parked on Lehigh property, either regularly or temporarily, must be registered with the Parking office and must display a valid parking permit. Visitors may park at a parking meter or pay-by-plate areas without displaying a permit or may obtain a permit from the Parking Office. Please see the Parking Office website for more information on obtaining a parking permit and additional parking options and resources.

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G. Network/Computer Account

Lehigh computing accounts provide access to a large variety of ITS and other services. You will use these account credentials to access most Lehigh services, including G Suite (email, calendar, cloud storage), Banner (registration, compensation), and Course Site (our Moodle-based Learning Management System). Your electronic account permits the use of a broad range of productivity tools such as email and a campus-licensed copy of the Microsoft Suite, including MS-WORD, Excel, and PowerPoint. It also gives you access to other academic resources, such as library databases and electronic journals, web-based course systems, and special software programs and workstations. An account login with your LIN is required for all computing uses except for the library kiosks in Fairchild-Martindale Library and Linderman Library. You may connect to most library resources from off campus. For more information about connecting to Lehigh online resources outside Lehigh, visit: https://its.lehigh.edu/technology/vpn

H. Printing

Information and Technology Services (ITS) provides, maintains, and supports printers at ITS Computing Sites and printing software, intended primarily for student and faculty use. All Lehigh users - faculty, staff, and students - are given a printing allowance of 75 points for the year at no cost. This allows users to print at ITS Computing Sites. Black and white printing starts at .05 points per side and color printing starts at .25 points per side. Color printing is available at the EWFM Library ground floor (EWFM 449), Digital Media Studio (EWFM 421), and Linderman Library Rotunda (Rm. 135).

Network Scanners are also available and are able to send scans of documents to email addresses or our network file server (scans.lehigh.edu). The EWFM Library also has a 11x17 scanner available near the Help Desk. For more information, please visit the Printing and Scanning website.

Note that the university also has its own fee-for-service printing and design service at Mountain Hawk Design and Print Center.

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IV. Registration

A. Registration Requirements and Procedures

1) All students are assigned a faculty or staff advisor to guide students through registration procedures. All students using Lehigh University resources MUST be continuously registered (for at least 1 credit) during the academic year (i.e., Fall and Spring semesters). A graduate student who is absent from the University for one year, unless approved for a leave of absence (see Section F), must petition to be readmitted to graduate standing. Petitions must be approved by the student's department of study and forwarded to the Office of Research and Graduate Programs to be reviewed and then forwarded to Registration and Academic Services. See the section on Petitions for more information.
2) Students are expected to register according to the dates set forth by the University Registrar. Failing to meet these deadlines will result in late fees.
3) A student must be registered in the semester in which the degree is conferred (i.e., graduation). Candidates for a Summer graduation do not need to be enrolled the summer preceding the degree if they were enrolled both fall and spring of the current academic year, unless they are defending their dissertation in the summer months. A spring or summer registration will satisfy the registration requirement for the awarding of a degree at January commencement, provided all work is completed and cleared before the 10th day of class in the fall semester.
4) A student who is registered full-time may take no more than 15 credit hours concurrently. A student holding a Teaching Assistant (TA), Research Assistant (RA), or Graduate Assistant (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.
5) Registration is scheduled to begin in November and April at a time designated on the University calendar. Graduate students register using the online system after consultation about course selection and degree requirements/milestones with their advisor.
6) Students can use the Browse Class feature on the Office of Registrar's website to search for all courses offered during a specific term. This feature provides a snapshot of current enrollment figures and will indicate if the course is full. The College of Education uploads course offerings on their academic webpage for the current and pending term (once finalized). These postings include additional information about a meeting pattern, whether the course is available to Non-Degree students, and if there is fieldwork involved. Students should familiarize themselves with both resources.
7) Students are responsible for registering for their courses electronically during the open registration period. Students should refer to the Office of Registrar website for Registration Dates/Times for upcoming term. Instructional guides to assist with registration are available on their website.

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B. Full-time Status/Full-time Certification

To be considered full-time, a graduate student must register for a minimum of nine (9) credits each for Fall and Spring semesters or six (6) credit hours in a summer session. (Winter session is not included in full-time status.) Full-time students may not be employed full-time. Being certified full-time is not universally required by the university, but you ***may*** need full-time status to:

- Meet your program's degree completion requirements
- Hold a Graduate Assistantship (GA) or Research Assistantship (RA) position
- Maintain international visa requirements
- Defer loan repayments with your lender

Students enrolled in fewer credits (or after fulfillment of degree credit hour requirements) may be certified as full-time if they are engaged in approved academic activities equivalent to a full-time commitment (minimum 27 hours per week). Students employed 75% of the time or more by any single business are ineligible for full-time certification.

Students should refer to the "Full-Time Certification Policy for Graduate Students Enrolled Less Than Full-Time" section in the Office of the Registrar's policies (see Registration Requirements). Students can obtain the Graduate Request for Full-Time Certification form via the Office of Registrar's webpage, Graduate Forms. This form is due by the 5th day of class of the semester where full time certification is requested.

C. Add/Drop/Withdrawal of a course

Students are permitted to add/drop course(s) for a limited time following the start of the semester and should refer to the University's academic calendar for the add/drop deadlines for the respective semester.

In cases where students would like to withdraw from a course after the term began, students should refer to the university catalog, Course Withdrawal. Students can obtain the course withdrawal form via the Office of Registrar's webpage, Graduate Forms.

D. Policy for Independent Study/Independent Fieldwork or Internship/Applied Research

Independent studies (including fieldwork/internships and applied research permutations) are a valuable mechanism to provide students with an opportunity to pursue self-directed learning under the guidance of a faculty mentor. The goal is to allow students to explore topics that are not covered in existing courses, conduct research, or work on projects/complete experiences related to their academic or professional goals.

Students who wish to pursue an independent study should first discuss this option with their advisor to determine if this is an appropriate course of action and determine who may serve as the faculty mentor. Students should be very thoughtful about approaching faculty members with a request since independent studies are over and above faculty members' teaching loads yet they do

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not come with additional compensation. When approaching a faculty member about serving as an independent study mentor, students should clearly communicate their rationale for the independent study and their identified learning objectives. Only full-time faculty members may supervise the student (i.e., no adjunct faculty may supervise an independent study).

If the faculty member agrees to supervise an independent study, the student must submit a form requesting approval to enroll in an independent study with a specified faculty mentor. Additionally, an abbreviated syllabus detailing the following must be submitted:

- The subject or topic of the study
- Clear learning objectives
- Timeline with key assignments/deliverables (e.g., research paper, final project, presentation)
    - For each credit hour, the student is expected to engage in work for 3 hours per week (i.e., 1 credit = 3 hours/week; 3 credits = 9 hours/week)
- Grading policy
    - Provide explicit information about how deliverables/final grade will be calculated (e.g., rubrics for assignment, weighting of assignments)
- Provide information about regular check-ins with students to ensure their progress. While bi-monthly personal check-ins (Zoom or F2F) are encouraged, each situation will be different, and regular email check-ins/virtual feedback on assignments may be sufficient.

The independent study form and associated syllabi must be reviewed and approved by the program director and Associate Dean of Graduate Studies prior to course registration. (The Independent Study Form can be found on the Registration Guide for COE Graduate Students Google Site.)

E.Auditing a Course

As noted in the University catalog, with the permission of the departmental chair, graduate students can be admitted to a course as auditors. Students should refer to the university catalog, Course Auditing for additional information.

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F.Leave of Absence

During the course of graduate study, students may find themselves in circumstances that require them to interrupt their graduate work. When these occasions arise, the University allows students to request a leave of absence for either personal or medical reasons. A leave of absence should be considered if a student will not be registering in the next semester(s). More information about leaves of absences can be found in the university catalog, Graduate Leave of Absence.

For information about university withdrawal, please see the university catalog, Graduate Withdrawal Non-Returning.

G. Additional Services Provided by the Office of the Registrar

The Office of the Registrar also manages **requests for transcripts**, **transfer of credits, and graduation procedures**. Please visit their website for more information.

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V. Expenses and Financial Support

A. Tuition and Fees

Tuition and fees for the College of Education are listed on the college website and are subject to change on a yearly basis.

B. Tuition Payment Information

Please visit the Bursar's Office webpage for more information about fees, payment plans, and deferment information.

C. Financial Aid

Please see the Office of Financial Aid for complete information about financial aid.

D. Scholarship Opportunities

Scholarship opportunities are provided on COE's Scholarships and Financial Aid webpage.

E. Centennial School

Centennial School of Lehigh University, an approved private school for children with emotional/behavior disorders, provides learning opportunities for COE students as well as employment for some Lehigh education students. Graduate students may apply for teaching internships, which pay tuition plus salaries. Please see the Centennial School Employment Opportunities for more information.

F. Graduate Assistantships

Assistantships are available in the College and in various administrative offices on campus. In addition, graduate students may be recommended for a limited number of fellowships and endowed scholarships, which are awarded by the College. Academic programs in the College also award a limited number of departmental scholarships in the form of tuition credits. The general preference for awarding such program-administered departmental scholarships is first to full-time students pursuing a doctorate, then part-time students pursuing a doctorate, followed by full-time students pursuing a master's degree, and lastly to part-time students pursuing a master's.

Graduate students at Lehigh University may be appointed to three types of academic Graduate Assistantships (GAs):[1] Graduate Teaching Assistants (GTA), Graduate Research Assistants (GRA) and Graduate Project Assistants (GPA).

G. Graduate Assistant (GA)

Graduate Assistant is a technical term used to describe specific types of Lehigh University students receiving university support. Their duties are generally set by the department, but certain conditions must be satisfied before a student can be classified as a GA. These include:

1. Each full GA must be a regular full-time Lehigh graduate student. This status normally requires registration for at least nine credit hours per semester;

[1] Athletics Graduate Assistantships are excluded from this policy.

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2. Students awarded a full GA provide 20 hours per week of service to Lehigh University. "Half-time" (10 hours per week) and "quarter-time" (5 hours per week) GA appointments are possible for both full- and part-time graduate students, with stipends and tuition remission reduced proportionately;
3. Qualified full GAs receive tuition remission for, at most, 10 credit hours in a regular semester. No full GA may register for more than 10 credit hours without permission. A student who is a full GA during the preceding academic year is entitled to a maximum of three hours of research or dissertation registration (not course credit) in the following summer without payment of tuition;
4. Each GA is appointed by a process that begins with a formal letter of appointment issued by the appropriate department staff member. The appointment letter specifies standard university conditions, including stipend level, time of arrival, length of service, and satisfactory academic progress and performance of duties. The department Chairperson submits written notification of GA appointments to the student and the faculty supervisor.
5. Tuition remission for qualified GAs is authorized by the Dean as part of the registration process.

Graduate Assistantships may be awarded by recommendation of the Chairperson of the Education and Human Services Department. All full time graduate assistants are full-time students and are normally expected to devote half-time to the service of the university. Appointment is for one year and tuition fees are remitted. In special cases, graduate students may hold one-third GA positions where two-thirds of the student's time is devoted to graduate work and one-third to service to the university. Tuition fees are not waived for any graduate assistant devoting less than one-half time service to the university. The availability of these assistantships is based on the needs of the department.

For more information about graduate assistantships outside of the College of Education, please see the Graduate Assistant web page provided by the Graduate Life Office.

H. Graduate Teaching Assistant

Graduate Teaching Assistants receive a stipend and tuition remission for assisting in the delivery of courses. The duties of GTA may include, but are not limited to, grading, monitoring, leading lab and/or recitation sessions, and offering office hour assistance to students. The duties are performed under the supervision of faculty. GTAs who are more educationally advanced or experienced may be appointed as senior GTAs to teach classes.

I. Research Assistant (RA)

Graduate students employed on research projects are designated as either research assistants or project assistants and are not eligible for university benefits. Appointment is offered by the principal investigator or project director in consultation with the Chairperson of the Department of Education and Human Services and is reviewed by the Office of Research and Sponsored Programs. Research assistants (RAs) are pursuing graduate degrees, devoting full-time to a program of graduate work (which may include teaching, research, and other academic activities as well as courses), and are appointed to such positions in a research program whose activities

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help them fulfill requirements for the degrees sought. RAs typically receive both a stipend and tuition remission.

J. Graduate Project Assistant (GPA)

These assistants are appointed by research project directors, after consultation with the Chairperson of the Department of Education and Human Services, and upon review by the Director of the Office of Research and Sponsored Programs. Graduate project assistants (PAs) provide services to research projects for research work that does not fulfill degree requirements. Joint appointments as research assistant and graduate project assistant are permissible, subject to appropriate approvals.

Please see the Graduate Project and Research Assistant Policy in Appendix B for additional information about these positions, including requirements for eligibility, performance expectations, benefits, and supervisor responsibilities.

K. Graduate Student Work Overload

We abide by University regulations limiting student workload. Student work hours may come in any form, or combination of forms, including work as a graduate assistant (GA), resident assistant (RA), teacher's assistant (TA), work/study, camp worker, and the like. We monitor student workload to avoid placing too heavy a burden on graduate students pursuing their advanced degrees, and to avoid accidentally having them work so many hours that such students unintentionally qualify for full-time health care, an expensive benefit for which there is no current budget. To prevent such unintentional errors, the payroll office will not pay a graduate student for more than 20 hours per week, unless the appropriate College's graduate associate dean (GAD) has approved those hours in advance. Please see the Office of the Provost and Senior Vice President for Academic Affairs website for more information. To support students with completing the required approval forms, please use this link.

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VI. College of Education Scholarship and Fellowship Awards

A. The Lewis R. Shupe III Endowed Doctoral Assistantship

The Lewis R. Shupe III Endowed Doctoral Assistantship is awarded to a student accepted into either the Instructional Technology (IT) or Teaching, Learning and Technology (TLT) doctoral program in the College of Education at Lehigh University. This assistantship was established by a gift from the Lewis R. Shupe III family for a full-time graduate student pursuing a doctoral degree in the area of information technology and literacy. The recipient will be assigned to projects under the direction of assigned TLT faculty for 20 hours a week. The assistantship is presented annually and includes a 10-month stipend and tuition remission of up to 18 credits per academic year. A student may be awarded this endowed assistantship no more than three times.

The applicant must have exhibited academic excellence in his or her undergraduate degree and participated in educational experiences that showcase high levels of achievement. Special consideration will be given to individuals interested in pursuing a career in information technology and literacy. Students must maintain at least a 3.0 grade point average per semester in order to remain eligible for support under the Shupe endowed assistantship.

Students shall, by the submission deadline below, submit applications for this endowed assistantship to the Teaching, Learning and Technology (TLT) Program Director. The program director shall send forward a single nomination (with the materials described below) to the Dean of the College of Education at Lehigh University for consideration. The application should include the following:

1. A letter highlighting academic achievements and educational experience in information technology and literacy.
2. A current resume.
3. A copy of all transcripts, including undergraduate and graduate degrees.
4. Two letters of recommendation.

Deadline for submission to the TLT Program Director is April 15th. The Dean will select the recipient and all applicants will be notified no later than May 1.

B. The Villas Master's Scholarship

The Villas Master's Scholarship is awarded to a student who is engaged in teaching at Lehigh University's Centennial School and in the College of Education's Master's Degree program in Special Education. The scholarship was established from the Villas Family Endowment for Master's Degree students in Special Education or a related field at Lehigh University. The award is presented annually and includes a 9 month stipend and tuition remission for up to 18 credits. Students may reapply once only for the scholarship.

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The applicant must have exhibited academic excellence in his or her undergraduate degree, an undergraduate grade point average of 3.5 or better on a 4 point scale, and participated in educational experiences that showcase high levels of achievement. To retain the benefits of the scholarship the student is required to maintain at least a 3.0 grade point average per semester.

All materials should be submitted to the Special Education Program Director and then up to three nominations (with the materials described below) are sent to the Dean, College of Education at Lehigh University for consideration. The application should include the following:

1. A letter highlighting academic achievements and a current resume.
2. A copy of transcripts for the undergraduate degree.
3. Two letters of recommendation.

~~The Dean will select the single recipient of the scholarship and all applicants will be notified by mail.~~ Deadline for applications is April 15th. The Dean will select the single recipient of the scholarship, and all applicants will be notified about the selection no later than May 1.

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VII. College of Education and University Awards

A. Graduate Student Leadership and Service Award

Graduate students are presently afforded multiple opportunities to be recognized for outstanding academics or scholarship. In contrast, there are few opportunities for them to be recognized for their leadership in service. The College of Education Graduate Student Leadership and Service Award is intended to recognize students who exhibit leadership through service as a means of improving the quality of graduate student life in the College of Education and making the graduate experience better for all. The intentional focus on service leadership acknowledges that student representation and contributions to university, college and program initiatives provide benefits for the student body as a whole. In addition, service through informal mentoring to peers creates a cohesive and collaborative climate in which graduate students can feel connected and supported. The award recipient, or co-recipients, will receive $250 in professional development funds. The award is typically given at the Graduate Student Appreciation event.

Nomination criteria

- The recipient shall be a graduate student in good standing in one of the programs in the College of Education who exhibits exemplary leadership and service. Such leadership and service may be within or across college programs (such as student representative to program meetings and informal mentoring of graduate students in the college) and can also be to the college as a whole (such as diversity initiatives), to the profession (such as serving as a university professional organizational representative), or to the university as a whole (such as service on the Graduate Student Council). Students demonstrating outstanding scholarship may also be nominated, but such students must demonstrate exemplary leadership or service in addition to their scholarship.
- The award covers the calendar year prior to its being awarded (for example, calendar year 2023 was recognized by the 2024 award). Thus, any deserving student, including those recently graduated, who provided exemplary leadership and service in the previous calendar year is eligible to be nominated.

Nomination process

- Nominations may be submitted by graduate students, faculty and staff in the College of Education. Self-nominations, however, will not be considered and a student may not win the award two years in a row. The nomination form and due date for nominations can be found on the College of Education website. Nominators may download the form and complete it electronically.
- A student nominated for the COE Graduate Student Leadership and Service Award is also eligible to be nominated for the university Graduate Student Life Leadership Award. The two awards are separate, although nominations for the College award are automatically nominated for the university award by the Associate Dean for Graduate Studies.

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Selection process

- The selection committee consists of five members: two faculty members, two graduate students, and the Associate Dean for Graduate Studies. Student representatives may not be nominees, although they may be previous award recipients. The Associate Dean for Graduate Studies will appoint the members of the committee. By convention, when a previous award recipient who is not a current nominee is available, he/she will be asked to serve as one of the student representatives. If two such award recipients are available, they will be asked to serve as the student representatives.
- The Associate Dean of Graduate Studies will solicit from the program directors the names of possible student representatives, disqualifying any student who is also a nominee.
- In most years the selection committee will select a single award recipient, although co-recipients may be selected where warranted.

B. Percy Hughes Award for Scholarship, Humanity, and Social Change

The Percy Hughes Award for Scholarship, Humanity, and Social Change honors those individuals who work toward implementing big, transformative ideas in the local, national, and world communities with grace, tenacity, and devotion. The award recipients are leaders who not only foster Lehigh's historic educational mission, values, and core beliefs but also push Lehigh in new directions and heights of excellence. For more information about the award, please see this webpage.

C. Elizabeth V. Stout Dissertation Award

One Stout Dissertation Award may be awarded in each of the five 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.

Eligibility

- To be eligible, a dissertation must be completed after the last day of classes of the previous year and before the last day of classes of the current year. For example, for consideration for the 2023 Stout Award, a dissertation must have been completed after April 27, 2022 (last day of classes, spring 2012) and before April 27, 2023 (last day of classes, spring 2023). If all committee-required revisions have not been completed and approved and all necessary graduation paperwork submitted prior to the last day of spring classes, a dissertation is not eligible. However, in the case of academic programs where internship licensure requirements may be completed following the submission of the dissertation (such as Counseling Psychology and School Psychology), the program should consider dissertations for students who have submitted the dissertation to the registrar and have completed all other degree requirements except for internships related to licensure requirements.

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Nomination process

- At the start of Spring Semester, all COE program directors will be notified by email that nominations for the Stout Award for the college will be due no later than the last day of classes in the spring semester. That email will include this document as an attachment. Each of the five academic programs in the COE may nominate one dissertation for the award. If, in any given year, a program does not have an eligible dissertation or feels no completed dissertation is worthy of consideration that year, that program may decline to submit a nomination and will inform the associate dean of that fact. COE academic programs may develop their own procedures for selecting this single nominee but they must ensure that all eligible dissertations receive due consideration at the program level. Prior to nomination, each program must confirm that the author of the dissertation to be nominated (the "nominee") is willing to have his/her dissertation nominated and agrees to prepare the required nomination packet (see next section). In cases of interdisciplinary doctoral dissertations, the relevant COE academic program(s) should work with all academic programs involved to promote the nomination of a worthy dissertation, whether the involved academic programs are all in the COE or are located in different colleges. When more than one college is involved, the nomination must come from college in which the author of the dissertation is enrolled.

Nomination packet

- The nominee prepares a narrative synopsis of the dissertation, not to exceed 10 pages, double–spaced using 10– or 12–point type with at least 1" margins on all four sides. Appendices that contain non–textual material (for example, charts, tables, maps, illustrations, and the like) may be attached after the synopsis. Each item must be numbered and include the name of the nominee. The nomination packet must include three letters of reference that evaluate the scholarly significance and quality of the dissertation. One of these three letters must be from the nominee's dissertation supervisor, one letter must be from another member of the nominee's dissertation committee, and the final letter may be from any other person the nominee chooses. Lastly, a copy of the nominee's vita must be provided at the same time as the nomination packet.

Submission process

- At or before 5:00 pm on April 30th, the program director forwards the nomination packet to the COE associate dean with a cover letter, addressed to the selection committee, in which the program director endorses the nomination on behalf of the COE academic program. The full nomination packet, which now includes this cover letter, should be submitted electronically as a PDF. As noted above, if a COE academic program does not choose to submit a nomination, its program director should notify the associate dean of this fact no later than 5:00 pm on April 30th. Only complete nomination packets submitted by the deadline will be considered.

Selection process

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- All nominations are considered by an award selection committee consisting of four members. Three of these members are voting members chosen in rotation to assure equal representation across academic programs over a six-year cycle. The fourth member is the COE associate dean who serves as chair, coordinating committee logistics and facilitating its deliberations, but who is not a voting member. The committee chair distributes the PDF nomination packets to the committee electronically and provides a copy of the evaluation instrument. Each committee member is asked to use the evaluation instrument to rank the nominations before the selection committee meets. The chair schedules a meeting to discuss these rankings and to come to consensus on a single college nomination for the Stout Dissertation Award to submit to the COE dean at least two weeks prior to the May commencement date. The COE dean endorses the committee's selection and forwards to the Provost's Office the name of the person selected to receive the Stout Dissertation Award for the COE. The dean then sends congratulatory emails to the recipient, as well as nominees who were not selected, and the dean publicly announces which individual will receive the award. The Provost's Office administers the Stout Awards, as selected by the four colleges.

D. Council of Graduate Schools/UMI Distinguished Dissertation Awards

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.

Eligibility

- To be eligible for the CGS/UMI award, a dissertation must be associated with a doctoral degree granted in the 20–month period preceding the last day of classes in the spring semester. For example, for consideration for the 2024 CGS Award, the doctoral degree would have to have been awarded after May 2022 or be scheduled to be awarded at commencement in May 2024. This includes dissertations successfully defended with degrees conferred in fall 2022, spring 2023, fall 2023 and spring 2024. If all aspects of a doctoral degree have not been completed prior to the last day of spring classes and all necessary graduation paperwork submitted, a dissertation is not eligible.

Nomination process

- In January of even-numbered years, the email call for program nominations for the Stout Award will also note that nominations for the CGS/UMI award are due in the same timeframe (no later than April 30th). As noted earlier, that email will include this document as an attachment. Each of the five academic programs in the COE may choose to nominate the same person the program nominates for the Stout Award, or that program

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may choose to nominate a second single dissertation for the CGS/UMI award. The major reasons for a program's choosing to nominate a dissertation other than the one they choose to nominate for the Stout Award would likely be that the CGS/UMI award's broader eligibility allows a program to nominate a dissertation that either (1) would be ineligible for the present year's Stout Award or (2) was stronger than the program's nominee for that Stout Award.

- If, in any given year, a program does not have an eligible dissertation or feels no completed dissertation is worthy of being considered for selection as the university's one CGS/UMI award nominee that year, a program may decline to submit a CGS/UMI award nomination and will inform the associate dean that they will not be submitting a nomination. COE academic programs may develop their own procedures for selecting their single CGS/UMI award nominee but they must ensure that all eligible dissertations receive due consideration at the program level. As noted earlier, prior to nomination, each program must confirm that the nominee is willing to have his/her dissertation nominated and agrees to prepare the required nomination packet (see next section). In cases of interdisciplinary doctoral dissertations, the relevant COE academic program(s) should work with all academic programs involved to promote the nomination of a worthy dissertation, whether the involved academic programs are all in the COE or are located in different colleges. When more than one college is involved, the nomination must come from the college in which the nominee is enrolled.

Nomination packet

- The nomination packet is identical to the packet described under the Stout Dissertation Award.

Submission process

- At or before 5:00 pm on April 30th, the program director forwards the nomination packet to the COE associate dean with a cover letter, addressed to the selection committee, in which the program director endorses the nomination on behalf of the COE academic program. The full nomination packet, which now includes this cover letter, should be submitted electronically as a PDF. If a COE academic program is submitting separate nominations for the CGS/UMI Distinguished Dissertation Award and the Stout Dissertation Award, those packets must be self-contained PDFs, including separate cover letters. They must not be a single combined PDF file with a single cover letter. As noted above, if a COE academic program does not choose to submit a nomination for the CGS/UMI award, its program director should notify the associate dean of this fact no later than 5:00 pm on April 30th. Only complete nomination packets submitted by the deadline will be considered.

Selection process

- In even-numbered years, the same four-person selection committee (described above under the Stout Dissertation Award) selects the college's single nominee for the CGS Dissertation Award. If academic programs submitted additional nomination packets for the

CGS/UMI Distinguished Dissertation Award, the chair will have distributed those packets with the Stout Award nomination packets and the committee will have followed the same deliberation process (see above) to arrive at a single college nomination for consideration for selection as the university's CGS/UMI award nominee and the committee chair will notify the dean of the nominee's name. If no additional CGS/UMI award nomination packets were submitted, the recipient of the Stout Dissertation Award automatically becomes the college's nominee for the CGS/UMI Distinguished Dissertation Award and the chair so notifies the dean. In either case, the dean's office sends the CGS/UMI award nomination packet for that individual to the Provost's Office at the same time as providing the name of the individual selected to receive the Stout Award for the college. At the university level, if there is more than one dissertation nominated in a currently active CGS/UMI award discipline area, a committee designated by the Provost will select the single university nominee and the Provost's Office will forward each discipline-area nomination to CGS for inclusion in their recipient selection process.

Eligibility for all forms of financial support (stipends, tuition scholarships, travel, and research grants) and awards provided within the College of Education are subject to revocation if a student is determined to be in poor academic standing, or under review or sanction by the University.

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VIII. Degree and Certificate Information

Information about **degrees and requirements for the degree** can be found in the University catalog. In addition to general information, the University catalog provides information about degrees in the College of Education. Information about degrees and requirements specific to the individual programs within the College of Education can be found in the university catalog and on the respective program website pages and program-specific handbooks.

For more information on **graduate credit and required grades**, please see the University Catalog. Please note that specific programs may have more stringent requirements than those listed in the University Catalog; students should consult their specific program handbooks for guidance.

A. Master's Degree Requirements

The Master's degree is granted to properly qualified students who satisfactorily complete their degree program's required coursework (30 credits or more) of graduate coursework. Students should consult the program's curriculum and University catalog webpage confer with their advisers about specific department and program course requirements. Students should regularly consult their Degree Works audit to ensure they are completing the required curriculum. The degree audit is programmed in accordance with the requirements published in the University Catalog. If you are unable to fulfill your degree requirements as defined by the Catalog and have discussed an exception with your advisor, you must submit your request using Graduate Degree Exception Petition. The student should consult their advisor if their audit does not appear to be accurate. Additionally for Master's degree students who began their program prior to Fall 2023, the degree audit may not be fully functional. Please consult your program coordinator for additional information. For more information about the master's degree, please see the University catalog webpage.

B. Time to degree for Master's degrees

Candidates for the Master's degree have six years in which to complete their program, beginning with their entry into the degree program.

C. Transfer credits

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2. Transfer of credits applies only to master's degrees and master's plus certification programs. Lehigh University does not permit the transfer of coursework into doctoral programs.

With the approval of the department chair offering commensurate courses and the student's department chair (if different), a maximum of six credits may be transferred from another university to a Lehigh master's program.

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In coordination with the program coordinator and/or advisor, students must complete a course transfer petition, which includes course descriptions and an official transcript. This form then is reviewed by the student's advisor, program director, department chairperson, and dean's office. After the College has approved the transfer petition, it is submitted to the registrar. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree. Please see the Office of the Registrar's website for more information about transfer credits and the transfer process.

D. Applying courses taken as an undergraduate for a graduate degree

Undergraduate students may use up to 12 credits taken as an undergraduate toward a graduate degree. These courses must be at the 300 and 400 level and beyond all undergraduate degree requirements. Please see Guidelines for Undergraduates to Take Graduate Level Courses for more information.

The Office of the Registrar allows two petition options for applying credits taken while an undergraduate toward a graduate degree (only one petition option is needed). One petition is submitted while an undergraduate student; the other petition is submitted as a graduate student. They are found at the **Forms** page of Registration and Academic Services.

1. If you are taking graduate courses not needed to meet your undergraduate degree requirements AND you're planning on continuing in Lehigh's graduate program, you may complete this form to reserve courses: Undergraduate Petition to Reserve Courses for Graduate Degree.
2. If you are a graduate student, complete this form: Petition to the Standing of Graduate Students (SOGS) Committee**.**

E. Doctor of Philosophy and Doctor of Education Degree Requirements and Procedures

The degrees of Doctor of Philosophy and Doctor of Education are conferred on candidates who have demonstrated general proficiency and high attainment in a special field of knowledge and capacity to carry on independent investigation in that field, as evidenced by the presentation and public defense of an approved dissertation offering original research findings. All post-baccalaureate work toward the doctorate must be completed within ten years. A student beginning doctoral coursework after an elapsed period of at least one semester after the master's degree has been conferred is granted seven years in which to complete the doctoral program. For additional information on the doctoral degree, please see the University catalog webpage.

In addition to following the policies in the student handbook, doctoral students must also follow guidelines set forth by: (1) COE Dissertation Proposal and Defense Guidelines, including the helpful dissertation timeline presented in infographic form, and (2) program specific requirements

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and procedures as outlined in program specific handbooks. The first two documents are described below with active links to the full information.

- COE Dissertation Proposal and Defense Guidelines
- Dissertation Timeline Infographic- Visual representation and timeline of dissertation process from pre-proposal to graduation
- Guidelines for the Preparation and Submission of Doctoral Dissertation and Master's Thesis- University general formatting rules

In following the steps outlined in the College of Education's procedures, doctoral candidates should be aware of the University and College deadlines submitting dissertations to the Dean's office and for completing all degree requirements for the fall, spring, and summer semesters. These exact dates are published in the academic calendar found on the Office of the Registrar's website. **Please be aware the college deadlines are prior to the university deadlines in order to process paperwork in a timely manner.**

F. Student Classifications during Doctoral Work

1. Graduate Student Pursuing Doctoral Study- status prior to passing the qualifying exam (qualifying exams vary by program; please refer to specific program handbooks)
2. Doctoral Student - 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.
3. Doctoral Candidate- In order to be admitted formally to candidacy for the doctorate, the student must successfully defend their dissertation proposal and complete any suggested changes after the proposal defense. The student must submit an application, a proposed program of study, and a proposal for the dissertation 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.

G. Time to Degree for Doctoral Degrees and Extensions

A student's time-to-degree clock begins when the student is admitted into the doctoral program. All work beyond the baccalaureate to be counted toward the doctorate must be completed within a ten-year period after commencing graduate study.

If the student interrupts his/her studies after completing the Master's degree, he or she has seven years to complete the doctorate.

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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.

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 a leave of absence (see Section IV-H). 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.

H. Concentrated Learning

Each doctoral 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.

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.

I. Qualifying Examination

Some programs require students who wish to enroll in doctoral programs to pass qualifying examinations. Since these examinations vary among the programs, students should ask their advisers for more detailed information. If a qualifying examination is not used, students should find out how and when eligibility to pursue doctoral studies is determined.

J. General/Comprehensive Examination

The general examination (comprehensive examination) for the doctorate is designed to test both the student's capacity and proficiency in his/her major and minor fields of study. The examination

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is not necessarily confined to the content of courses that have been taken at Lehigh University or elsewhere.

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 student's adviser and program director.

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.

Should a student 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.

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. The registrar's office is also notified of the outcome of the general examination.

K. Dissertation Types

The dissertation requirement for the doctorate shall be satisfied by the doctoral candidate through completion of one of two types of dissertations, as determined in consultation with their advisor and special committee:

I. Traditional Dissertation (Ph.D. or Ed.D.)

This requirement is the traditional research dissertation prevailing in academic disciplines. It focuses on research that supports or refutes particular theoretical positions, seeking to contribute generalized, variable-specific, or discipline-specific knowledge to the academic field.

II. Analytic Dissertation (Ed.D. Only)

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 is not necessarily limited to these. 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.

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 is 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.

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.

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.

L. Dissertation Proposal Process

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.

Students are required to pass their general examination prior to formally proposing their dissertation. It is the student's responsibility to propose research that is of interest to, and can be directed by, the faculty of the program.

When the proposal is sufficiently advanced to soon be examined by a special committee (i.e., student's dissertation committee), the adviser, through the Department Chair, appoints a special committee to examine the proposal. See Special Committee committee regulations below.

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. The proposal document should be presented to the special committee members a minimum of two weeks prior to the proposal meeting date. As documented in the COE Dissertation Proposal and Defense Guidelines, the Dissertation (i.e., Special Committee) Chair (a) will get approval from each committee member through email in order to proceed with the proposal meeting and (b) communicate this approval to the program coordinator. Please read the guidelines for more detailed information.

No proposal meetings may be scheduled between University Day (the May commencement ceremony) and the first day of classes in the fall semester. Students wishing to defend during this summer period can petition their committee for approval. Successful petitions require the agreement of ALL members of the dissertation committee. If a student defends their dissertation during the summer period, the student must be registered for at least 1 credit of dissertation.

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When the special committee approves the proposal, the soon-to-be-candidate then prepares it for submission to the Dean of Education. The **Dissertation Chair** will send an email to the Program Coordinator, Committee Members, and the Executive Assistant to the Dean indicating the results of the Dissertation Proposal meeting and attaching the proposal as part of the student's application for candidacy for the doctoral degree (see COE Dissertation Proposal and Defense Guidelines).

The candidate may proceed with the dissertation after having been informed by the Dean of Education that candidacy for the doctoral degree is approved. The program coordinator will also notify the Registrar's office.

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.

M. Special Dissertation Committee Regulations

The faculty member who plans to chair the student's dissertation committee files a Doctoral (Special) Committee Approval Form (forms are linked in the COE Dissertation Proposal and Defense Guidelines). This form is approved by the Department Chairperson and the Dean.

The following rules govern membership on the special dissertation 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, term faculty members, 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.

Members of the faculty may serve as a chairperson of a special committee if:

- 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

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- 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 actively chairing three or fewer doctoral special committees.

Member of the faculty may serve as a member of a special committee if:

- 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 are obtained with the Doctoral (Special) Committee form.

N. Dissertation Defense and Oral Examination

I. Pre-Defense Stage and Scheduling

Detailed procedures are clearly documented in the COE Dissertation Proposal and Defense Guidelines. Please refer to that document.

At least ten business days prior to the dissertation defense, the Dissertation Chair must get the dissertation draft approved from each committee member through an email to proceed to defense. Note: The student must submit their dissertation draft to the special committee two weeks prior to this deadline in order for the committee members to have sufficient time to review the document. 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.

The student submits the Dissertation Draft Approval Form (linked below) and the Chair of the Special Committee sends an email granting the student permission to proceed to defense to the Program Coordinator, Executive Assistant to the Dean, all committee members, and the student indicating that all committee members are in agreement that the oral defense may proceed (see COE Dissertation Proposal and Defense Guidelines).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.

No oral examinations may be scheduled between University Day (the May commencement ceremony) and the first day of classes in the fall semester. Students wishing to defend during this summer period can petition their committee for approval.

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Successful petitions require the agreement of ALL members of the dissertation committee. If a student defends their dissertation during the summer period, the student must be registered for at least 1 credit of maintenance of candidacy.

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.

II. Conducting the Defense and Committee Voting

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.

As documented in the COE Dissertation Proposal and Defense Guidelines, the student initiates the Report on Doctoral Dissertation Defense form. 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).

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
- Approve – revisions needed

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.

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.

III. Submission of Dissertation Packet

Once all changes recommended by the dissertation committee have been made, the student will email a Microsoft Word version of the final dissertation to the Executive Assistant to the Dean. Students must submit all materials 5 business days prior to the

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University's deadline to ensure there is enough time for processing of materials. See COE Dissertation Proposal and Defense Guidelines.

O. Forms for Dissertation Stages

All dissertation forms for the various stages (committee formation, proposal, pre-defense, and post-defense) are found in the COE Dissertation Proposal and Defense Guidelines**.** Please refer to this document for detailed procedures of the proposal and defense process and the corresponding forms that need to be completed. Sample completed forms can also be found here. If you have any questions, please reach out to your program coordinator or advisor.

P. Certificate Information

A certificate is a credential awarded by the university and is not a degree granted by the university or a certification granted by an external agency, such as the Department of Education. Once certificate coursework is complete, students must apply to graduate with their certificate. The certificate is then listed as awarded on the student's transcript, and a printed certificate is mailed from the Registrar's Office.

Admission to Certificate Programs

- Current COE Students can add a certificate using the Graduation Curriculum Change Form. Students should first discuss the certificate with their academic advisor, then fill out and email the Graduate Curriculum Change Form to the certificate advisor. Certificates can be added at any point prior to the degree completion. Due to Banner constraints, a student can only be enrolled in two programs concurrently. Students wishing to add a certificate as a third program may fill out the Graduate Curriculum Change Form, but the certificate will not be added in Banner until the student graduates from one of their other programs.
- New students can apply directly to a certificate program. Certificate program applications require transcripts with a 2.75+ GPA, a resume/CV, and proof of English proficiency.
- If a prospective student does not meet the 2.75 GPA requirement, they can apply as a non-degree student for Associate Status admission. Associate Status students can petition for regular student status after completing 9 credits with satisfactory grades and can then add a certificate using the Graduate Curriculum Change Form.
- A student enrolled in a certificate program may apply to a degree program during their certificate or after completing the certificate. Certificate students are not guaranteed admission to a degree program. Students who complete a certificate and subsequently enroll in a degree program may, with approval, apply certificate courses towards the degree requirements.
- Most certificate programs do not meet the requirements for a student visa because they are generally completed part-time and/or online. International students may be able to complete some certificates completely online (without a visa), or add a certificate to a degree program for which they have a student visa. International students enrolled in a

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master's program and a certificate program will need to work carefully with their advisors to ensure that they can take enough in-person classes to meet visa requirements.

Certificate Program Requirements

1. Certificate students need to complete a minimum of 12 graduate credits, of which, no more than 6 credits may be at the 300-level.
2. All certificate courses must be completed in 4 years or within a concurrent degree program.
3. To earn a certificate, students must complete all required courses for the certificate and may earn no more than one grade below B-.

Certificate Program Restrictions

1. Certificate students are admitted to take 12 credits and can register for any class open to non-degree students. If a student would like to take more than 12 credits, the student should submit a SOGS petition requesting to take more than 12 credits. Certificate students who reach 12 credits without a petition for additional credits are subject to a hold.
2. Students who wish to apply more than 12 credits taken as a certificate student towards a degree program need to submit a SOGS petition once they are admitted into a degree program.
3. Students may double-count a course for a degree and a certificate, with advisor approval; however, students may not double-count a course for more than one certificate program. If necessary, a student may petition to substitute overlapping courses.
4. Certificate students may take up to one year of a leave of absence. Additional time away will require a petition for readmission.
5. A maximum of up to three credits taken at the graduate level elsewhere may be transferred from an accredited graduate program following the university policy and transfer guidelines.
6. A maximum of 6 credit hours taken while an undergraduate (300 or 400 level courses not used towards undergraduate degree) may be used towards a certificate program following the university policy.
7. If a student would like to request an exception to a policy or switch a required course, the student can submit a petition for consideration.

Q. Preparing for Graduation

To plan for timely completion of dissertation defense and final graduation paperwork, please be aware of University and College* deadlines. Candidates must file an application for degree with the registrar. Students may pay their fees in the Marketplace under Registration & Academic Services. Please see the Office of the Registrar's website for important information about timelines and requirements.

The University deadlines are listed on the Academic Calendar in the semester of graduation:

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- Deadline to apply for graduation (all doctoral students must apply to graduate)
- Last day for doctoral candidates to deliver dissertation draft to Graduate Programs Office (College of Education Dean's Office)
- *Last day for doctoral candidates to upload dissertations and deliver final paperwork to RAS
- ***College deadlines are 5 business days prior to the University deadlines, as noted in the "Dissertation Proposal and Defense Guidelines" and "Dissertation Timeline Infographic"**

R. Eligibility Criteria for Participation in University Doctoral Hooding Ceremony

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.

A student may participate in the doctoral hooding ceremony if they meet 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 their 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.

S. Commencement

Please see the Office of the Registrar website for more information about commencement and diplomas.

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IX. College Academic Standards and Expectations

A. 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.

B. Final Course Marks

Final course marks, their equivalencies in GPA and typical qualitative interpretations in graduate work within the College of Education are as follows:

Final Course Mark	GPA	Qualitative Interpretation
A	4.00	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and/ or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	0.67	
F	0.00	
N	---	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
AU	---	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	---	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	---	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	---	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.

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WP	---	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

The University Catalog provides an explanation of non-standard categories of grades.

C. Academic Scholarship Requirements for COE 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. To be eligible for regular status, associate status students must complete at least 9 and no more than 12 credits with a GPA of 3.0 or better, with at most one final grade below a B-. Students must petition for change in status before being allowed to register beyond 12 credits. Students will work with their faculty advisor to complete this process. 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.

Regular Status Students. 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.

D. 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.

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E. 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.

F. College Policy on Adequate Academic Progress

The College of Education employs more stringent academic standards than the university for academic performance of graduate students. 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 ensure 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

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triggering event. Please see individual program handbooks for program specific information about standards for adequate progress and procedures for addressing concerns about student progress.

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.

G. 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;
3. Barring them from taking non-degree coursework in that academic program.

Students should follow the appeal process described under Non-course related Grievance.

H. College Academic Integrity Policy

The faculty of the College of Education is committed to upholding the highest standards of personal, professional, and academic integrity. Thus, each graduate student, graduate assistant, or research assistant in the College of Education is expected to act in accordance with the university's Student Code of Conduct and the standards set by the university faculty. Further, each student is expected to act in accordance with the professional standards set forth by his or her field of study (for example, the Pennsylvania Department of Education and the American Psychological Association).

The faculty will not tolerate acts of plagiarism, cheating, data falsification and other forms of academic misconduct. Using the appropriate procedure, the faculty will send suspected cases of academic dishonesty to the Office of Student Conduct and Community Expectations to initiate a fair process for resolving alleged misconduct.

Students found responsible under the Student Code of Conduct for specific charges of academic misconduct will not be eligible to receive a university recommendation for professional licensure or certification. While this ineligibility might not prevent such students from completing the coursework for a degree and receiving that degree, it would eliminate their ability to achieve certification or licensure.

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I. Process for Resolving Suspected Student Academic Misconduct

The COE uses a two-stage procedure for resolving cases of suspected student academic misconduct consisting of an informal resolution stage and a formal resolution stage. The informal resolution stage takes place within the college, while the formal resolution stage takes place outside the college and is administered by the Office of Student Conduct and Community Expectations. A two-stage procedure is designed to protect both faculty and students and is intended to be transparent in operation. Each stage is described below.

J. Informal resolution (within the College)

If a faculty member, or several faculty members together, have reason to suspect student academic dishonesty —plagiarism, cheating, data falsification or some other form of academic misconduct— he/she/they should first discuss the suspected offense with the student(s) involved and see if they are able to resolve it without involving anyone else. If, however, they are unable to resolve it to their mutual satisfaction in a timely fashion, the faculty member(s) should complete the Suspected Student Academic Misconduct Resolution Process form and submit it to the Department Chair for administrative acknowledgement. Such acknowledgement makes sure that others within the department and college are aware of the situation and helps ensure due process is followed, without removing control of the resolution process from the faculty and student(s) involved, unless they wish it so removed.

The form asks the faculty member(s) to identify the student(s) and faculty involved, to classify the nature of the suspected misconduct, and to describe both the suspected events and attempts at resolution to date.

It further asks the faculty member(s) whether both she/he/they and the student(s) wish to pursue informal resolution. If the answer is negative, the issue will move forward immediately to formal resolution through the Office of Student Conduct and Community.

If the submitting faculty member(s) and the student(s) respond that they wish to pursue informal resolution, the form requires a date by which that resolution must be achieved or the matter automatically moves forward to the formal resolution process. Specifying a date encourages all involved to complete the informal resolution process in a timely fashion and in good faith. This is an important component of appropriate due process.

Successful resolution. If the informal resolution process is successful, the faculty involved notify the department chair of this fact using the Informal Resolution Status Update Form. The chair then acknowledges this resolution by signing the form and notifying all parties involved in writing. The chair then forwards the signed form to the associate dean and the matter is considered resolved. No further action is taken at the departmental or college level.

Termination of informal resolution process. If, at any point before the date specified on the Suspected Student Academic Misconduct Resolution Process form, one or more of the faculty or student(s) involved may use the Informal Resolution Status Form to request the termination of the

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informal resolution process and that the matter be moved forward to formal resolution. In this case, the department chair shall notify all parties involved in writing that the issue is moving forward before the specified informal resolution deadline at the request of one or more of the parties involved. The chair copies the associate dean on this notification.

Mutually agreeable extension of informal resolution deadline. If, at any point before the date specified on the Suspected Student Academic Misconduct Resolution Process form, all parties involved (both all faculty and all students) agree that they wish to extend the informal resolution period, they may request an extension using the Informal Resolution Status Update Form. The chair then signs this form, as does the associate dean, and the newly specified deadline for informal resolution becomes effective. Only one such extension may be granted, however, and it must be confirmed by signature as acceptable to all parties involved.

Failure to resolve by informal resolution deadline. If the department chair does not receive notice of successful informal resolution by the date specified on the Suspected Student Academic Misconduct Resolution Process form, she/he then notifies all parties involved in writing, stating that the informal resolution date has passed without resolution and the issue is moving forward to the formal resolution process. The chair copies the associate dean on this notification.

K. Formal Resolution Process (outside the College)

The formal resolution process is governed by specific university policies and procedures. These may be found in the university student handbook found on this website.

Each of the parties involved in the suspected student misconduct plays the role specified in these policies and procedures and is governed by the due process employed.

L. Termination of Student Status

The student status of students enrolled in the College of Education may be terminated for seven reasons:

1. Voluntary Termination:
   A student notifies the university, through academic advisors, program directors or other university officials, that he/she wishes to discontinue pursuit 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 (for example, Counseling Psychology and School Psychology) 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.

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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. The COE has its own procedures for attempting informal resolution of suspected academic misconduct (see the Informal Resolution process section), 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 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 ormore field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certification/licensure.

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. 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.

M. Grievance and Appeal 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.

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If a student feels their grievance is not addressed by one of the procedures below, 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, the Dean of Students Office or one of the university ombudspersons.

N. 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/GradeAppeal form.

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*.

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O. Redress of Other Course-Related Academic Grievances

1. A student 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 should make clear the nature of the grievance and what action he/she/they would like to be taken to resolve that grievance.

2. If, after meeting with the instructor, students do not feel satisfied, the student prepares 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.

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, the Dean of Students Office, or one of the university ombudspersons 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.

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P. Redress of Non-Course-Related Grievances

1. A graduate student 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, the student may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it to be 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.

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

4. If the student has 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 the student has 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 the student has 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 the student has such serious concerns, they may consult the Associate Dean for the College of Education, the Dean of Students Office, or one of the university ombudspersons 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 under Right of Appeal of Academic Grievances.

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Q. Right to Petition

In general, a graduate student has the right to petition on any academic matter of concern. With the exception of grievances involving discrimination and harassment, which are covered by separate policies and sets of procedures, students failing to gain satisfaction using the procedures described above may appeal by petition to the Committee on Standing of Graduate Students (SOGS). This committee, which is chaired by a faculty member appointed by the Provost, includes the graduate associate deans of all five colleges, the Director of Graduate Student Life and a representative from the Graduate and Research Committee (GRC). The SOGS committee meets regularly with the Office of the Registrar and considers all graduate petitions. The Office of the Registrar 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.

Students who would like to request an exception to a current policy may submit a petition to the Standing of Graduate Students (SOGS) Committee. Petitions are submitted to address the following issues:

- Extend time to doctoral degree
- Extend time-to-degree for master's
- Change registration (i.e., drop or add a course)
- Waive a late fee
- Add one or more courses after the registration deadline
- Withdraw from a course after the withdrawal deadline
- Extend time to remove incomplete
- Appeal a tuition-related situation
- Ask permission to carry a course overload
- Waive registration in semester of graduation
- Transfer from a previous program to a new program
- Readmit to academic program after time away

A student should reach out to their academic advisor, program director or program coordinator for guidance if unsure when a petition is needed.

Please read the Petition to the Standing of Graduate Students (SOGS) Committee form prior to completing the form.

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1. Complete the student information in the top section of the form. The email provided is where the student will receive the decision letter from RAS.
2. In the "request" section, choose the check box that applies to the petition or use "Other." If using "Other," describe as instructed on the form.
3. The "describe the reason" section should clearly explain the reason for the petition, making sure to state specifically what is being requested and why. If adding or dropping a course, the course number with section and CRN number should be listed.
4. The required documentation section will auto populate depending on what was selected above in the request section. 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.
5. Sign, date, and save the petition.
6. Send the completed form and any attachments (as needed) to the program coordinator. The program coordinator will review the petition to ensure it is filled out correctly and includes the required attachments.

The program coordinator will route the form and attachments through DocuSign for review and decision by the advisor, program director, department chair, and associate dean for graduate studies. Faculty should attach additional documentation 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 allowed in their comments to make clear any reservations they have in supporting the petitioner.

Once the petition is signed by all relevant parties, the program coordinator will forward the petition to Registration and Academic Services for review.

Procedures

1. The Office of 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.
2. The SOGS committee meets every other week, including some meetings in the summer. Each petition is discussed and carefully considered and the committee votes to approve, deny, or table the petition.
3. If a petition is tabled, the graduate associate dean from the petitioner's college notifies the program and requests the missing documentation from the program and/or student. 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.

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4. Once a decision is made, an email is sent to the student from the Registrar's Office with the decision letter attached. Decision letters should be read carefully for additional instructions.
5. If a petitioner is not satisfied with this decision, they 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 sends electronically to the chair of the GRC. In this letter, the student should make clear (1) what action they wish to be 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.
6. The GRC as a whole considers the student's appeal and issues its decision.

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X. Research in the COE

A. COE Research Office

The COE Research Office is composed of the Associate Dean for Research and the Senior Research Program Development Officer. This office oversees support for faculty and student research efforts. Activities of this office include the following:

1. COE Graduate Student Research Resources website: Please check out the following website for important information about COE research teams and labs, dissertation funding opportunities, etc. Please visit:https://wordpress.lehigh.edu/coestudents/.

2. COE Graduate Student Conference Travel support: Students may request financial support for presentations at professional conferences. There will be two calls for applications per year, one for conferences that are being held between January 1 to June 30 and another one for conferences that are being held between July 1 and December 31. Emails will be sent out when the calls open.

3. COE Lunch and Learns: COE Research Office hosts Lunch and Learn events to facilitate research discussions and to potentiate new research collaborations between partnering school districts and COE students and faculty.

4. COE Writers Retreat: COE Research Office hosts Writers Retreats (i.e., a structured opportunity to focus on writing distraction-free) on designated weekends; typically twice a semester during the academic year.

5. COE Graduate Student Research Advisory Committee: This committee is comprised of the Associate Dean for Research and one student representative from each of the five COE programs (counseling psychology, educational leadership, school psychology, special education, and Teaching, Learning, and Technology).The committee meets monthly during the academic year to advise the AD for Research on graduate student research needs and resources. This committee also leads efforts such as the Writers Retreat, Research Roundup, and related events (e.g., workshop or panel sessions on research-related topics of interest, research mentorship opportunities for students, the events listed in this section).

6. COE Student Research Colloquium: COE Research Office organizes and hosts this annual event (typically late in the Spring semester) for students to showcase their research projects to the COE and the broader community.

7. Support for Student Applications for External Research Grant Funding: COE Research office provides support for students' application for external funding for research (e.g.,

dissertation grants from professional organizations). These applications must be approved by the Office of Research and Sponsored Programs (see below). The COE Research Office helps facilitate the process to ensure all relevant policies are followed. Students must contact Gina Sierzega (email: gina.sierzega@lehigh.edu) at least one month (30 days) prior to the submission deadline for any external funding opportunity to notify the COE Research Office of the intention to submit and to schedule an initial appointment with the COE Research Office to provide an overview of the process and deadlines.

B. Other Research Support

The Diversity Committee and the Multicultural Resource Center provide grants to help COE students, faculty, and staff disseminate multicultural research and implement different multicultural initiatives in the COE, Lehigh University, and the greater community. Please see their webpage for more information about available resources.

Graduate Education and Life also offers support for graduate student research related travel. Please see their webpage for more information.

C. Graduate Fellowships

Many organizations and government agencies offer fellowships for graduate students. These programs are extremely competitive but worth pursuing. Please see resources from the Office of the Vice Provost for Research on this webpage.

D. Office of Research and Sponsored Programs

Located at 526 Brodhead Avenue, the Office of Research and Sponsored Programs is responsible for assisting with the preparation of proposals; preparing and administering contracts, grants, and agreements; serving as a liaison between faculty/students and contracting agencies and companies; working with faculty/students in patent and copyright matters; reviewing liaison agreements; and monitoring institutional compliance with sponsor policies for fiscal integrity on all research contracts, grants, and agreements received by the university. The office is also charged with overseeing ethical aspects of research, as outlined below.

E. 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.

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

F. Intellectual Property

Any member of the university faculty, staff, or student body who develops or conceives of a patentable or copyrightable property while employed at Lehigh as a direct result of regular university duties, or of using university facilities, must disclose that property to the university through the Office of Research and Sponsored Programs. The appropriate procedure is outlined in Rules and Procedures of the Faculty, section 5.3.8.

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XI. Resources

A. Safety Resources

Lehigh University takes steps to respond promptly and effectively to allegations of harassment, discrimination, retaliation, and sexual misconduct. Lehigh will promptly investigate such incidents and take appropriate action, including disciplinary action, against individuals found to have engaged in such behavior. Lehigh University will take action reasonably designed to prevent the recurrence of sexual misconduct, and, where appropriate, take steps to remedy its effects. Please see the Title IX website for information on reporting as well as resources. Also, please see the Office of Survivor Support and Intimacy Education for additional resources.

Lehigh University Police Department (LUPD)
The LUPD maintains their headquarters at 321 E. Packer Ave, and can be reached at 610-758-4200, 24 hours a day. Please see the Lehigh University Police Department website for more information.

HawkWatch
The HawkWatch personal safety app is offered for free to all members of the campus community. Downloading the app is strongly encouraged. The HawkWatch app is custom-designed for Lehigh University and includes a number of options that can help in an emergency situation. It also puts the user in direct contact with Campus Safety Communications. It is the equivalent of a mobile blue light phone in the palm of the user's hand. In addition, the app provides quick and easy access to useful information such as directions in emergency situations, and emergency contacts and support resources. It can also serve as a Lehigh bus tracker, provide links for reporting a tip, and offer users a quick and easy way to request safety programs. Download the app.

If you do not have a smartphone, you can still receive text messages from HawkWatch. Text LEHIGH to 237233 to subscribe to alerts. Text STOP to cancel. Standard message and data rates may apply.

To verify that you are registered to receive HawkWatch Alerts, to check if your information is correct, or to opt out, please visit the HawkWatch alert registration page. You must opt in to receive SMS Text Messages and voice messages. Be sure you have enabled notifications from HawkWatch in your phone settings. If a user does not interact with your AppArmor Safety app for a few months, the app will automatically be placed in a hibernation state by the operating system. Disable App Hibernation by pressing on the "About/Preferences" button within the Hawkwatch app. Select "Notification Settings" and press "Enable Notifications" if they are not currently enabled.

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Adverse Weather Policy
The safety and well-being of our students, faculty and staff are the most important components when evaluating how we respond to adverse weather. The university has several methods of communication to notify the campus of delays, closings or early dismissals during inclement weather:

Lehigh University's Website: https://www1.lehigh.edu/

Twitter: https://twitter.com/lehighu

Facebook: https://www.facebook.com/lehighu/

Local TV and Radio Stations: https://www.wfmz.com/

Please see the Emergency Information webpage for more information about safety on campus.

B. Academic and Career Resources

Mountaintop Field Guide
A guide to working and studying on Mountaintop, found at the Mountaintop Field Guide webpage.

Lehigh Bookstore
The bookstore can be used to purchase textbooks and other course materials. Please see the Lehigh Bookstore webpage for more information.

Career & Professional Development
The Center for Career and Professional Development (CCPD) is here to support you through every step of your career development journey as you pursue your graduate studies at Lehigh University. We seek to empower graduate students to discover how your specialized skill set will translate into career pathways both within and outside academia. For more information, please visit the Welcome Graduate Students webpage on the Career & Professional development website.

Center for Academic Success
Offers free assistance in study skills, goal setting, and time management to all LU students. Please see the Center for Academic Success webpage for more details.

Disability Support Services
Lehigh University welcomes individuals with disabilities and is committed to ensuring equal access so that all students can live, learn, and lead at Lehigh. To facilitate increased accessibility, programming and services, including intake appointments and academic coaching, are held both in-person and virtually. For more information, please see the Disability Support Services webpage.

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English Language Learning Center and ICAPE
The English Language Learning Center offers English language learning support through low cost individual and small group tutoring. The ESL Office also houses a small English language resource center with books, tapes, and computer programs. For more information, refer to their website at https://global.lehigh.edu/icape/tutoring or contact the Director (Maginnes Hall 246; 610-758-6099).

Graduate Student Senate
The Graduate Student Senate (GSS) serves as the representing body of the graduate student community in all matters pertinent to the graduate programs and graduate student life at Lehigh University. You may contact the GSS by email (gss@lehigh.edu).

Graduate Writers' Studio
The Graduate Writing Studio, located at Packer House, provides writing support to graduate students through resources including one-on-one and group writing consultations, writing events, and workshops. Please see the Graduate Writers' Studio webpage for more information.

C. Life at Lehigh Resources

Bus Service
Bus service is available throughout the Lehigh University campus. Please see the Transit Route Information webpage for more information. A real-time updated map of bus service can be found at the Passio Go! webpage. Additional information about Bus Service can be found at the Mountaintop Field Guide.

Multicultural Resource Center
The center offers both physical and online resources; seeks to help students, faculty and staff become multiculturally competent in both practice and research; and promotes Lehigh University's commitment to diversity in academic coursework. The center hopes to foster understanding in both the campus and world community, as well as between and within individuals. For more information, please see the Multicultural Resource Center webpage.

Office of Diversity, Inclusion, and Equity
Find resources from various campus offices, including the Office of Multicultural Affairs, the Pride Center, and Center for Gender Equity, offering information from building a network of support, to on-campus events, to locating emergency aid during difficult times.
For more information, please see the Office of Diversity, Inclusion, and Equity webpage.

Graduate housing
If you're a graduate student at Lehigh, or thinking about applying to a graduate program, check out our options for Graduate Student Housing. We have three on-campus locations available for residents — Saucon Village, Packer House and 230 West Packer. More information can be found at the Graduate Housing webpage.

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Athletic facilities
The campus athletic facilities include Taylor Gym, The Welch Fitness Center and Racquet Sports Complex, intramurals and club sports. For more information please visit the Campus Athletics Facilities & Policies page.

Counseling and Psychological Services (UCPS)
UCPS staff members are committed to assisting all registered Lehigh Students interested in personal, social, and academic growth and discovery, as well as the larger campus community. For more information please see the UCPS webpage.

Health & Wellness Services
Our dedicated, professional staff provides acute and ongoing care to approximately 7,000 undergraduate students and more than 2,000 graduate students. We offer a host of services, including acute care, routine examinations, lab services and women's health examinations. More information can be found at the Health & Wellness Center webpage.

COE Student Food Pantry
At Lehigh, we know that difficulties related to food insecurity may extend to graduate students in the College of Education. Recognizing this need, a partnership among COE staff, faculty and the Diversity Committee has launched the creation of a small-scale food pantry within the Multicultural Resource Center. A food pantry should be a safe, welcoming space, where we both give to and receive from members of our COE community with equal measure of mutual respect and trust. As such, please recognize that these goods are reserved for students who are facing this specific need. Non-perishable canned goods and boxed food options will be stored inside of the cabinets next to the fridges, underneath the communal dishware. For information on local food pantries, please visit: www.foodpantries.org/ci/pa-bethlehem.

Food Services
Two cafes are available on Mountaintop during business hours: Iacocca Cafe, located on the ground floor of Iacocca Hall, and Hero's Kafe, located at Ben Franklin TechVentures. There are several 24/7 hour dining options on Mountaintop. Yo-Kai Express is an innovative made-to-order hot ramen noodle bowl vending solution located in Siegel Gallery. The In-Reach Vending Program offers fresh salads, sandwiches, snacks and drinks in Siegel Gallery of Iacocca Hall. Starbucks Serenade features bean-to-cup Starbucks Coffee and is also located in Siegel Gallery as well as within Market X in building C. Market X is located on the second floor of Building C at Lehigh University's Mountaintop Campus, offering to-go items such as sandwiches, salads, pre-packaged snacks, and microwavable meals. Additionally, food trucks will be available on selected dates. See the Mountaintop Field Guide for complete information. More on-campus dining options can be found at https://lehigh.sodexomyway.com/.

Graduate Life Office
The Graduate Life Office is an academic, personal, and professional resource for any COE student. They have programs to support new students, such as orientation. For more information, please visit the Graduate Student Life webpage.

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Graduate Student Lounge
The lounge is located on the first floor of Building A of Iacocca Hall in Room B103. This room, which may be accessed without an ID card before 11 PM, and after 11 PM using your student ID card, provides space to sit and study or talk with fellow students, study carrels equipped with power outlets, and a large flat screen TV which is connected to a computer monitor. It is also equipped with a small kitchen with microwaves, refrigerators, an electric kettle, and contains the COE Student Food Pantry. The Graduate Lounge is equipped to host small-scale social events. It also houses the college's Multicultural Resource Center.

Packer House
217 W. Packer Avenue is home to the Graduate Life Office, the Graduate Student Senate, and a limited number of housing accommodations for graduate students. Packer House also houses the Graduate Writing Studio, providing a study/writing space and two computer monitors as well as writing consultations by appointment. The building also includes a relaxation room with comfortable chairs, blankets, a white noise machine, and a yoga mat. The downstairs of Packer House includes a full kitchen, dining area, outdoor patio, and pool room which can be booked for relevant university events. Visit the Graduate Student Center web page for more information about Packer House and the services they provide.

Religious Life
There are many diversified groups here at Lehigh. There is a place for everyone, and if there isn't a club that suits you already established we can help you to start one! For more information please see the Religious Groups webpage.

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XII. Appendix

A. College of Education Clearance Requirements (Effective: November 1, 2024)

This policy sets forth criminal and health clearance requirements in accordance with applicable law ("Clearance Requirements") for students enrolled in Lehigh University's College of Education (COE) who engage in field work experiences at third party sites as part of a certificate, degree, and/or certification program (each, a "Field Experience"). Students who are engaged in a Field Experience are referred to in this policy as "Covered Students".

Examples of such third-party sites include, but are not limited to the following:

- A school or school district;
- Civic organizations; for example, Scouts
- Religious organizations; for example, religious education
- Community education organizations; for example, YMCA/YWCA, youth sports leagues
- Youth and family service agencies; for example, Broughal Family Center, Pinebrook Family Services, Valley Youth House
- Social/support groups; for example, Children of Divorce, LGBT youth services
- Residential settings; for example, KidsPeace
- Pediatric care settings; for example, well child clinics.

This policy presents the minimum Clearance Requirements for Covered Students. Third party sites may have additional requirements, which may be more stringent. The Covered Student must comply with these requirements prior to engaging in Field Experiences at such third-party sites.

Clearance Requirements

Before engaging in a Field Experience in Pennsylvania, Covered Students must obtain the clearance documents required by Pennsylvania. If students are completing field placements outside Pennsylvania, students are required to complete the clearance documents of their state or region. Please see below for Waiver for Students Completing Fieldwork Outside of Pennsylvania.

Pennsylvania requires Covered Students to complete the following **original** (i.e., not photocopied) and **current** (not older than one year) clearance documents and present these to the Office of Professional Certification (OPC). ***Please consult the OPC website for further details on securing these clearances.***

- **Pennsylvania and Federal Criminal Clearances**
  - *Pennsylvania State Police Access to Criminal History ("PATCH" or Act 34 Background Check)*
  - *Pennsylvania Department of Human Services Child Abuse History Clearance (Act 151 Child Abuse Background Check)*
  - *Federal Criminal History Record Information (Act 114 Federal / FBI Criminal History Background Check)*

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- *Arrest/Conviction Report and Certification Form* (Act 24)

- **Health Clearance Record**
  - *Tuberculosis Test (i.e., tuberculin skin test, QuantiFERON blood test, chest X-ray).* The Tuberculosis Test 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 Covered Students from a Field Experience.

Covered Students enrolled in face-to-face courses must present clearances in person to the OPC for verification. A valid photo ID is required. Covered Students who are taking fully online classes may verify clearances via Zoom and then send copies electronically with a valid photo ID.

Waiver for Students Employed by School Districts
Covered Students who are currently employed by a school district/organization and have current clearances on file in that setting may complete a clearances waiver, which can be obtained from the OPC (a "Waiver")**.** Covered Students must present an original document that is signed by an authorized employment official to the OPC. The Waiver only permits a Covered Student to complete Field Experiences in the school district or organization in which they work. If a Covered Student completes a Field Experience in a different setting, then a new Waiver must be submitted and/or provide current clearances to OPC. Furthermore, any Required Clearances that are not on file with the school district/organization must be presented to the OPC as original and current documents.

Waiver for Students Engaged in Field Experiences Outside of Pennsylvania
Covered Students who are engaged in a Field Experience outside of Pennsylvania must complete their state's/region's required clearances. These clearances will be presented to the Field Experience site for validation. Then, students must complete a Lehigh University College of Education Clearances Waiver for Out of State Students, which can be obtained from the OPC website**.** Covered Students must present an original document that is signed by an authorized school/organization official to the OPC. The Waiver only permits a Covered Student to complete Field Experiences in the school/organization in which they have provided their clearances. Any change in site will require a new waiver to be completed.

Lehigh University Employees
Covered Students who are also current Lehigh University employees must submit to the OPC verification from Human Resources that they have clearances on file and must also complete any remaining Clearance Requirements.

Notification of Clearance Requirement
The COE notifies Covered Students of the Clearance Requirements in multiple ways:

- COE requires applicants to acknowledge this policy in order to submit a complete online application.
- Prospective students are notified in their COE letters of admission to apply for their clearances as outlined on the COE website and includes the link to the website.

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Student Responsibilities

It is the sole responsibility of the Covered Student, upon acceptance of admission to any COE programming, to satisfy all Clearance Requirements, specifically:

- Applying for clearances upon admission to a degree or certification program;
- Maintaining current clearances throughout the degree or certification program as applicable;
- Pursuing all actions required in response to a clearance outcome; for example, expungement proceedings;
- Providing original clearance documents for authorized review by third party sites.

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Students with Criminal Records

The following table sets forth the outcomes Covered Students can expect if they have a criminal record. Statutory references are provided as a convenience and are not intended to be authoritative or relied upon. Lehigh will endeavor, but has no duty, to update this document to reflect changes in the law. Covered Students should make their own independent investigation. The Pennsylvania Department of Education's (PDE) website provides specific information regarding the offenses.

Type of Offense	**Statutory Reference (if applicable)**	**Outcome**
Specific Disqualifying Offenses under the School Code	24 P.S. § 1-111(e)	Student is permanently barred from participating in any Field Experience*
Certain Felony Offenses	24 P.S. § 111(f.1)(1)	Student is permanently barred from participating in any Field Experience*
Certain Misdemeanor Offenses of the First Degree	24 P.S. § 1-111(f.1)(2)	Student is eligible for a Field Experience only (i) if a period of five years has elapsed from the date of expiration of the sentence for the offense; and (ii) as determined by COE on a case-by-cases basis.**
Certain Misdemeanor Offenses of the First Degree (related to driving under the influence)	24 P.S. § 1-111(f.1)(3)	Student is eligible for a Field Experience only (i) if a period of three years has elapsed from the date of expiration of the sentence for the most recent offense; and (ii) as determined by COE on a case-by-cases basis.**
Certain Misdemeanor Offenses of the Second and Third Degree and Summary Offenses	N/A	Student is eligible for a Field Experience as determined by COE on a case-by-cases basis.**
Arrest or charge, without conviction, of crimes in this table	N/A	Student is eligible for a Field Experience as determined by COE on a case-by-cases basis.**

* A student to whom this applies cannot successfully complete a program that requires a Field Experience. Accordingly, the student must formally withdraw from the program.
** See Students with Non-Disqualifying Criminal Records below

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Students with Non-Disqualifying Criminal Records

As noted in the above chart, certain criminal records require a wait period of 3-5 years after the expiration of the sentence for the offense (the "Wait Period"). The PDE may withhold approval of a student's certification during the Wait Period.

After the Wait Period, if any, eligibility for a Field Experience for students with non-disqualifying criminal records is determined by the program director and the OPC Director in accordance with applicable law, in consultation with other University offices, as appropriate. In making a case-by-case determination, many factors are considered, including, but not limited to:

- The nature of the arrest/charge/conviction, including the ramifications of the student's presence in a third-party site that includes minors.
- 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; and
- Any other relevant considerations in light of the facts and circumstances.

If the COE determines that a student with a non-disqualifying criminal record is not eligible for a Field Experience, the student will be notified in writing by the OPC Director. The student may appeal this decision. To do so, they should follow the *Course-related Non-Grade Grievance* process (see the *Grievances* section of the program handbook or the Education and Human Services department manual). If the appeal is denied, the student cannot successfully complete a program that requires a Field Experience. Accordingly, the student must formally withdraw from the program.

If the COE determines that a student with a non-disqualifying criminal record is eligible for a Field Experience, the Field Experience site must also agree to host the student. If the first site the OPC identifies refuses to host a student due to their criminal record, the OPC will pursue one additional appropriate Field Experience. If this site also refuses to host the student because of their criminal record, the OPC will no longer pursue a Field Experience on the student's behalf. In keeping with COE field placement procedures, a student may independently locate a Field Experience and provide this information to the OPC to arrange the placement details. The OPC must receive this information no later than Friday of the third week of classes. All Field Experiences must be finalized through the OPC. If a third-party site agrees to host a student with a non-disqualifying criminal record, an authorized official of the third-party site providing the Field Experience must sign and submit an original *Acknowledgement of Criminal Record Placement* to the OPC.

NOTE: The final determination of whether a student may participate in a Field Experience will be made by the third-party site. Accordingly, Lehigh University makes no guarantee that a student with a criminal record will be able to find a Field Experience placement.

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Notice of Arrest or Conviction

Covered Students must notify the OPC within seventy-two (72) hours of an arrest, charge or conviction for an offense listed in School Code Section 1-111(e).

Clearance Record Confidentiality

Any Covered Student with a criminal or health clearance record that indicates other than "negative" or "clear" must discuss the record with the OPC director within five business days. To determine the student's status with regard to a Field Experience 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, third party sites hosting Field Experiences may request to review a student's criminal and health clearances.

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B. College of Education Graduate Assistantship Policy[2]

Graduate Student Assistantships

This document summarizes policies regarding Graduate Student Assistantship appointments in the College of Education at Lehigh University. Definition of the Graduate Student Assistantship is followed by the criteria for eligibility to hold an assistantship, a brief description of each type of assistantship, and other policy matters (e.g., expectations for professional conduct, supervisor responsibilities).

1. Definitions and Distinctions

a. This policy is meant to describe procedures for hiring and supervising Graduate Project Assistants (GPA) and Graduate Research Assistants (GRA).
   i. R & P 2.10 definitions are listed below.

b. **Graduate Project Assistants (GPA)**
   i. Graduate Project Assistants (GPAs) are graduate students who receive compensation for providing assistance in administrative, educational, or research projects. A GPA does not teach a class, recitation or laboratory. The research project should not be part of the GPA's graduate work that fulfills the GPA's graduate degree.

c. **Graduate Research Assistants (GRA)**
   i. Graduate Research Assistants (GRAs) are graduate students who receive a stipend and tuition remission for participating in a research program which also allows them to meet requirements for the degrees sought. GRAs must be candidates for graduate degrees who devote full time to a program of graduate work (which may include teaching, research and other academic activity as well as courses).
      1. **Distinctions from Assistantships:**
         a. **Fellowships**
            i. Presidential and University Fellowship stipends are financial aid, not salary. These are funded by the university research office. Similarly, some college fellowships (e.g., Thomas/Brucker Endowed Minority Doctoral Scholarship) are considered financial aid, not salary. No service is expected in return for a fellowship; it is awarded on a merit basis to assist a student in the pursuit of a degree.
         b. **Hourly Employment through Payroll**
            i. Graduate students may be employed on an hourly basis and paid for work unrelated to the student's academic and professional training (e.g., data collection on funded research projects). Such employment typically is temporary and is not considered an assistantship appointment and is not associated with remission of tuition credits.

[2] Approved by EHS faculty March 11, 2022; Revised December 8, 2024.

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2. **Assistantship Eligibility Criteria**
   a. **Matriculation at Lehigh** with an active authorization to enroll in a COE graduate degree program
   b. **Enrollment**
      § All students holding assistantships **must be enrolled as full-time students in each academic year semester (i.e., summer enrollment not required)** in which the assistantship
   c. **I-9 eligibility to work in the U.S.A.**
      i. By federal regulation, all individuals receiving salary through Payroll must demonstrate eligibility to work in the U.S.A. by filing Federal Form I-9. Departments must forward necessary paperwork to Payroll in advance of the student's first paycheck. Students should contact human resources (inI-9@lehigh.edu) to schedule an I-9 appointment. The I-9 must be completed within 3 days of the first day of work.
   d. **Social Security Number** must be on file with Payroll.
3. **Period of Appointment**
   a. Some GPAs are usually appointed from September through May (i.e., academic year). GPAs may also be appointed for as long as 12 months from June through May (or September through August). GRAs typically are appointed for 9 or 12 months with start and end dates variable as a function of the specific grant award.
   b. A GPA may be re-appointed and serve for a second, a third, or even a fourth year. GRA re-appointments are subject to the specific length of the grant award. All GPA and GRA appointments shall automatically terminate at the end of the specified appointment period. No appointment or reappointment of a graduate student to an assistantship position commits the college or principal investigator to reappoint that same student at some later time.
4. **Workload**
   a. University regulations impose a maximum of 20 hours per week that a full-time graduate student may work for compensation on the campus. This includes the total from all job types, including assistantships, hourly work, etc. A full-time graduate student can petition (by completing a work overload petition form) to work up to 25 hours per week subject to approval by their academic adviser, GPA/GRA faculty supervisor, and COE associate dean for graduate studies.
   b. Note that international students with F1 or J1 Visas may not work more than 20 hours per week while classes are in session, as this would be a violation of their visa requirements. This includes both on- and off-campus employment. They may work more than 20 hours during summer and winter breaks. Also, F-1 students need OISS authorization to work off-campus for both paid and unpaid positions, including practicum and externships (https://global.lehigh.edu/oiss/current-students/employment)
5. **Stipend Support**
   a. Lehigh University COE establishes annually the minimum stipend amounts for COE GPA and GRA 20-hour per week positions. As of AY 25-26, the minimum stipend for a full-time (i.e., 20 hour) GPA/GRA is $2,800/month.
   b. **Source of Funding**
      i. Stipends for GRAs typically are paid by an external/sponsored source of funds, internal research grant funds, or faculty funds (e.g., research incentive funds, start-up accounts).

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ii. Stipends for GPAs typically are paid by the college or another university office.

6. **Tuition Scholarship Support**
   a. COE GPA and GRA positions typically are accompanied by tuition support. Tuition support is provided by either the COE, an external grant award, or both.
7. **Expectations for Professional Conduct**

   GPAs and GRAs are expected to comply with the Lehigh University Student Code of Conduct (see https://studentaffairs.lehigh.edu/content/code-conduct). Additional expectations for professional conduct include:

   a. **Dress code in the community:** Some GPA and GRA positions involve work in the community (e.g., data collection in schools or community agencies). Students are representatives of Lehigh University and therefore are expected to adhere to a professional standard of attire and appearance. This includes wearing name badges or stickers as requested by community partners. GRAs and GPAs should check with faculty supervisors for dress code standards before the first day of the assignment. Faculty supervisors should be aware that community dress code expectations have historically been subject to racist, classist, and sexist standards; thus, requirements for GPA/GRA dress should be non-discriminatory to avoid inappropriate expectations.
   b. **Personal cell phone use in the community:** Personal cell phones are to be silenced or turned off while working in the community. Use of cell phones for personal texts, social media messages, and telephone calls should be kept to a minimum, and should be restricted in length.
   c. **Conduct and professional behavior:** In their interactions with students, faculty, and all other members of the university and broader communities, GPAs and GRAs are expected to conduct themselves with the same sensitivity and thoughtfulness that they expect to receive from others. GPA and GRA research and related activities are subject to the ethical precepts and codes of the relevant academic profession (e.g., American Psychological Association), to the laws of the Commonwealth of Pennsylvania, and to University policies governing institutional obligations. Violation of any of these regulations constitutes a basis for disciplinary action in accordance with procedures set forth in the University's policies. When GPAs or GRAs are in authority positions relative to fellow students (e.g., research project coordinator), supervising GPAs/GRAs need to ensure that fellow students are not taken advantage of (e.g., pressured into working more than assigned hours). Lehigh University affirms its commitment to a policy of eliminating discrimination on the basis of race, color, creed, national origin, sex, sexual orientation, marital status, personal appearance, age, physical or mental disability, political affiliation, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution. These values apply equally to GPAs, GRAs and their faculty supervisors.
8. **Supervisor Responsibilities**
   a. **Supervisor Requirements:** Faculty supervisors of GPAs and GRAs should define assistantship work responsibilities as clearly and specifically as possible. Supervisors should be aware of the policies and procedures governing GPAs and GRAs. Supervisors are responsible for ensuring that GPA/GRAs are meeting work expectations and for addressing any work-related issues that arrive. Additionally, supervisors should ensure appropriate documentation of leaves (that supervisors have approved) and provide regular performance reviews. Supervisors and GPA/GRAs should communicate regularly regarding GPA/GRA academic requirements and

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should ensure that work demands are respectful of both academic requirements (e.g., counseling or school-based practicum placements) and GPA/GRA work assignments.

b. **Assistantship assignment:** GPAs and GRAs should be asked to perform only duties that are directly related to the university's academic mission. Assistants are not to be asked or permitted to provide personal services, such as childcare or pet care as part of their responsibilities. In general, assistantship assignments should be equitable. Special care should be given to the allocation of responsibilities among assistants within a specific research team. All faculty members responsible for oversight are encouraged to be alert to possible unequal assignments and guard against them.

c. **Assistantship Offer Letters:** GPA/GRA offer letters are prepared by the department or the supervising faculty member (see Appendix for examples). Offer letters should include specifics regarding source of support (e.g., college, external, or internal research grant), financial support (i.e., stipend and tuition), time period of assignment, and specific responsibilities of the assignment. Signed offer letters should be sent to the COE Business Manager for payment processing.

d. **Contract:** A written contract between the faculty supervisor and GPA/GRA is required if assistants are to be paid bi-weekly. Contract content could include (a) assistantship structure (e.g., start/end date, distribution of assistantship hours across days of the week, preferred method of communication, vacation time); (b) GPA/GRA responsibilities and expectations (e.g., activities, duties, performance standards); (c) faculty supervisor responsibilities and expectations (e.g., clarity of job performance feedback, frequency of supervision meetings); (d) how and when GPA/GRA performance will be evaluated; and (e) stipulation that should concerns arise during the assistantship, it is the responsibility of both parties to discuss issues promptly so they can be resolved in a timely manner. A copy of the COE GPA/GRA policy should also be provided to the student.

e. **Mentoring:** Faculty supervisors should provide appropriate training for assistantship duties, observe the student when conducting assistantship duties, and provide regular and constructive feedback to assistants as part of the general mentoring experience.

f. **Faculty Leaves:** If the supervising faculty goes on leave for family or medical reasons, the GPA/GRA may be provided with an assignment so that stipend support continues during the faculty leave period. If the supervising faculty goes on academic leave and is unable to supervise the GPA/GRA, the GPA/GRA should be provided with an alternative faculty or work assignment so that stipend support continues during the faculty leave period.

g. **Authorship:** Faculty supervisors should be clear about opportunities for GPAs and GRAs to serve as co-authors and/or co-presenters based on student work on faculty-led projects. These discussions should occur early in project development, ideally before any substantive research has been conducted. In particular, faculty supervisors should be clear regarding expectations for students to serve as an author or presenter including conceptual contributions to the research (see American Psychological Association (2019) Style Manual for discussion of authorship expectations). https://www.apa.org/science/leadership/students/authorship-paper

9. Work in Addition to Assistantship Appointment

a. Although the college and university does not limit outside employment, GPAs and GRAs must coordinate additional off-campus hourly employment with the assistantship supervisor and with

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their academic obligations, including course load, number of credits, the academic expectations of their program, and GPA/GRA requirements. GRA supervisors and funding sources may also impose employment limitations. As noted previously, there are restrictions on total employment hours for international graduate students. University policy also limits on-campus work commitment to 20 hours per week during the fall and spring semesters for all students unless approval to work up to 25 hours per week is obtained from the Dean's office by using the Graduate Student Work Limit Overload Petition form. It is critical that domestic and international student GPA/GRAs are transparent with all employment commitments (both on and off campus).

10. **Cancellation or Modification of Assistantship Appointments**
    a. **Cancellation as of the Start Date of the Assistantship**
        i. If an appointment is canceled on or before the start date of the assistantship:
            1. No stipend is paid.
            2. No Tuition Scholarship is provided.
            3. The student is responsible for any tuition charges for the semester.
    b. **Cancellation of Appointment During the Semester of the Assistantship (with Just Cause)**
        i. If the faculty supervisor terminates the assistantship for Just Cause during the contract time frame for the assistantship, stipend support and tuition scholarship support are immediately stopped.
        ii. For the purpose of this policy, Just Cause includes, but is not limited to, consistent failure to fulfill GPA/GRA duties or expectations of professional conduct, violation of the Lehigh University Student Code of Conduct, violation of professional ethical guidelines, and significant lack of normal progress towards a graduate degree as determined by the student's academic program.
        iii. Procedures for Dismissal for Just Cause
            1. The supervising faculty should provide written notice to the GPA/GRA regarding their inadequate academic or assistantship performance as well as specific recommendations or requirements for changes. A reasonable time frame sufficient for the student to address their performance must be established. A letter delineating the student's performance and expectations for improvement must also be sent to the director of the student's academic program.
            2. If performance feedback is not addressed by the GPA/GRA within the established time frame, the assistantship may be terminated. The faculty supervisor must provide written notification to the student of the termination of the student's assistantship.
        iv. Procedures for Immediate Termination
            1. Students found to have engaged in research misconduct (e.g., fabrication of data), significant misconduct (e.g., harassment), or significant ethical violations (e.g., lying about work completion, falsification of work records) may be subject to dismissal without completing the aforementioned performance improvement procedures.
            2. Written notice of the GPA/GRA's misconduct must be provided to the student's academic adviser, director of the student's academic program, and department chair. For departmental GPA/GRAs, the assistantship may be terminated by faculty

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supervisor upon approval from the department chair. For grant-funded GRAs, the assistantship may be terminated by the faculty supervisor.

3. The faculty supervisor must provide written notification to the student of the immediate termination of the student's assistantship.

c. **Delay in Funding:** If sponsored funding for the GRA position is delayed, the faculty supervisor should make arrangements for the GRA to receive alternative funding until such time as sponsored funding is available. The faculty supervisor can work with OSRP to advance the funds.

d. **Cancellation of Appointment During the Semester of the Assistantship (other than Just Cause)**

i. If the faculty supervisor terminates the assistantship for any reason (other than cause) during the contracted time frame for the assistantship, whenever possible, the faculty supervisor should make arrangements for the GRA to receive the full stipend as per the original contract.

ii. If a graduate student voluntarily terminates an assistantship appointment or is removed for cause during the semester, stipend support ends the date of termination.

iii. Stipend support ends and tuition scholarship support will be applied by the COE as needed to pay the student's bill for the semester when an assistantship appointment is terminated because a student has:

1. Formally withdrawn from a degree program and leaves the University, or
2. Taken an approved Leave of Absence from the University (for emergency/medical needs).

11. **Procedures For Performance Difficulties**

a. When a faculty or staff member responsible for oversight is dissatisfied with a GPA's or GRA's performance, the following steps should be taken: (a) The supervising faculty or staff member should, in the course of routine mentoring, discuss the shortcomings of the GPA's or GRA's performance (e.g., not completing assigned duties, outside employment negatively impacting performance) and make specific recommendations for changes; (b) If improvement is not made, the supervising faculty member must advise the GPA/GRA in writing of their concerns, and allow a mutually agreed upon amount of time for the GPA/GRA to address the performance issues raised by the faculty supervisor; (c) Specific recommendations for changes in performance should be provided again. A copy of this letter must be sent to the director of the student's academic program; and (d) The assistantship may be terminated if sufficient improvement is not made in a timely manner. The faculty supervisor must provide notification of such a termination in writing.

b. When a GPA or GRA experiences difficulties with an assistantship (e.g., assigned unfair or inappropriate activities, problematic interactions with faculty supervisor), the following steps should be taken: (a) discuss the difficulties with the faculty supervisor to identify how the situation can be resolved, (b) if resolution is unsuccessful, discuss the difficulties with the department chairperson and the student's program director, and (c) follow the "Redress of Non-course-related Grievances" procedures (see Section IX-P).

12. **Benefits**

a. Time Off

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i. Students holding 9-, 10-, or 12-month GPA or GRA positions should be provided with appropriate vacation time (i.e., 2 weeks), with timing negotiated by supervisor and GPA/GRA.

ii. Per the Provost's office family leave policy, students are provided paid leave for 5 weeks should they qualify. Students should secure and verify the university paperwork to ensure coverage from the Provost's office.

iii. Arrangements for any variations in work hours, including time off for vacation, religious holidays and cultural celebrations, jury duty, personal time, or illness should be made individually with the faculty supervisor. Requests should be made at least 4 weeks in advance, whenever possible. Also, to the extent possible, students are encouraged to make arrangements to make up for any lost hours (except due to approved vacation) and faculty supervisors are encouraged to offer flexibility in work hours.

iv. Faculty supervisors must clearly communicate if a GPA or GRA is expected to complete responsibilities during evenings and/or weekends. Faculty are encouraged to work with the GPA/GRA to determine an appropriate weekly work schedule so that clear delineations can be made between work hours and time off. GPAs/GRAs should not be expected to exceed their number of contracted hours per week.

v. Faculty supervisors should inform GPAs and GRAs of any time periods where assistantship-related activity will be on hiatus. Students should assume that their GPA/GRA responsibilities must be fulfilled for all weeks included in their contract dates, inclusive of any University breaks that may fall during those contract dates, unless otherwise communicated by the faculty supervisor. Students on 9-, 10, or 12-month contracts may request to use their vacation time (i.e., up to 2 weeks) during University breaks, if the request is made and approved according to the guidelines set forth in points i. and iii. above.

vi. Faculty supervisors are encouraged to consider flexibility in modality of work during University breaks if the GPA/GRA responsibilities permit such flexibility; however, GPAs and GRAs should assume that their work modality during University breaks is consistent with their typical work modality unless their supervisor or contract explicitly states otherwise. Note that flexibility/time off provided by a supervisor without a direct request from the GPA/GRA (e.g., during breaks, conferences, supervisor travel dates, etc.) cannot be counted against GPA/GRA vacation time. Only time off explicitly requested by the GPA/GRA for vacation can be deducted from the two weeks' vacation per contract year.

b. Health Insurance

i. Information regarding graduate student health insurance can be found at this link: https://grad.lehigh.edu/financial-support/health-insurance. Note that this insurance does not cover dependents.

ii. GPAs and GRAs may be eligible for discounted health insurance coverage; see https://grad.lehigh.edu/financial-support/health-insurance

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