



LEHIGH | COLLEGE OF
UNIVERSITY | EDUCATION

COMPARATIVE AND INTERNATIONAL EDUCATION

Program Manual for M.A. and M.Ed. Students



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1. Lehigh University Non-Discrimination Statement

Lehigh University seeks talented faculty, staff, and students from diverse backgrounds. Lehigh University does not discriminate on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status in any area, including: student admissions; scholarship or loan awards; athletic, co-curricular, recreational, or social programs; academic programs, policies, or activities; and employment and employment development. Questions and complaints about this policy should be directed to: The Provost or The Vice President for Finance and Administration, Alumni Memorial Building, Lehigh University, Bethlehem, PA 18015.

2. Program Philosophy/Mission

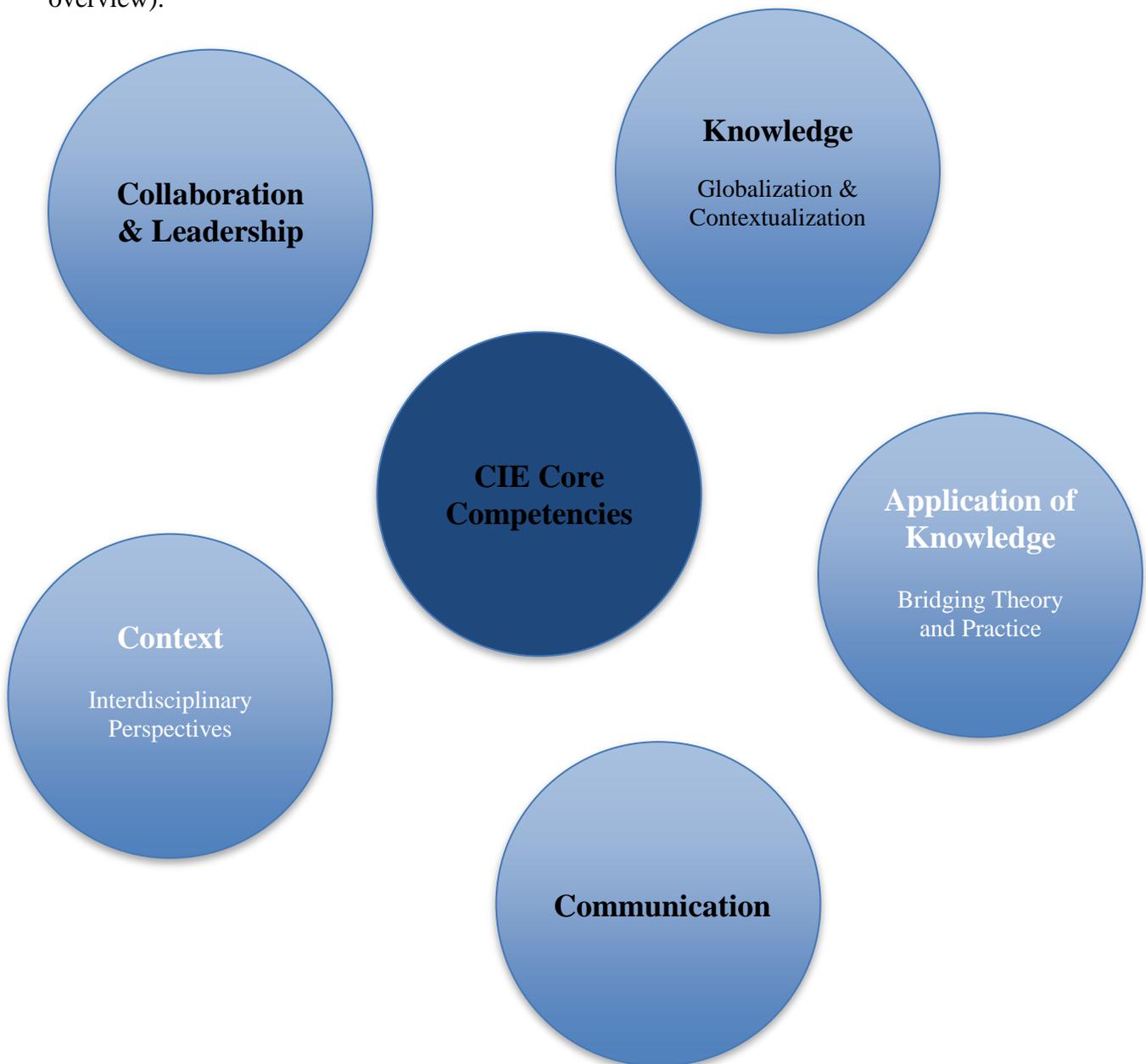
The Comparative and International Education (CIE) program creates a strong foundation for studying globalization and contextualization in education by emphasizing interdisciplinary, comparative, and cross-cultural inquiry. It engages students in examining the impact of political, sociological, economic, cultural, and historical factors on educational phenomena locally, regionally, and globally. A wide range of theoretical and methodological perspectives highlights our commitment to multiple approaches to the study of comparative and international education policy and practice. The program prepares students for research, scholarly inquiry, and advanced professional careers in the field of comparative and international education.

Institutional Context

In 2007, Lehigh University launched its innovative initiative of “Getting to Global Lehigh” to ensure that internationalization in all its dimensions pervades the University’s intellectual, cultural, and social life and becomes evident to both undergraduate and graduate students—whether potential or enrolled—from the day they set foot on campus. The College of Education (COE) has contributed to this effort by introducing a new graduate program in Comparative and International Education (CIE) in the fall semester of 2007. Based on a clear and distinctive conception of globalization and contextualization, the program goes hand in hand with the university-wide vision of “Global Lehigh” to internationalize academic curriculum, offer a wide-range of international experiences, and diversify student community, while building international partnerships with universities and educational organizations worldwide. Since 2007, the CIE program, faculty, students, and graduates have been instrumental in expanding the international initiatives already underway at Lehigh University (such as the UN/Lehigh connection, “Globalization and Social Change” initiative, and study abroad programs) as well as creating new international initiatives (such as engaging students in international field-research, international education development consultancies, and assisting in journal/book editing in comparative and international education). As such, the program makes a significant contribution to the internationalization of the College of Education (COE) and the university-wide transformation into a more global institution.

3. Program Goals, Objectives, and Outcomes

Building on Lehigh University’s strategic plan and taking into consideration the broader mission of the COE’s Comparative and International Education program, we aspire for graduates of our doctoral, masters and certificate programs to become highly accomplished in their professional and academic pursuits. Given both depth and breadth of knowledge attained through their studies in the CIE program, graduates are prepared to apply research to practice, while embracing the complexity of education experiences in different political, economic, and sociocultural contexts. Graduates are able to communicate clearly, both orally and in writing, as well as work in and lead diverse teams in their professional and academic environments. More specifically, we expect each graduate student to develop the following five areas of academic, professional, and personal competencies: (1) knowledge, (2) application of knowledge, (3) contextual understanding, (4) communication skills, and (5) collaboration and leadership (see Table 1 for an overview).



COMPETENCY AREA	KNOWLEDGE	APPLICATION OF KNOWLEDGE	COMMUNICATION SKILLS	LEADERSHIP/ COLLABORATION	CONTEXT
1 ENTRY LEVEL (at graduation from M.A., M.Ed., and certificate programs)	Graduate has a clear mastery in foundational content in comparative and international education and is prepared to critically examine globalization and contextualization processes in the field of education. Graduate demonstrates knowledge suitable to graduate-level entry to professions in educational research and policy organizations, government offices, NGOs, international development organizations, higher education, and schools.	Graduate applies theoretical knowledge to practice and is able to analyze and solve education-related problems. Graduate has the skills to engage in program development and/or evaluation, and conduct basic research, while recognizing the complexity of different socio-cultural contexts.	Graduate communicates clearly, both orally and in writing in different sociopolitical contexts. Graduate is able to communicate education-related issues to variety of audiences using different media (e.g., power-point presentations, blogs, websites, etc.). Graduate is aware of and attends national and/or international conferences in the major field of their study (e.g., CIES, NAFSA, AERA).	Graduate has appreciation of different cultures, values, and perspectives. Graduate is able to work in groups/institutions with diverse skills, cultural backgrounds, and theoretical perspectives.	Graduate has general understanding of the field of comparative and international education over time and its relationships with other fields.
2 MID-LEVEL (at graduation from Ph.D. program and a few years out after pre-doctoral level programs)	Graduate has a thorough grasp of the literature and debates and/or more advanced professional skills in the field of comparative and international education. Graduate has understanding of emerging issues in the field and recognizes limitations of current knowledge. Graduate has the ability to pose original questions to advance research and practice.	Graduate is able to systematically analyze and solve complex education-related problems with a deep appreciation and awareness of different political, socioeconomic, and cultural contexts. Active engagement in the field contributes to enhancing theory and/or practice.	Graduate is adept at communication, building articulate arguments orally and in writing. His/her communication demonstrates knowledge and appreciation of different audiences and sociopolitical contexts. Graduate presents research at relevant national and international conferences and publishes in peer-reviewed journals/books.	Graduate demonstrates effective collaborative skills by working in and leading diverse teams of education professionals and has attained position of leadership appropriate to years of experience in field. Graduate belongs to and actively participates in professional organizations in their field of study (e.g., CIES, AERA, NAFSA, etc.)	Graduate understands how knowledge and practices in the field of comparative and international education affect related fields and acts in ways that enhance global and context-specific applicability of what he/she does.
3 TOP LEVEL (after substantial time in field)	Graduate has extensive knowledge and experience in the field, contributing to the production and advancement of new knowledge. Graduate is recognized for new knowledge and practices he/she has generated nationally and/or internationally.	Graduate solves complex education problems, often using new creative methods. These methods and approaches to solving problems contribute significantly to the field and are recognized for this contribution.	Graduate is powerful communicator whose opinions & arguments are appreciated locally and globally. Graduate is frequently invited as speaker and presenter at various conference and events (both nationally and internationally).	Graduate has led significant collaborative initiatives in the professional field and demonstrated leadership at professional organizations at national and international levels. Graduate has been recognized formally for leadership.	Graduate has demonstrated impact across multiple contexts, both within and outside field. Graduate serves as nexus for multiple fields and contexts in ways that create inter-disciplinary synergies.

Knowledge: Globalization and Contextualization in Education

The dual content foci of the CIE program is globalization and contextualization. CIE's degree programs and coursework examine globalization as either an impetus or an outcome of educational phenomena both in the United States and around the world. However, the dual process of contextualization is equally important. Education is bigger than the formal schooling environment. It occurs in private settings, such as homes and families, and other public settings such as playgrounds and workplaces. Education is also bigger than the phenomena of teaching and learning. It includes political, economic, sociological, historical, psychological, and other phenomena as well. From this perspective globalization has a moderated effect on schools and communities because there are layers of contextual or environmental influence. Therefore, it is crucial to analyze phenomena at any level of education or society by considering how these phenomena are locally situated within a global context.

Graduates of the M.Ed., M.A., and IDE certificate program demonstrate a mastery of foundational content in comparative and international education suitable to graduate-level entry to professions in educational research and policy organizations, government offices, non-government organizations (NGOs), international development organizations, higher education, and schools. They are exposed to and appreciate a variety of theoretical and methodological perspectives in the field of comparative and international education in order to critically examine globalization and contextualization in education. We expect Ph.D. graduates to have a deep understanding of emerging issues in the field and recognize limitations of current knowledge. They will have the ability to pose original questions and design innovative research studies in order to advance research and practice in the field.

Application of Knowledge: Bridging Theory and Practice

Another hallmark component of CIE is the bridge between theory and practice. Much of education is professional education, which often translates to explicitly practical applications in schools, classrooms, and communities. This is a vital component of Lehigh's College of Education, and it is important for CIE to support and further advance this professional training component that is at the core of the COE vision. The field of comparative and international education is also by nature a global program in that it provides educators and policymakers with a way to understand broader, cross-system, and global trends in educational policy and practice. One of the best tools that we have for understanding these trends is the development and testing of theory. As such, CIE's degree programs and courses are at once theoretically grounded, but also practically-oriented. We help our students think about phenomena using theory, but also teach them how to apply this theory to real-world situations.

Graduates are able to apply theoretical knowledge to practice in order to analyze and solve education-related problems — whether nationally or internationally. Graduates have the skills to engage in policy analysis, program development and evaluation, and grant-writing, as well as to conduct basic research, while recognizing and appreciating the complexity of different socio-cultural contexts. In addition, we expect Ph.D. graduates to be able to use their experiences of solving complex education-related issues to advance theory and practice in the field of comparative and international education.

Context: Interdisciplinary Perspectives

The CIE program transcends disciplinary boundaries in order to understand and address the complex issues of globalization and contextualization. Education and schooling issues are too complex and diverse to be addressed by just one disciplinary area of study. The fact is that education is the product of many converging forces from politics to society to economics to history to business and philosophy. Unless we understand the various factors impacting these decisions, we cannot understand why schools in countries halfway around the world are structured the way they are, or why educational policies in the U.S. deal with the topics they do. Most education fields already borrow from other disciplines in terms of theory and methodology, but CIE takes this one step further. Working closely with the graduate programs of Lehigh's College of Arts and Sciences (CAS) and the College of Education (COE), the CIE degree programs cross the boundaries of various disciplines through cross-college and cross-program course-taking and project- or research-specific mentoring, thus creating an opportunity for students to examine education-related issues from multiple perspectives.

Graduates have general understanding of the field over time and its relationships with other fields. At the Ph.D. level, we expect graduates to demonstrate understanding of how knowledge and practices in the field of comparative and international education affect related fields and act in ways that enhance global and context-specific applicability of what the graduate does.

Communication

Graduates communicate clearly, both orally and in writing in different sociopolitical contexts. They demonstrate knowledge and appreciation of different audiences within these sociopolitical contexts and are able to communicate research findings and policy options via different media (e.g., research papers, professional presentations, blogs, websites, videos, etc.). Graduate students, as well as graduates, attend national and international conferences in the major field of their study (e.g., CIES, NAFSA, AERA). At the Ph.D. level, we expect graduates to regularly present at national and international conferences, as well as publish in peer-reviewed journals, books, and other professional publication outlets.

Collaboration and Leadership

Graduates have an appreciation of different cultures, values, and perspectives. They are able to work in groups and institutions characterized by diverse skills, cultural backgrounds, and theoretical perspectives. At the Ph.D. level, we expect graduates to demonstrate effective collaborative skills by working in and leading diverse teams of education professionals in academic research and international development settings. Graduate are expected to belong to and actively participate in professional organizations in their field of study (e.g., CIES, AERA, NAFSA, etc.) in order to establish, participate in, and contribute to collaborative networks with colleagues from other institutions.

4. Academic Degree Programs

CIE offers three degree programs: (1) M.Ed. in Globalization and Education Change, (2) M.A. in Comparative and International Education, and (3) Ph.D. in Comparative and International Education. In addition, we offer a post-baccalaureate certificate program in International Development in Education (IDE).

M.Ed. in Globalization and Education Change (on-campus and online)

The M.Ed. is a 30-credit-hour program, which is designed to equip graduates to understand, participate in, and make data-driven decisions in and about schools and education institutions — both in the U.S. and internationally. It is a practitioner-oriented program with concentrations in education-related areas (e.g., international counseling, international education development, TESOL, special education, and technology use in schools). Program curriculum explores how education is related to economic, political, and social globalization, as well as examines how education policies, structures, and practices are contextualized in different geopolitical contexts.

M.A. in Comparative and International Education (on-campus)

The M.A. in Comparative and International Education is a 36-credit-hour program, which guides students in the examination of educational policy and theory with the concentration in a social science discipline (e.g., political science/international relations, anthropology, sociology, etc.). It is a research-oriented program, which culminates in a thesis prepared under the direction of CIE faculty. Graduates are prepared to work in educational research and policy organizations, government offices, ministries of education, and international development organizations.

Ph.D. in Comparative and International Education (on-campus and online)

The Ph.D. in Comparative and International Education prepares students for research, scholarly inquiry, and advanced professional careers in the field of comparative and international education. The program engages students in examining the impact of global economic, political, sociological, and historical factors on education phenomena locally, regionally, and internationally. Emphasis is given to research topics at the forefront of education and sustainable education theory and practice, including cross-cutting issues such as gender, culture, and poverty. The program offers a combination of rigorous training in comparative education theory and research methods; key skills in policy analysis, monitoring and evaluation; and advocacy. It also provides students with the flexibility to pursue in-depth research in a variety of areas critical to comparative and international education. Graduates are prepared to work in higher education institutions, educational research and policy organizations, government offices, ministries of education, and international development organizations.

Graduate Certificate in International Development in Education (on-campus and online)

The post-baccalaureate certificate program in International Development in Education (IDE) provides a foundation in the theoretical concepts of, and practical skills in, education and international development. Certificate holders are prepared to assess and solve education problems in international development, understanding different socioeconomic and political contexts in the global milieu, and work towards educational equity. From examining the work of international development agencies to learning the skills of program evaluation and proposal writing, certificate holders are prepared to work in NGOs, international development agencies, and multilateral organizations.

5. Admissions Standards

The Comparative and International Education program follows the minimum admission standards for the College of Education.

M.A. and M.Ed. degrees

- Undergraduate GPA minimum 3.00; or
- Graduate G.P.A. minimum 3.00 (12 credits); or
- Average G.P.A. of at least 3.00 for the last 2 semesters of undergraduate study; and
- Official transcript(s) from each post-secondary institution attended, and
- Two letters of recommendation; and
- Essay explaining student's experiences, interest in the program, and future professional and academic goals, and
- Language requirement (if necessary)

Language Requirement

Language requirement for international students should meet or exceed minimum scores determined by the College of Education. Students falling below the minimum target as identified by COE IBT TOEFL will need some remedial language assistance prior to taking any course work. The following target scores refer to the minimum scores within the College of Education:

Reading	24
Listening	20
Speaking	24
<u>Writing</u>	<u>25</u>
TOTAL SCORE	93

6. Academic Degrees and Curricula

6.1. M.Ed. in Globalization and Education Change (on-campus and online)

The M.Ed. in Globalization and Education Change is a 30 credit hour program comprised of 18 credit hours of required core courses and 12 credit hours of concentration courses.

Required Core (18 credits)

CIE 400. Comparative and International Education

CIE 401. Globalization and Contextualization in Education

CIE 402. Development and Evaluation of International Educational Projects

CIE 403. Globalization and Curriculum Implications

CIE471/EDUC 471. Globalization and Education Equity/Diversity & Multicultural Perspectives

EDUC 403. Research

Concentration Courses (12 credits)

Students take a minimum of 12 credits in this section. Concentration coursework is designed by each student and faculty advisor in close collaboration to meet the needs and interests of each student. Typically, students concentrate in the following areas: (1) International Counseling, (2) International Development in Education, (3) Teaching English to Speakers of Other Languages, (4) Special Education (not offered online), (5) Technology Use in the Schools, and (6) Women, Gender, and Sexuality Studies. Students may choose to concentrate in one of the following areas exclusively, which then leads to concurrent receipt of the M.Ed. plus a Post-Baccalaureate Certificate:

International Counseling (12 Credit Minimum)

CPSy 436. Culture-Centered Career Intervention

CPSy 442. Counseling and Therapeutic Approaches

CPSy 452. Current Issues in Counseling: Facilitating Healthy Adjustment

CPSy 453. Current Issues in Counseling: Building Healthy Communities (CPSy 452 prerequisite)

International Development in Education (12 Credit Minimum)

CIE 404. Issues and Institutions in International Educational Development

CIE 407. Grant Writing and Fund Raising in International Education Development

CIE 405. Experiencing the United Nations: Gender and Education in International Development

CIE 406. International Educational Policy

Teaching English to Speakers of Other Languages (12 Credit Minimum)

Educ 419. Second Language Acquisition (SLA) Theory

Educ 421. Intercultural Communication

Educ 422. Theory and Practice for Second Language Learning

Educ 423. Second Language Assessment

Women, Gender, and Sexuality Studies (12 Credit Minimum)

WGSS 450. Seminar in Feminist Theory (3)

CIE 405. Experiencing the United Nations: Gender and Education in International Development

WGSS 441. Women and Health (3)

WGSS 442. Gender and Third World Development (3)

Please see [Appendix A](#) for an advisement/coursework sequence planning form.

6.2. M.A. in Comparative and International Education

The MA in CIE is a 36 credit hour program comprised of 15 credit hours of required core courses, 6 credit hours of electives, 12 credit hours of disciplinary-focused courses, and 3 thesis credit hours.

Required Core Courses (15 credits)

CIE 400. Comparative and International Education
CIE 401. Globalization & Contextualization
EDUC 471. Diversity
EDUC 403. Research
EDUC 408. Introduction to Statistics

Elective Courses (6 credits, select 2 courses from below)

CIE 402. Development and Evaluation of International Educational Projects
CIE 403. Globalization and Curriculum Implications
CIE 404. Issues and Institutions in International Education Development
CIE 405. Experiencing the United Nations: NGOs in Education Policy & Practice
CIE 406. International Education Policy
CIE 407. Grant Writing and Fund Raising in International Education Development
CIE 414. Globalization and Post-Colonialism in Education

Research Thesis (3 credits)

CIE408. Thesis in Comparative and International Education

Disciplinary Concentration (12 credits)

Students should choose to concentrate in one of the following social science disciplines: (1) sociology and anthropology, (2) political science and international relations, (3) economics, or (4) history:

Sociology & Anthropology (Select 4 courses from below)

SSP 313. Social Movements
SSP 317. Globalization & Social Issues
SSP 396. Gender & Development
SSP 401. Classical Social Theory
SSP 461. Social Issues: Migration
ANTH 325. Economic Anthropology
OTHER SSP 400+ and ANTH 400+ courses with advisor approval

Political Science & International Relations (Select 4 courses from below)

POLS 413. Modern Political Philosophy
POLS 451. Comparative Politics Core
POLS 425. Nationalism in Comparative Perspective
POLS 442. Gender and Third World Development

OTHER POLS 400+ and IR 300+ courses with advisor approval

Economics (Select 4 courses from below)

ECO 411. History of Economic Thought

ECO 303. Economic Development

ECO 342. Economic Development in China

ECO 343. European Economic Integration

ECO 471. International Economic Development

ECO 473. International Monetary Economics

OTHER ECO 400+ with advisor approval

History (select 4 courses from below)

HIST 401. Historical Research

HIST 404. Readings in the History of the Atlantic World, 1500-1900

HIST 443. Readings in English History

HIST 444. Readings in Latin American History

HIST 447. Readings in European History

HIST 453. Research in English History

HIST 454. Research in Latin American History

HIST 457. Research in European History

OTHER HIST 400+ courses with advisor approval

M.A. Thesis

M.A. students should register for a thesis-writing class (CIE 408) in the fall of their second year. This course guides students through the process of writing either their thesis. Depending on student needs, course topics generally include idea organization and development, literature review, presentation of findings, and revision of their own writing. Plagiarism and citation of sources are also covered. The course includes both class and individual meetings throughout the semester. Throughout the course, students are required to work closely with their main thesis advisor.

Each student should work with her/his advisor to select a thesis committee, which consists of two CIE faculty members and one outside COE faculty member. Thesis committee members will meet twice: first, to review and approve a thesis proposal and, second, to review and approve a completed thesis. Thesis hearing is generally open to all students, colleagues, and friends. It is a great opportunity to share your research experience with others.

See [Appendix A](#) for an advisement/coursework sequence planning form.

See [Appendix B](#) for more specific guidelines regarding the preparation and submission of M.A. theses. This information is also available online:

http://www.etsadmin.com/docs/lehigh/lehigh_sample_pages.pdf

See [Appendix C](#) for more specific guidelines regarding the electronic submission of M.A. theses. This information is also available online: <http://cas.lehigh.edu/casweb/resource.aspx?id=959>

See [Appendix D](#) for a thesis defense report form, which you should bring with you on the day of

7. Transfer Credits

The College of Education has adopted a more restrictive policy on transfer of credits than has been approved by the university. Such policy is permitted by R & P 3.22.2.

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

Students must complete a *course transfer petition* (available online at <http://coe.lehigh.edu/content/current-student-information>) and see that it receives the necessary signatures and is submitted to the Registrar, along with course descriptions and an official transcript. Students may also be asked for a statement from their former institution to confirm that the course has not been used toward a prior degree.

To be eligible for credit towards a Lehigh *master's* program, all transferred courses must:

1. Have been taken at the graduate level
2. Be one in which the student received a final mark of B or better
3. Not have been used toward any prior degree
4. Have been completed within four years of first enrollment into a Lehigh graduate program
5. Be transferred from an institution that is accredited by one of the six regional accrediting associations.

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

NOTE: Students do NOT need to petition to apply courses toward meeting the requirements of certification, since there is no requirement that such courses be part of a degree program.

8. Types of Students

Only students who have been admitted officially by the university may register for graduate courses (400-level courses) in the college. In addition, only students admitted into one of the academic programs in the College of Education may pursue one of the degrees offered by the college. There are three types of admitted students at Lehigh: Regular graduate students, associate graduate students and non-degree graduate students. Students should check their letter of admission to determine which status they hold. If you have any questions concerning your letter, please call the College of Education Admissions Office at 610-758-3231. Each type of student is described below.

Regular Graduate Students

Regular graduate students are fully admitted to a degree program in the college and are assigned an academic adviser. Only regular graduate students are candidates for graduate degrees.

Associate Graduate Students

Students admitted under associate status are conditionally accepted into a degree program in the college. They are assigned an academic adviser and must demonstrate within 12 credits that they qualify for reassignment as regular graduate students. The criterion for qualification is completion at least 9 credits and no more than 12 credits with a GPA of 3.00 or better and no final course marks lower than B-. Students must petition for this change in status before being allowed to register for coursework beyond 12 credits. Students assigned associate status because they applied during the late admission period, but who clearly qualify for admission as regular graduate students, may petition for regular status after classes begin if all credentials are in order.

Non-degree Graduate Students

In addition to degree programs, there are two non-degree options as well: (1) Regular non-degree and (2) Non-degree for external certification. Regular non-degree admission is for students who wish to take up to 12 credits of graduate coursework at Lehigh without seeking a degree. Any transcript or other record from the university will clearly indicate the student status as non-degree. Non-degree students are not permitted to audit courses. university admissions criteria for non-degree graduate students are (a) a bachelor's degree from an accredited institution with an overall grade point average of at least 3.0 on a four-point scale (Applicants with undergraduate GPAs slightly below 3.0 may be admitted with approval from the department of Education and Human Services) or (b) to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution.

Non-degree for external certification students are admitted to pursue coursework for the purpose of obtaining certification through an external accrediting agency. Applicants are expected to have an undergraduate GPA of 3.0 or higher on a four-point scale or to have achieved a GPA of 3.0 or higher on a four-point scale for a minimum of 12 graduate credits at another accredited institution. Applicants are assigned certification advisers on admissions and must work with the adviser to assure that they complete all requirements for certification satisfactorily. Non-degree for external certification students complete the coursework and any other required field experiences for the appropriate certification, with the number of credits and field experiences being dictated by the external accrediting agency. Given this external control of credit requirements, the number of credits will vary and will typically exceed the 12-credit limit for regular non-degree students. Certification involves qualitative components as well as credits; a non-degree student seeking such certification must meet the quality standards of the certification program, as well as completing the necessary coursework and field experiences.

Changing from Non-Degree to Degree Status

Non-degree students of either type may seek admission to a degree program. Non-degree students who seek admission to a degree program must meet all regular admissions criteria, complete all regular procedures, and present all documents normally required of degree-seeking applicants to that program. Courses taken by a non-degree student who later enters a degree program will count towards the completion of the program to the extent that those courses fall within the normal requirements of the program and to the extent that the student's performance in the course(s) is acceptable for degree program purposes. Any course that is counted towards the completion of a degree must be completed within the established time limits for that degree, whether taken initially as a degree or non-degree course.

9. College Academic Standards and Expectations

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

FINAL COURSE MARK	GPA	QUALITATIVE INTERPRETATION
A	4.00	Excellent performance demonstrating superior work.
A-	3.67	Strong performance with some room for improvement.
B+	3.33	Good performance.
B	3.00	Competent performance.
B-	2.67	Minimal performance calling for marked future improvement.
C+	2.33	Inadequate performance; multiple marks below B- lead to probation and or dismissal for poor scholarship.
C	2.00	
C-	1.67	
D+	1.33	Unacceptable performance that cannot be counted toward meeting degree or certification requirements, although such marks factor in cumulative GPA and can play a role in a student being placed on probation or dismissed for poor scholarship.
D	1.00	
D-	.67	
F	0.00	
N	----	Course not completed; may also carry a parenthetical mark to which the incomplete will convert if not removed within a year.
A	----	Audited course; such courses may not be counted toward meeting degree or certification requirements and may not be retaken for credit once audited.
X	----	Absent from the final exam; may also carry a parenthetical mark to which the final mark will convert if not removed within a year, or earlier is specified by the instructor.
Z	----	Absent from the final exam and incomplete; student has one year to remove incomplete, unless an earlier deadline is specified by the instructor.
W	----	Course was dropped before the end of the official drop period; does not count toward cumulative GPA or meeting degree or certification requirements.
WP	----	Course was dropped after the end of the official drop period and student was passing at time he or she dropped; does not count toward cumulative GPA or meeting degree or certification requirements.
WF	0.00	Course was dropped after the end of the official drop period and student was NOT passing at time he or she dropped; counts toward cumulative GPA, but does not count toward meeting degree or certification requirements.

10. Academic Scholarship Requirements for COE Degree Programs

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

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

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

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

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

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

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

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

11. College Policy on Adequate Academic Progress

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

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

Events that may trigger such an adequate progress review include:

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

In addition, some COE academic programs mandate periodic reviews of the academic progress of all students in those programs and these reviews shall take place without the necessity of a triggering event. In making decisions about adequate progress, program faculty shall take into consideration a student's personal health and/or life situation. To assist in such consideration, program directors may request that students clarify the reasons behind their failure to make adequate academic progress.

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

12. College Academic Integrity Policy

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

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

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

Process for Resolving Suspected Student Academic Misconduct under the Policy

The COE has its own procedures for attempting informal resolution of suspected academic misconduct, procedures that are aligned with the university's process. For those procedures and relevant forms, please see: https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_StudAcadMisconductResolveGuide.pdf

13. Lehigh University Code of Conduct

The university's expectations for student behavior are detailed in its Code of Conduct. Please familiarize yourself with those expectations at:

www.lehigh.edu/~indost/conduct/handbook/sect6.shtml

14. Protection of Human Subjects in Research

The university's basic policy places the primary responsibility for the protection of the welfare and the right of privacy of the individual subject on the principal investigator. The responsibility is shared by the university as an institution and, where outside support is provided, by the sponsoring agency. All research and experimental activities in which people participate as subjects must be approved by Lehigh University's Institutional Review Board (IRB) before the involvement of the subjects. This applies to sponsored and unsponsored research, continuing education courses, and instructional projects and activities conducted by university students, staff, and faculty.

All reviews of research projects involve use of IRBNet.org. Graduate students must submit their proposed projects for IRB review online. Visit <http://research.cc.lehigh.edu/irb> to learn how to use this system. The review process begins when your project is submitted electronically, provided you have supplied all the required information. The IRB meets on the second Tuesday of each month

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

15. Termination of Student Status

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

1. *Voluntary Termination:* A student notifies the university, through academic advisers, program directors or other university officials, that he/she wishes to discontinue pursue of studies.
2. *Inadequate Academic Progress:* If, in the judgment of the program faculty, a student has failed to meet the expectations of the program in terms of making adequate academic progress, as defined by the College of Education's *Adequate Academic Progress Policy* (see below), that student may be dropped from the program.
3. *Failure to Meet Program Standards/Requirements:* Selected degree programs in the COE have periodic reviews of student performance and behavior. If, in the judgment of the program's voting faculty, a student has failed to meet the expectations/requirements of the program, that student may be dropped from the program. Such expectations/requirements include both course-related and non-course-related performances and behaviors.
4. *Dismissal for Poor Scholarship:* Regularly admitted students in degree programs who fail to meet the COE's *Academic Performance Standards Policy* will be dismissed from the college.
5. *Disciplinary Dismissal:* Students who undergo a disciplinary review in which they are found responsible, may have their student status terminated (see <http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml>). The COE has its own procedures for attempting informal resolution of suspected academic misconduct (https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_StudAcadMisconductResolveGuide.pdf), procedures aligned with the university's process.
6. *Certification/Licensure Program Termination:* A student in a program leading to external certification or licensure who is found to have violated the COE *Academic Integrity Policy* will no longer be eligible to pursue such certification and licensure, although he or she may be eligible to complete a degree program that does not include such certification/licensure. Similarly, if, in the judgment of the voting program faculty, a student seeking certification is not suited to further pursuit of that certification (as might happen in programs that prepare school teachers, administrators, counselors and psychologists), that student will be offered the option of completing a degree without certification. This latter instance most frequently occurs when that student has failed to succeed in one of more field placements and/or has demonstrated temperamental/emotional issues causing concern about recommending to the certifying/licensing agency that the student be granted certified/licensed.
7. *Termination of Doctoral Studies:* A student that fails either the Doctoral Qualifying Examination or the Doctoral General Examination, does not garner approval for the dissertation proposal, or ultimately fails to defend his/her dissertation successfully will no longer be eligible to pursue doctoral studies (see <http://www.lehigh.edu/coursecatalog/degree-information.html>). In such cases, the student may be offered, instead, the opportunity to receive a master's degree, through meeting its requirements.

The college and university have appropriate appeal processes designed to assure students have access to due process. For details of those processes, please see the College of Education *Grievance Procedures* section elsewhere in this manual.

16. College of Education Grievance Procedures

While our goal should be to resolve disagreements, misunderstandings and conflicts through discussions among those involved, there are times when more formal procedures of resolution are needed in order to resolve student grievances. For this reason, students in the College of Education may seek redress of grievances through various agencies and procedures within the college and the broader university. The sections that follow describe procedures to be employed in appealing specific types of grievances.

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

1. A student (or group of students) questioning the validity of an assigned mark must file a *written* appeal with the course instructor no later than the last day of classes of the semester following receipt of the final course mark. In the case of spring and summer courses, this means the last day of class of the fall semester, while for fall courses, this means the last day of classes of the spring semester. These deadlines do not, however, limit the ability to correct a mark/grade based on miscalculation or data entry error.
2. In this written appeal, the student(s) shall, using the *Mark/Grade Appeal* form, provide the title and number of the course taken, the name of the course's instructor(s), the term (Fall, spring, summer) and year in which the course was taken, the specific mark under appeal and what it covered (for example, homework assignment, project, presentation, field experience, final course mark) and a detailed description of the reason(s) the assigned mark is inappropriate. Students may obtain the *Mark/Grade Appeal* form online at: https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_GradeAppealForm.pdf, or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.
3. If the student(s) and instructor(s) are unable to resolve the disagreement to the satisfaction of the student(s), the written appeal—now with a written response from the instructor(s)—moves forward to the director of the academic program. (In certain cases involving adjunct instructors, however, the appeal may go first to a faculty supervisor appointed by the academic program. If such a supervisor is involved, he or she meets with the student(s) and instructor(s) and attempts to help resolve the disagreement. If unable to do so, that supervisor adds his or her comments on the merits of the appeal and sends the appeal packet to the program director.)

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

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

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

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

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

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

Redress of Grievances Based on Harassment

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

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

Redress of Other Course-related Academic Grievances

1. A student (or group of students) with a complaint that arises out of any course but is not covered by one of the procedures above should bring the complaint first to the instructor of the course in which the source of the grievance occurred. This grievance may be presented orally, although the student(s) should make clear the nature of the grievance and what action he/she/they would like taken to resolve that grievance.
2. If, after meeting with the instructor, students do not feel satisfied, they prepare a written grievance to take to the director of the academic program in which the course is offered. This written grievance, which must be completed using the *Course-related Non-grade Grievance* form, shall document the title and number of the course taken, the name of the course's instructor(s), the term (fall, spring, summer) and year in which the course was taken, a description of the events or actions leading to the complaint and a proposed

resolution to the complaint. Students may obtain the *Course-related Non-grade Grievance* form online (https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_CourseRelatedNonGradeGrievanceForm.pdf), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The program director asks the instructor(s) to submit a written response to the grievance and attaches this response to the student grievance packet. The program director then meets with the parties to seek a resolution. If unable to do so, he or she adds comments to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is also unsuccessful, the grievance package – now including the department chair’s comments— moves to the Dean of the College of Education who examines the entire packet, interviews the student(s) and instructor(s) —if the dean deems such interviews necessary— and issues a decision on the grievance.
4. If the student/group of students has/have serious concerns about meeting with the instructor, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program. Similarly, if students have serious concerns about meeting with the program director (#2 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

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

5. If, upon receiving the decision of the dean, the student or students involved still wish to seek redress, they may use the formal university graduate petition process described below under *Right of Appeal of Academic Grievances*.
 1. A graduate student (or group of graduate students) with a grievance related to an activity **outside** courses –including research activities— that is not covered by one of the procedures listed above, should bring that grievance first to the responsible faculty or staff member. In the meeting with that faculty or staff member, students may describe their grievance orally, provided that they make clear the nature of the grievance and how they would wish it redressed.
 2. If, after meeting with the responsible faculty or staff member, students wish to pursue the matter further, they use the *Non-course-related Grievance* form to prepare a written grievance that (1) identifies the individuals involved, (2) notes when the events or actions leading to the grievance occurred, (3) describes why they were inappropriate and (4) proposes actions to resolve the grievance. Students may obtain the *Non-course-related Grievance* form online

(https://coe.lehigh.edu/sites/coe.lehigh.edu/files/COE_NonCourseRelatedGrievanceForm.pdf), or from either their program coordinator or the departmental coordinator, Donna Ball, in A325.

3. The written grievance then moves to the appropriate program director or university supervisor, who asks the responsible faculty or staff member to submit a written response to the grievance and attaches this response to the student grievance packet. The program director or university supervisor then meets with the parties involved and seeks to resolve the grievance. If unable to do so, he or she adds comments on the merits of the grievance to the grievance package and it then moves to the department chair who follows the same procedures in attempting to resolve the situation. If he or she is unsuccessful, the grievance package –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/group of students has/have serious concerns about meeting with the responsible faculty or staff member, he/she/they may skip the meeting described under #1 above and move the grievance directly to the director of the academic program or the appropriate university staff supervisor. Similarly, if students have serious concerns about meeting with the program director or university staff supervisor (#3 above), the grievance may move directly to the department chair. In either case, the grievance must be written, being sure to include the information specified in #2 above.

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

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

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

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

considers all graduate petitions. The Registrar's Office notifies the petitioner of the decision of the committee. If a petitioner is not satisfied with the decision of the SOGS Committee, he or she may appeal the decision to the full GRC. Appeals to the full GRC are, however, rare and the appellant must make clear in writing why the decision of the SOGS Committee was inappropriate and why whatever resolution the petitioner proposes is more appropriate.

17. Lehigh University Graduate Petitions

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

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

Whenever possible, however, the petitioner should make his or her *very best* effort to use the PDF and not attach additional pages. This environmentally conscious approach not only reduces use of paper, it is also more efficient.

The petitioner may save the form to his or her computer and complete it in several sessions. Once the petitioner has completed the form, he or she prints out a copy for distribution to obtain the necessary signatures and recommendations.

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

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

Petition-consideration Process

1. A student obtains a petition form and (1) checks the appropriate boxes for what action he/she wants taken ["I respectfully request: ..."] **and** (2) enters text telling why that action is more appropriate than the action already taken ["Reasons: ..."]. The student fills out the top of the petition, entering contact information, prints the form and then signs and dates it.
2. The signed form then goes to the student's academic adviser. That adviser reviews the petition, makes a recommendation ["Approve" or "Deny"], provides any justification for his/her recommendation and then signs and dates the form.

3. The doubly signed form goes next to the graduate coordinator who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.
4. The triply signed form next goes to the department chair who reviews the petition and any attachments, makes a recommendation [“Approve” or “Deny”], provides any justification for his/her recommendation and then signs and dates the form.
5. Now carrying four signatures, the petition form goes to the dean’s office where the associate dean reviews the petition and any attachments, makes a recommendation [“Approve,” “Deny” or “Defer to SOGS”], provides any justification for his/her recommendation and then signs and dates the form. [Associate deans recommend “Defer to SOGS” when they feel there may be cross-college issues that should be discussed before making a recommendation.]
6. The petition leaves the college at this point and goes down to the registrar’s office. The registrar reviews the petition and any attachments, checks the student’s record for any additional relevant information, and determines if the petition is covered by a recent precedent by the Committee on the Standing of Graduate Students (SOGS). If so, the registrar acts on the petition based on that precedent. If not, the registrar distributes the petition electronically to all members of SOGS and schedules it for discussion at the next SOGS meeting.
7. The SOGS committee meets every other week, including some meetings in the summer, and typically considers between four and 12 petitions at each meeting. Each petition is discussed and carefully considered and the committee votes to *approve*, *deny*, or *table* the petition.
8. If a petition is tabled, the graduate associate dean from the petitioner’s college notifies the department/program of that fact and requests the missing documentation. A petition may remain on the table for *no more than two meetings*; if the requested documentation has not been supplied by then, the petition is automatically denied.
9. If the committee decides to *approve* or *deny* the petition, the registrar’s office notifies the petitioner of the decision of the committee.
10. If a petitioner is not satisfied with this decision, he or she may appeal to the Graduate and Research Committee (GRC). This appeal should be in the form of a letter to the GRC that the student delivers to the chair of the GRC. In this letter, the student should make clear (1) what action he or she wishes taken instead of the action taken by SOGS, (2) why the action taken by SOGS was inappropriate, and (3) why the requested action is the more appropriate action. For more details, visit: <http://www.lehigh.edu/~indost/conduct/handbook/sect4.shtml>
11. The GRC as a whole considers the student’s appeal and issues its decision.

18. Financial Support

CIE program has resources available to provide at least partial support to students admitted for full-time study. Support is provided through student participation on research and training grants, University graduate assistantships, and tuition remission scholarships. Students participating in these various projects are involved approximately 20 hours per week and receive a stipend of approximately \$10,000-\$14,000 per year, plus the equivalent of full-time tuition. Importantly, many CIE students seek GA positions in other international education-related offices and programs on campus, including Study Abroad Office, Global Union, Global Citizenship program, Office of International Students and Scholars, and others.

Financial support is not guaranteed. Although historically students who enter the program have been maintained on some form of support, students entering the program must anticipate that they will be expected to bear the cost of their education for a significant portion of their graduate program. The tuition for all students enrolled in the College of Education is reduced by approximately 40% of the per credit tuition paid by graduate students in other units of the University. For academic year 2013-2014, tuition for College of Education students is \$565.00 per credit hour. Full-time status is considered as enrolling in 9 credit hours per semester.

In assigning GA fellowships and tuition remission credits, we give priority to our doctoral students, although some support for master's degree students is also available. For the 2013/2014 academic year, for example, three full-time doctoral students received full tuition remission and stipend (i.e., two university and presidential fellowships and one program GA), two doctoral full-time students received full tuition remission and partial stipend (i.e., GAs), and four part-time doctoral students received partial tuition remission. In addition, three master's degree students received partial tuition remission support.

Every spring, the College of Education CIE program advises all its current and incoming students of the upcoming financial support that will be available to them for the following school year. Some of these programs include Tuition Remission and Graduate Assistantships (GAs). Interested students should apply for this financial support at that time. Additional information about financial aid and financial support can be found on our website www.lehigh.edu/education/cie/ or through the Financial Aid office at <http://www.lehigh.edu/~infao/graduate/index.html>.

A recent survey of CIE alumni (2013) indicates that 72.3% of all surveyed students received some financial assistance during their graduate studies in the CIE program, including 18.8% who received full-time graduate assistantships, 21.9% who received part-time graduate assistantships, 31.3% who received tuition remission, and 28.9% received other forms of financial support (e.g., presidential scholarship, Fulbright fellowship, Muskie fellowship, Dean's scholarships, employee benefits, etc.). Similarly, a 2013 survey of current CIE students indicated that 68.6% (24) received some financial assistance, including 22.7% (7) full-time graduate assistantships,

9.1 (2) part-time graduate assistantships, 50% (11) tuition remission, and 18.2% (4) others forms of financial assistance (e.g., presidential scholarships). In other words, although financial assistance from the Department is fairly limited, CIE students are able to successfully secure graduate assistantships from other sources on campus and beyond, while CIE faculty are striving to expand student financial support through both internal and external grants.

University Funding to Support Conference Travel

In addition to tuition remission, graduate assistantships, and scholarships/fellowships, all students are eligible to apply for funding to support travel to and presentations at professional conferences. Such funding is available on a competitive basis from the Department Chair (announcements are sent out to all students at the beginning of each semester), COE Diversity Committee/Multicultural Resource Center (MRC), and Graduate Life Office/Student Council (GSS). Occasionally, CIE faculty support student travel to conferences from their research/program development grants (e.g. Lehigh/Cambodia initiative). For more information on application guidelines and deadlines, please see:

COE Diversity Committee Travel Grant

<http://coe.lehigh.edu/mrc/funding-opportunities>

Lehigh Graduate Life Travel Grant

<http://www.lehigh.edu/gss/Travel%20Grants.html>

Fellowships

Lehigh University has an Office of Fellowship Advising (OFA). Its mission is to provide Lehigh students (undergraduate, graduate and alumni) with personalized advise, up-to-date information, and guidance through the application process for competitive national and international Fellowships and Scholarships. Fulbright, Rhodes, Marshall, Mitchell, Truman, Goldwater, Carnegie, Gates-Cambridge, SURF and Churchill are only some of the most recognized awards we handle at OFA. The office works closely with the student to identify the strengths and resources that will make them successful in achieving their goals, whether these are graduate studies, summer research or international exchange. Please contact the office for more information about available fellowships:

Maria Figueroa-Armijos
Director, Office of Fellowship Advising
Professor of Practice, Economics
478 Rauch Business Center
Lehigh University
621 Taylor Street, Bethlehem, PA 18015

Email: mfigueroa@lehigh.edu

Office: [\(610\) 758-1098](tel:(610)758-1098)

www.lehigh.edu/~inofa

19. Adverse Weather Policies

Closing the University/Delaying Opening: If weather conditions become hazardous overnight, a determination will be made by 6:30 a.m. as to whether or not a change in the opening of the university will be made. Please dial **610-758-NEWS** (610-758-6397) or listen to your local TV/radio stations for the latest update.

RADIO: Updates will be broadcast on the following stations.

AM STATION	FREQUENCY	FM STATION	FREQUENCY
WAEB	790 AM	WLVR	91.3 FM
WEST	1400 AM	WZZO	95.1 FM
		WLEV & WCTO	96.1 FM
		WODE	99.9 FM
		WFMZ	100.7 FM
		B104	104.1 FM

TELEVISION: Updates will appear on WFMZ-TV Channel 69

Parking Regulations for Snow Emergencies: "Snow Emergency" regulations are automatically in effect when the official accumulation of snow for the Bethlehem area reaches one inch. "Snow Emergency" regulations remain in effect until 7:30 a.m. on the third day following the end of the snowstorm, unless canceled earlier. You may contact the Lehigh Police to determine if a "Snow Emergency" is in effect. The regulations that follow apply to ALL members of the Lehigh Community including students, faculty, staff, guests and visitors, etc.

1. Prohibited parking regulations will be strictly enforced. Violations during periods of snow emergencies carry a minimum fine of \$25.
2. Parking is prohibited on the lower campus for any reason between the hours of midnight and 7:30 a.m. unless otherwise posted.
3. If classes are canceled and the university is officially closed, parking is prohibited on the lower campus until 7:30 a.m. on the day following the closing.
4. Parking is prohibited on the lower campus from 5:00 p.m Friday through 7:30 a.m Monday.
5. In addition to the above, it may be necessary to temporarily close lots at other times or to temporarily close additional lots. When this occurs, lots or areas must be vacated according to the posted snow emergency signs that specify a temporary parking area.
6. It is the responsibility of the individual to ascertain whether the snow emergency regulations are in effect. Violators will be towed at their own expense.

During and immediately following heavy snowstorms and drifting snow, crews work around the clock trying to keep roads open and parking areas clear. Stranded and improperly parked cars make it impossible to complete this work in a timely fashion; therefore, compliance with snow emergency regulations and the complete cooperation of everyone is vital. Remember, campus safety depends upon your cooperation.

Excusing Student Absences When Buses Are Not Operating: As noted under the *University Policy on Handling Adverse Weather*, the Provost issues decisions on whether or not the university will remain open during adverse weather. On rare occasions when the university remains open in adverse weather, Lehigh buses may, however, cease to run, preventing some

students from attending class. In such cases, the absences of these students are to be excused and they are to be given extensions for submission of assignments or completion of quizzes, tests or exams they missed by their absence.

The most up-to-date information on bus stoppages can be obtained by calling 610-758-1700 or by going online to: <http://www.lehigh.edu/~inubs/parking/routes.shtml>. After 4:30 p.m. this website is not updated until the next day.

Instructor Decisions on Cancelling Classes in Adverse Weather: The majority of College of Education classes meet on Mountaintop campus and, when there is adverse weather, conditions on Mountaintop can often be more treacherous than on lower campus, particularly in winter, when Mountaintop's slightly lower temperatures are more prone to produce icing. This problem may be further complicated by the fact that COE classes typically meet from 4:00-7:00 p.m. or 7:00-10:00 p.m., when plummeting winter temperatures or snow accumulations can produce increasingly dangerous driving conditions as the evening progresses.

There may be instances in which the university remains open, but instructors and students become concerned about personal safety. Instructors may find themselves fielding inquiries about whether COE evening classes are to be held under the conditions described above. And, since many students in COE graduate courses commute from some distance to reach campus, such inquiries may begin in mid-afternoon. In addition, conditions along the routes these students must drive may be substantially worse than the conditions on campus.

Clearly, instructors should meet their classes whenever possible, particularly when the provost has decided the university will remain open during adverse weather. That said, instructors and students are expected to behave rationally, including acting in responsible ways in terms of personal safety. If, in the judgment of a course instructor, weather conditions are so serious as to put the safety of the instructor or his/her students at great risk, the instructor may cancel a class. The expectation is that instructors will then reschedule the missed class for an alternate date.

Further, an instructor may say to his/her students that they should use their best judgment about the risk in coming to class under such conditions and decide accordingly. When an instructor has provided students with the ability to make such a judgment, he or she should then honor whatever decision the student makes, without penalizing that student in any way. This may entail rescheduling class presentations, providing extensions to course deadlines involving class activities, or otherwise modifying sequences or requirements to accommodate that absence.
