

# **Lehigh University, College of Education**

GLOBAL ONLINE GRADUATE DEGREES  
AND TRAINING

---

## **2016-2017 Program Catalog**

**Graduate Degree Programs**  
**Non-Degree Certificate Programs**  
**Professional Development Workshops**

---

**Global Online Graduate Degrees & Training**  
**Lehigh University College of Education**  
**111 Research Drive, Bethlehem, PA 18015**  
**Phone (610) 758-5737 • Fax (610) 758-3243**  
**<https://coe.lehigh.edu/international>**

# Table of Contents

## **SECTION 1: INTRODUCTION**

Overview	3
Programs-at-a-Glance	5

## **SECTION 2: GRADUATE PROGRAMS**

Ph. D in Comparative and International Education	6
Ed.D. in Educational Leadership	9
M.Ed. in Educational Leadership	12
M.Ed. in International Counseling	14
M.Ed. in Globalization and Educational Change	16
Non-Degree Certificate Programs	18

## **SECTION 3: PROFESSIONAL DEVELOPMENT WORKSHOPS**

Description	22
-------------	----

## **SECTION 4: ADMISSIONS INFORMATION**

Degree and Certificate Admission	23
Foreign Transcripts	24
Graduate Program Checklist	25
Application Deadlines	26
Financial Aid	26
Transfer of Credit	26
Tuition and Payment	27
Refund Policy	28
Graduation	28

## **SECTION 5: SUMMER INSTITUTES**

Overview	29
Course Schedule 2016 and Housing	30
Lehigh University Email and Phone Directory	30

Welcome to the College of Education's Office of Global Online Graduate Degrees & Training at Lehigh University! Founded in 1865, Lehigh University is one of the top-ranked research universities in America, with the College of Education being one of the most selective colleges of education in America. The College recruits diverse faculty and students of the highest quality in order to provide challenging educational experiences. Faculty members are committed to the research-to-practice models of education and collaborate directly with school-based, human service, instructional design, and technology professionals.

### **Office of Global Online Graduate Degrees and Training**

The Office of Global Online Graduate Degrees & Training is 15 years old and is committed to globalization, multiculturalism, and leadership. Serving students from 67 countries across five continents, the Global Online Office offers Master's and Doctoral Degree programs in International Counseling, Educational Leadership, and Comparative and International Education designed to reach the global community. In addition to its graduate degree programs, the Global Online Office offers principal certification, professional education certificates, summer institutes, and professional development programs throughout the academic year.

Continuously working to help students meet their professional development needs, different options have been developed for students to receive course credits. These credits can be used towards the completion of a Doctoral Degree, Master's Degree or Certificate program.

The Office of Global Online Graduate Degrees & Training offers five graduate degree programs:

- Ph.D. in Comparative and International Education;
- Ed.D. in Educational Leadership;
- M.Ed. in Globalization and Educational Change;
- M.Ed. in Educational Leadership; and
- M.Ed. in International Counseling.

#### **• CERTIFICATE PROGRAMS**

In addition to the Degree programs, the Office of Global Online Graduate Degrees & Training offers a variety of Non-Degree Certificate programs in:

- International Counseling;
- Teaching English to Speakers of Other Languages (TESOL);
- International Development in Education; and
- Technology Use in the Schools.

Students must complete four specific courses (12 credits) in order to earn a certificate program in one of these specialized areas. These programs are designed as a shorter alternative to a Degree program. Students may later request to apply credits earned in a Certificate program towards a graduate degree programs.

- **PROFESSIONAL DEVELOPMENT PROGRAMS**

Additional program options include customized online, face-to-face or hybrid professional development training with credit and non-credit options. Customized programs can be designed for small or large groups of teachers, administrators, counselors, and other educational professionals. For example, we have conducted a series of TESOL professional development workshops for a boarding school in Taiwan for their entire staff. We have provided a series of International Counseling workshops in Shanghai, China. In addition, we are collaborating with Kuwaiti international schools for professional development in International Counseling. Our office is uniquely positioned to work across disciplines within the College of Education to arrange two to three day workshops that can be delivered around the world. For additional information, please see page 22.

- **SUMMER INSTITUTE**

The Summer Institute affords students the opportunity to complete courses towards a degree program or a certificate program in a reduced period of time. In addition, students have the opportunity to network with other international students and leaders from around the world on Lehigh University's campus in Bethlehem, Pennsylvania, to meet Lehigh faculty, and further their research. Summer Institute courses are offered in a condensed 9-day format, with four days of coursework, one day off, and then four additional days of coursework. A two day break is arranged between sessions. Courses are held on Lehigh University's main campus and housing is provided in graduate student suites that are convenient to classrooms, the bookstore, and restaurants.

In even-numbered years, the Summer Institute offers two (2) International Counseling courses at The American College of Greece in Athens, Greece. Housing is arranged through the Global Online Office and is in gated, shared apartments approximately 10 minutes from the American College of Greece.

For additional information, please see page 29.

**PROGRAMS-AT-A-GLANCE**

<b>Program</b>	<b>Prospective Students</b>	<b>Number of Credits</b>	<b>Method of Delivery</b>	<b>Approximate Timelines</b>	<b>Do I need to attend Summer Institutes?</b>
<b>Ph.D. in Comparative and International Education</b>	<b>International Educators, Diplomatic Community, and International NGO Personnel</b>	<b>48 (with Master's Degree)</b>	<b>Hybrid</b>	<b>4-7 years</b>	<b>Yes -- You must attend two</b>
<b>Ed.D. in Educational Leadership</b>	<b>School Heads, Principals, Directors, Senior Management</b>	<b>48 (with Master's Degree)</b>	<b>Hybrid</b>	<b>4-7 years</b>	<b>Yes -- You must attend two</b>
<b>M.Ed. in Educational Leadership</b>	<b>School Administrators, Business Managers</b>	<b>30</b>	<b>Hybrid</b>	<b>2-6 Years</b>	<b>Yes - You must attend two</b>
<b>M.Ed. in Globalization and Educational Change</b>	<b>International Educators, Diplomatic Community, and International NGO Personnel</b>	<b>30</b>	<b>Hybrid</b>	<b>2-6 Years</b>	<b>Yes -- You must attend two</b>
<b>M.Ed. in International Counseling</b>	<b>International School Counselors and Administrators</b>	<b>30</b>	<b>Hybrid</b>	<b>2-6 Years</b>	<b>Yes -- You must attend two</b>
<b>Certificate Programs</b>					
<ul style="list-style-type: none"> <li>• <b>International Counseling</b></li> </ul>	<b>International School Counselors and Administrators</b>	<b>12</b>	<b>Hybrid</b>	<b>1+ year</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• <b>Teaching English to Speakers of Other Languages (TESOL)</b></li> </ul>	<b>Teachers of English as a Second Language</b>	<b>12</b>	<b>Hybrid</b>	<b>1+ year</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• <b>International Development in Education</b></li> </ul>	<b>International Educators, Diplomatic Community, and International NGO Personnel</b>	<b>12</b>	<b>Hybrid</b>	<b>1+ year</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• <b>Technology Use in the Schools</b></li> </ul>	<b>Teachers and administrators implementing technology</b>	<b>12</b>	<b>Hybrid</b>	<b>1+ year</b>	<b>No</b>

**Hybrid = Online and on-site course delivery**

## Graduate Programs Offered

### Doctorate of Philosophy (Ph.D.) in Comparative and International Education

The Ph.D. degree program in Comparative and International Education (Ph.D. in CIE) prepares students for research, scholarly inquiry, and advanced professional careers in the field of comparative and international education. A hallmark of this program is the bridge between educational theory, research, and practice. The Ph.D. degree builds on and combines the strengths of the M.Ed. in Globalization and Educational Change program by being practical, research-oriented, and policy-focused, while adding a robust theory-oriented and research-driven component.

The Ph.D. in CIE degree offers a combination of rigorous training in comparative education; key skills in policy analysis, monitoring and evaluation, and advocacy; as well as providing 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.

The Ph.D. degree in CIE consists of a minimum of 72 graduate-level credits. Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond a Bachelor's degree. Students who have earned a Master's degree at another institution must register for a minimum of 48 credits.

Coursework for the Ph.D. in Comparative and International Education is as follows:

#### A. COMPARATIVE AND INTERNATIONAL EDUCATION CORE COURSES (15 CREDITS)

Required:

CIE 400 Comparative and International Education (3)

CIE 401 Globalization and Contextualization (3)

CIE 471 Globalization and Education Equity (3)

CIE 450 Doctoral Seminar in Comparative and International Education I (3)

CIE 451 Doctoral Seminar in Comparative and International Education II (3)

#### B. RESEARCH METHODS COURSES (21 CREDITS)

Required:

CIE 410 Research in Comparative and International Education I (3)

CIE 411 Research in Comparative and International Education II (3)

CIE 460 Advanced Research Practicum in Comparative and International Education (3)

CIE 402 Development and Evaluation of International Educational Projects (3)

Educ 405 Qualitative Research Methods (3)

Educ 410 Univariate Statistical Models (3)

Educ 411 Multivariate Statistics (3)

Additional courses with advisor approval.

#### C. INTERDISCIPLINARY CORE COURSES (27 CREDITS)

Required:

CIE 404 Issues and Institutions in International Education Development (3)

CIE 406 International Educational Policy (3)

CIE 412 Sociocultural Issues in Comparative and International Education (3)

CIE 414 Globalization and Post-colonial Issues in Education (3)

In addition, students are required to complete at least 21 credits across three interdisciplinary program areas: (1) society and culture; (2) policy and politics; and (3) sustainable development – with at least two courses in each of the interdisciplinary areas. This includes one CIE required course in each area and electives depending on students' research needs and interests. For additional information about specific electives coursework, please contact the Program Director, Dr. Alexander Wiseman at [aww207@lehigh.edu](mailto:aww207@lehigh.edu)

#### ELECTIVES:

CIE 491 Special Topics in Comparative and International Education (3)

Other elective courses in sociology, anthropology, political science, environmental initiative, and other programs with the approval of CIE and relevant program faculty.

#### D. DOCTORAL PREPARATION COURSES (3 credits)

CIE 470 Doctoral Proposal Seminar (3)

#### E. DISSERTATION (minimum of 6 credits)

## Ph.D. in Comparative & International Education Course Descriptions

### SECTION A. COMPARATIVE AND INTERNATIONAL EDUCATION CORE COURSES

***CIE 400 Comparative and International Education (3)*** The goal of this course is to introduce students to the origins and development of the field of international and comparative education and to explore how both scholars and educational policymakers have engaged in some of the debates that characterize policy and research in education around the world. Special attention is devoted to similarities and differences in educational policy and practice between advanced and developing capitalist, socialist and “transitional” societies. At the end of this course, students should be able to think about their school or educational system within a global context, and have some idea how to make meaningful comparisons.

***CIE 401 Globalization and Contextualization (3)*** The goal of the course is clarify what globalization is and to consider the impact of globalizing ideas, structures, and cultures on education, and how educators and other stakeholders respond given their school's or system's unique global context. Through case studies and discussions with real-world school leaders, students explore ways that policies are “borrowed” in educational cultures and how structures are “institutionalized.”

***CIE 471 Globalization and Education Equity (3)*** This course investigates how globalization affects education equity by examining group differences that result from race, ethnicity, culture, language, class, and gender. It critically analyzes existing systems of power and privilege that maintain the social constructions of cultural differences in the United States and globally. Through readings and class discussions, students are empowered to clarify and ground their own beliefs about education equity, while articulating a vision for equitable educational development as thoughtful, critical, and humane education researchers and practitioners.

*CIE 450 Doctoral Seminar in Comparative and International Education I (3)* *CIE 451 Doctoral Seminar in Comparative and International Education II (3)* [Two-semester sequence.] This seminar is a year-long course divided into several modules, each taught by different faculty within the comparative and international education program.

The goal is to provide new doctoral students with a strong foundation in comparative education theory and initiate them into the professional and academic field. Students will study a variety of established and evolving theoretical frameworks and explore major research areas in comparative and international education and its subdisciplines, with an emphasis on Lehigh-specific expertise in the field.

## **SECTION B. RESEARCH METHODS COURSES**

*CIE 410 Research in Comparative and International Education I (3)* and *CIE 411 Research in Comparative and International Education II (3)* [Two-semester sequence] This course provides an overview of research methodologies used in comparative and international education research. The course introduces doctoral students to both qualitative and quantitative research methodologies, including participant observation, interviews, ethnography, narrative analysis, survey data collection, and large-scale, cross-national data analysis. The relationship between each methodology and the field of comparative and international education is discussed using both research and policy examples from a variety of developed and developing country contexts.

*CIE 460 Advanced Research Practicum in Comparative and International Education (3)* The goal of this course is to provide an opportunity for doctoral students to learn advanced techniques of comparative education research or measurement applied to international and/or cross-national comparative study of education phenomena. The Advanced Research Practicum will be closely supervised by a CIE faculty member and involves elements of collaborative academic research and professional mentoring.

*CIE 402 Development and Evaluation of International Educational Projects (3)* This course is an introductory exercise for students new to educational research, program evaluation and related areas (e.g., quality improvement, enhancing organizational performance, methods of social change, management training). Students develop and conduct a professional on-site project evaluation of existing national and international projects, including initiatives undertaken by different international organizations (e.g., UNICEF, UNESCO, USAID), educational institutions, and schools (both public and private). Students are accompanied and supervised throughout all stages of the research and evaluation process. No previous experience with evaluation research and empirical or qualitative data analysis is required.

*Educ 405 Qualitative Research Methods (3)* This course explores foundations of qualitative design as research methodology for answering questions in education. Topics include history, philosophy, types, methods, applications, and critical reading of qualitative research reports. There is an emphasis on developing key researcher skills of collecting, analyzing and interpreting data, establishing credibility, and writing and publishing results.

*Educ 410 Univariate Statistical Models (3)* This course explores the univariate general linear model. Principles of expressing models and hypotheses about those models are stressed. Emphasis on similarity among the analysis of variance, multiple regression, and the analysis of covariance are highlighted. Examples of non-standard models and generalization to complex designs are explored.

*Educ 411 Multivariate Statistical Models (3)* This course explores the multivariate general linear model as well as principles of expressing multivariate models and hypotheses about those models. Emphasis is placed on similarity among the multivariate analysis of variance, multiple regression, and the analysis of covariance. Examples of non-standard models and generalization to complex designs are examined.

## **SECTION C. INTERDISCIPLINARY CORE COURSES**

*CIE 404 Issues and Institutions in International Educational Development (3)* This course explores theoretical approaches to understanding the role of education in international development by introducing students to institutions involved in international educational development in diverse global settings (e.g., United Nations, World Bank, NGOs, and state agencies). Discussions are framed by current debates in the fields of international and comparative education.

***CIE 406 International Education Policy (3)*** This course focuses on how policy is created, implemented, and evaluated in schools and educational systems from a comparative and international perspective. It provides a framework for a comprehensive analysis of the education “sector” in order to inform regional, national, or multinational educational policymaking. Students will apply this understanding to an analysis of education policy in a specific region or district (e.g., Pennsylvania) from a global policymaking perspective.

***CIE 412 Sociocultural Issues in Comparative and International Education (3)*** This course examines social and cultural contexts of teaching and learning in developed and developing country contexts. It combines theoretical and empirical readings to highlight the dynamic factors that shape the lives of learners inside and outside the classroom. The course is divided into two modules. The first module presents theoretical readings on the social and cultural context of schooling. The second module draws from empirical studies of social and cultural issues in developed and developing country contexts.

***CIE 414 Globalization and Post-colonial Issues in Education (3)*** This course focuses on some of the central discussions in the field of comparative and international education and addresses the specific questions about the meaning of education and post-colonialism. Readings examine specific instances of the intersection of European colonialism, global capitalism, and international development in a variety of geographic settings, including Eastern/Central Europe, Africa, and Asia. Assignments focus on post-colonialism in specific countries to develop a historical perspective on the topic and to provide the basis for international comparison.

## **Doctorate of Education (Ed. D.) in Educational Leadership**

The Doctorate of Education in Educational Leadership is designed for international educators in leadership positions. The program uses a combination of technology-based course work and summer sessions in Bethlehem, PA. The doctoral program requires a minimum of 48 credits (post-Masters) be earned at Lehigh in a 7-year period of time.

### **AREA I - COURSE WORK (minimum 48 CREDIT HOURS)**

#### **Section A: Organization and Leadership (9 credit hours)**

- EdL 400 Introduction to Organizational Leadership: Theory and Practice (3 credits)
- EdL 404 The Principalship (3 credits)
- EdL 405 The Principalship II (3 credits)
- EdL 485 The Superintendency

OR other Advisor-approved Organizational Behavior Courses

#### **Section B: Leadership Functions (21 credit hours)**

- EdL 421 Instructional Leadership
- EdL 476 School Resources Management
- EdL 477 Seminar in School-Community Relations
- EdL 479 School Law and Ethics
- EdL 481 Policy and Politics in Public Education
- EdL 488 Program Evaluation
- Educ 495 Independent Study (leadership-function focus)
- EdL 470 Special Topics in Educational Leadership (management focus)
- EdL 425 Leading and Managing Change

OR other Advisor-approved Leadership Courses

#### **Section C: Curriculum and Supervision (12 credit hours)**

- Educ 467 Supervision and Professional Development
- EdL 420 Data Based Decision Making
- EdL 422 Curriculum Management
- EdL 470 Special Topics in EdL: (Curriculum Focus)
- EdL 450 Curriculum Design in a Global Society

OR other Advisor-approved Curriculum and/or Supervision Courses

EdL 489 Doctoral Seminar in School Administration

EdL 496 Doctoral Research Methods Seminar

**Section D: Addressing the Needs of Diverse Learners (6 credit hours)**

Educ 471 Diversity and Multicultural Perspectives

EdL 423 Leading Inclusive Learning Systems

**Section E: Research and Management (required courses)**

EdL 405 Advanced Seminar: Qualitative Research Methods

Educ 408 Introduction to Statistics

**Doctoral Research Courses and Seminars (required)**

EdL 470 Special Topics in Educational Leadership: Introduction to Doctoral Research (Part 1)

EdL 470 Special Topics in Educational Leadership: Introduction to Doctoral Research (Part 11)

EdL 489 Doctoral Seminar in School Administration

Educ 496 Doctoral Research Methods Seminar

## AREA II DISSERTATION

Candidates for the Ed.D. are required to present a dissertation prepared under the supervision of a professor in the Educational Leadership Program in the College of Education. The dissertation should embody results of original research, give evidence of high scholarship, and contribute to knowledge in the field of school leadership.

*All students need to maintain enrollment status after the core course work is completed. Prior to proposal acceptance students must be enrolled for a minimum of 3 credit hours every fall/spring semesters. When the dissertation proposal is accepted, students must be enrolled for one credit every fall/spring semester until completion of all degree requirements including the dissertation.*

## CONCENTRATED LEARNING REQUIREMENT

In order to fulfill the concentrated learning requirement, students accepted into the doctoral program must complete eighteen credits in a row. The requirement must include at least two summers in Bethlehem, PA. This requirement is intended to ensure that doctoral students spend a period of concentrated study on their chosen field of academic research.

# Ed.D. in Educational Leadership Course Descriptions

## SECTION A: Organization and Leadership (9 CREDIT HOURS)

*EdL 400 Introduction to Organizational Leadership: Theory and Practice (3)* This course explores the development of theories, administration, and applications in educational institutions; administrative behavior in organizational settings; administrator's leadership role in decision-making, evaluation, and conflict resolution.

*EdL 404 The Principalship I (2)* This first of a two-part course is designed to prepare students for future roles as principals and heads of schools.

*EdL 405 The Principalship II (2)* This is the second part of a two-part course, designed to prepare students for future roles as principals and heads of schools.

*EdL 485 The Superintendency (3)* A theoretical and historical examination of superintendents' leadership, school board/superintendent relations, and the array of duties and demands upon the superintendency.

**OR** other advisor-approved Organization and Leadership courses.

## **SECTION B: Leadership Functions (21 CREDIT HOURS)**

*EdL 421 Instructional Leadership (3)* This course teaches skills, competencies, and best practices of instructional leadership and student achievement. Includes framing and communicating school goals dealing with student learning, supervising and evaluating instructional practices, coordinating the curriculum to student outcomes, monitoring student progress, creating a professional learning community, and engaging in reflective practice as a school leader.

*EdL 476 School Resources Management (3)* This course examines theoretical and practical foundation in school resource allocation to school administrators so that they may be prepared to provide leadership in each key area.

*EdL 477 Seminar in School-Community Relations (3)* This is a core course for students seeking principal or superintendent certification. It is designed to cover the principles, philosophy, and techniques for improving the educational program through building good relationships with both internal and external stakeholders.

*EdL 479 School Law and Ethics (3)* This course is designed to provide an overview of school law and ethics for future administrators.

*EdL 481 Policy and Politics in Public Education (3)* This course examines the political elements of policy formulation and implementation in education. The focus includes an analysis of the forces, factors, agencies, formal governmental systems and informal systems that influence educational policy.

*EdL 488 Program Evaluation (3)* This course focuses on the historical background, theory, methodology, and current practices of program evaluation in the human services area. Emphasis is placed on conducting evaluations of educational programs and gathering data to make effective program decisions. Participants are required to design a program evaluation research plan.

*Educ 495 Independent Study (leadership-function focus)*

*EdL 470 Special Topics in Educational Leadership (management focus)*

*EdL 425 Leading and Managing Change (3)* This course examines the political elements of policy formulation and implementation in education. The focus includes an analysis of the forces, factors, agencies, formal governmental systems and informal systems that influence educational policy.

## **SECTION C: Curriculum and Supervision (12 CREDIT HOURS)**

*EdL 467 Supervision and Professional Development (3)* This course places an emphasis on establishing skills in human resource management and supervision, including staff selection, supervision models, assessment and feedback methods, managing a diverse workforce, and adult development relates to professional growth options. This course is designed specifically for individuals enrolled in a supervisory certification program.

*EdL 420 Data Based Decision Making (3)* This course is designed to provide the participant with the theory, research, and process associated with the design and management of school curriculum. Class activities and assignments focus on the development of skills related to the school leader's role in the change process and development of a curriculum scope and sequence. An emphasis is placed on field-based research and data-driven decision making programs and evaluation.

*EdL 422 Curriculum Management (3)* This course is designed to assist high level administrators with the skills needed to design and manage an effective learning curriculum.

*EdL 470 Special Topics in Educational Leadership (curriculum focus)*

*EdL 450 Curriculum Design in Global Society (3)* A curriculum for the new millennium requires school leaders to be highly critical of the "handed down curriculum." Importance is placed on exploration of global issues and their effects on what is taught in schools, specifically international schools; and emphasis on analysis of curriculum and the influence that culture plays in decision making.

OR other advisor-approved Curriculum and Supervision courses.

## **SECTION D: Addressing the Needs of Diverse Learners (6 CREDIT HOURS)**

*Educ 471 Diversity and Multicultural Perspectives (3)* This course examines the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology are discussed. Lecture includes small group discussion. This course is restricted to graduate students in the College of Education only and must be taken on Lehigh's campus.

*EdL 423 Leading Inclusive Learning Systems (3)* This course deals with issues facing school administrators as they develop and implement plans to address the needs of all students in their schools and districts. It addresses administrators' obligations for the development and monitoring of individualized education programs for children and youth with disabilities, as well as other duties encumbered by administrators.

## **SECTION E: Research and Management (Required courses)**

*Educ 405 Qualitative Research Methods (3)* After taking this class, students will be able to compare and contrast qualitative with quantitative research around key issues: theoretical orientation, methods, purpose, validity, reliability, and generalization. Students will understand how qualitative inquiry may be used in education. Students will acquire the skills to design a qualitative research study and demonstrate basic skills in data collection, data analysis, and write a qualitative research report.

*Educ 408 Introduction to Statistics (3)* This course focuses on the organization and description data principles of statistical inference including hypothesis testing, interval estimation and inferential error control. Emphasis is on application.

## **Doctoral Research Courses and Seminars (required)**

*EdL 470 Special Topics in EDL: Introduction to Doctoral Research – Part 1 & 2 (6)* A year long course emphasizing how to state research questions, to write literature reviews that support the research questions, and to recognize and use basic statistical and research design methods. The course culminates with the submission of a pre-proposal. Students must successfully complete the course in order to continue the doctoral program.

*EdL 489 Doctoral Seminar in School Administration (3)* This course analyzes the theoretical, empirical, and conceptual aspects of contemporary issues in educational administration and their implications for policy formulation and implementation in educational institutions.

*EdL 496 Doctoral Research Methods Seminar (3)* This course researches design and application to various types of educational problems along with data collection and analysis techniques. Emphasis is on the acquisition and application of skills to "real world" issues.

## **Master's of Education (M.Ed.) in Educational Leadership**

The Master's of Education in Educational Leadership is designed for individuals who work in educational environments around the world. The program places emphasis on the broad topics of leadership, management, curriculum, and student learning. Special emphasis is given to school leadership in the international setting.

### **Principals' Training Center Partnership**

Lehigh University's Office of Global Online Graduate Degrees & Training has a partnership with the Principals' Training Center (PTC), with courses being taught annually in Miami and London. Students who are successfully admitted and enrolled in the Master's of Educational Leadership program are permitted to request the transfer of up to three courses taken with the PTC towards the completion of their degree. PTC course transfer credits will be valid to request credit transfer for up to four (4) years. For additional information about this partnership, please contact the Office of Global Online Graduate Degrees & Training directly at: (610) 758-5737 or via email at: [and212@lehigh.edu](mailto:and212@lehigh.edu)

Please note that while some courses can be requested as transfer credits, *EdL 400: Organizational Leadership and Change Management* and *Educ 471: Diversity and Multicultural Perspectives*, must be taken on-campus at Lehigh University, Bethlehem, PA during the annual Summer Institute.

### **COURSE WORK (30 CREDIT HOURS)**

Section A: Core Requirements (15 credits)

Section B: Leadership and Management Skills (15 credits must be approved by advisor.)

### **SECTION A. ORGANIZATIONAL BEHAVIOR**

Section A: Core Requirements

- EdL 400 Organizational Leadership and Change Management\*
- EdL 424 Leadership: Self and Groups
- Educ 471 Diversity and Multicultural Perspectives\*
- EdL 420 Data Based Decision Making
- Educ 403 Research

### **SECTION B. LEADERSHIP & MANAGEMENT SKILLS**

- EdL 476 School Resources Management
- EdL 467 Supervision and Professional Development
- EdL 470 Special Topics: Curriculum Changes and Effective Teaching
- EdL 421 Instructional Leadership
- EdL 479 School Law and Ethics\*\*
- EdL 423 Leading Inclusive Learning Systems

### **Apprenticeship (For Principal Certification Program)\*\*\***

- EdL 404 The Principalship I \*
- EdL 405 The Principalship II\*
- EdL 414 Principal Internship I\*
- EdL 415 Principal Internship II\*

**\*EdL 400, Educ 471, EdL 404, EdL 405, EdL 414, and EdL 415 must be taken through Lehigh University.**

**\*\*EdL 479: School Law & Ethics is required for Principal Certification.**

**\*\*\*If a student is pursuing a Principal Certification only, EDUC 471 and EDUC 403 are not required.**

### **ACADEMIC PROGRAM TIMELINE**

Students can complete their academic program in two consecutive calendar years using Lehigh's hybrid model online technology course work and face-to-face summer sessions in Bethlehem, PA. Master's students have up to six years to complete their coursework.

## **M.Ed. in Educational Leadership Course Descriptions**

### **SECTION A. CORE REQUIREMENTS**

*EdL 400 Organizational Leadership and Change Management (3)* This course examines the development of theories of administration and application in educational institutions; administrative behavior in organizational settings; administrator's leadership role in decision-making, evaluation, and conflict resolution.

**EdL 424 Leadership: Self and Groups (3)** This course is designed to link the theories of adult learning and leadership development with experiential opportunities for application. Building on the foundation established in EdL 400, this course addresses topics as they relate to formal and informal authority, the practice of leadership, and individual and organizational dynamics. It pairs readings, class discussions, and lectures with experiential and “case in point” teaching techniques.

**EdL 471 Diversity and Multicultural Perspectives (3)** This course examines the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology are discussed. Lecture includes small group discussion. This course is restricted to graduate students in the College of Education only and must be taken on Lehigh’s campus.

**EdL 420 Data Based Decision Making (3)** This course is designed to provide the participant with the theory, research, and process associated with the design and management of school curriculum. Class activities and assignments focus on the development of skills related to the school leader’s role in the change process and development of a curriculum scope and sequence. An emphasis is placed on field-based research and data-driven decision making programs and evaluation.

**Educ 403 Research (3)** This course examines basic principles of research techniques in gathering and analyzing data; design of studies in education; emphasis on critical reviews research reports representing various methodologies. Research report required.

### **SECTION B. LEADERSHIP AND MANAGEMENT SKILLS**

**EdL 476 School Resources Management (3)** This course examines theoretical and practical foundation in school resource allocation to school administrators so that they may be prepared to provide leadership in each key area.

**EdL 467 Supervision and Professional Development (3)** This course places an emphasis on establishing skills in human resource management and supervision, including staff selection, supervision models, assessment and feedback methods, managing a diverse workforce, and adult development related to professional growth options. This course is designed specifically for individuals enrolled in a supervisory certification program.

**EdL 470 Special Topics in Educational Leadership: Curriculum Changes and Effective Teaching (3)** This course encourages study and discussion of this specialized area.

**EdL 421 Instructional Leadership Skills (3)** This course examines competencies, and best practices of instructional leadership and student achievement. It includes framing and communicating school goals dealing with student learning, supervising and evaluating instructional practices, coordinating the curriculum to student outcomes, monitoring student progress, creating a professional learning community, and engaging in reflective practice as a school leader.

**EdL 479 School Law and Ethics (3)** The purpose of this course is to develop an overall perspective of the sources, process and terminology of the law relating to the school operations in the U.S. and overseas. It requires a substantive knowledge of the law affecting students, personnel, and programs in the U.S., with comparative attention to international contexts.

**EdL 423 Leading Inclusive Learning Systems (3)** This course examines issues facing school administrators as they develop and implement plans to address the needs of all students in their schools and districts. It addresses administrators’ obligations for the development and monitoring of Individualized Education Programs for children and youth with disabilities as well as other duties encumbered by administrators.

## **Master’s of Education (M.Ed.) in International Counseling**

The Master’s of Education degree in International Counseling prepares students to function in professional roles that include three key segments within three international settings: the school, the community, and the family. The specific goals of this program are to:

1. Create counselors who can conceptualize and intervene in preventative, developmental, and culturally therapeutic ways;

2. Appreciate the diversity of family life and schooling international communities and understand how the third culture experience abroad impinges differently on the daily lives faced by children and families; and
3. Appreciate and embrace the scientific and empirical underpinnings of the counseling field and work to apply them in culturally appropriate ways.

Although the program emphasizes counseling, students will be expected to be familiar with all three target areas of intervention. A successful graduate may be employed as a counselor in a variety of settings such as elementary, middle or secondary schools, community mental health agencies or hospitals.

## COURSE WORK (30) CREDIT HOURS

The following courses are required for the International Counseling Master's Degree:

### REQUIRED COURSEWORK

1. CPsy 452 Current Issues in Counseling: Facilitating Healthy Adjustment
2. CPsy 453 Current Issues in Counseling: Building Healthy Communities
3. CPsy 430 Professional Seminar
4. CPsy 436 Culture-Centered Career Intervention
5. CPsy 442 Counseling and Therapeutic Approaches
6. CPsy 471 Diversity and Multicultural Perspectives
7. CPsy 440 Introduction to Family Counseling
8. Elective: 3 credits (advisor-approved)
9. CPsy 480 Master's Internship I\*
10. CPsy 483 Master's Internship II\*

\*Students must complete all required course work prior to the Master's Internship courses.

### ACADEMIC PROGRAM TIMELINE

Students are generally capable of completing their academic program in two consecutive calendar years using Lehigh's hybrid model of online technology-based course work and face-to-face summer sessions. CPsy 452 and CPsy 453 are offered at the American College of Greece during even numbered years.

## M.Ed. in International Counseling Course Descriptions

### COURSE WORK (30 CREDIT HOURS)

***CPsy 452 Current Issues in Counseling: Facilitating Healthy Adjustment (3)*** The objectives of this course are for educators/counselor to: (1) develop proficiency in helping skills; (2) begin to develop an understanding of the educator's/counselor's role in facilitating or inhibiting student/client change; and (3) gain knowledge related to mental health issues for Third Culture children and adolescents. These issues include: (a) cultural/personal/social adjustment; (b) eating disorders; (c) depression and suicidality; (d) anxiety; (e) drug and alcohol; (f) family dysfunction; and (g) career development. **This course must be taken face-to-face. CPSY 452 is a prerequisite to CPSY 453.**

***CPsy 453 Current Issues in Counseling: Building Healthy Communities (3)*** The objectives of this course are for students to develop proficiency in counseling skills and to gain knowledge related to constructing prevention programs for children and adolescents that include: (a) substance abuse; (b) sexually transmitted disease and teen pregnancy; (c) eating disorders; (d) violence prevention; and (e) resiliency and competency promotion programs. Special focus will be paid to understanding the components of an effective crisis management plan. **This course must be taken face-to-face. CPSY 452 is a prerequisite to CPSY 453.**

***CPsy 430 Professional Seminar (3)*** This course explores professional, ethical, and legal issues in counseling. It examines management and delivery of counseling services in a culturally diverse society and emphasizes professional development, certification, licensure, and role identification.

*CPsy 436 Culture-Centered Career Intervention (3)* This course examines of the career development process and interventions for children, adolescents, and adults with a culture-centered perspective. Students study theorists, vocational assessment process, and occupational and psychological information systems.

*CPsy 442 Counseling and Therapeutic Approaches (3)* This course explores theory, research, and technique of counseling within a cultural context.

*CPsy 471 (Educ 471) Diversity and Multicultural Perspectives (3)* This course examines the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology are explored via lectures and small group discussions. **This course must be taken face-to-face.**

*CPsy 440 Introduction to Family Counseling (3)* This course focuses on research and current trends in the practice of family counseling. It presents an overview and analysis of major theoretical approaches of family therapy.

*CPsy 480 Practicum in International Setting/Master's Internship I (3)* This internship includes twenty hours of weekly supervised practicum training for advanced graduate students in individual, group, and family counseling and therapy. **Prerequisites: Permission of instructor.**

*CPsy 483 Field Work in Counseling/Master's Internship II (3)* This internship includes twenty hours of weekly supervised professional practice in a school or agency setting as an extension of CPsy 480 Practicum. On-site supervision, audio and/or video recordings and case presentations required. **Prerequisites: CPsy 480 and permission of the counseling psychology program coordinator.**

Elective: 3 credits (advisor-approved.)

## **Master's of Education (M.Ed.) in Globalization and Educational Change**

The Master's of Education degree program in Globalization and Educational Change (M.Ed. in GEC) is a 30 credit program designed to prepare graduates to work in schools, educational systems, and non-governmental organizations both in the U.S. and internationally. The program equips graduates to understand, participate in, and make data-driven decisions in classrooms and schools around the world. Core courses explore how education is related to economics, politics, social globalization, and how school policies, structures, and practices are contextualized around the world. It provides a strong theoretical and empirical base for making positive change in different school settings in a rapidly changing global context.

Students delve into contemporary issues related to educational change that require an understanding of the importance and application of data-driven decision-making. This degree is designed with a required core of 6 courses (18 credits) centered on: educational comparison; globalization; contextualization; diversity; and curriculum issues.

In addition to the required courses, students have the opportunity to concentrate in an individually-designed focus area including: International Development in Education; International Counseling; Teaching English to Speakers of Other Languages (TESOL); or Technology Use in the Schools. Each concentration area requires the completion of four courses (12 credits) designed to enhance expertise and complement the core components.

# M.Ed. in Globalization and Educational Change Course Descriptions

## SECTION A. COMPARATIVE AND INTERNATIONAL EDUCATION CORE COURSES COURSE WORK (30 CREDIT HOURS)

*CIE 400 Comparative and International Education (3)* The goal of this course is to introduce students to the origins and development of the field of international and comparative education and to explore how both scholars and educational policymakers have engaged some of the debates that characterize policy and research in education around the world. Special attention is devoted to similarities and differences in educational policy and practice between advanced and developing capitalist, socialist and “transitional” societies. At the end of this course, students should be able to think about their school or educational system within a global context, and have some idea how to make meaningful comparisons.

*CIE 401 Globalization and Contextualization (3)* The goal of the course is clarify what globalization is and to consider the impact of globalizing ideas, structures, and cultures on education, and how educators and other stakeholders respond given their school’s or system’s unique global context. Through case studies and discussions with real-world school leaders, students explore ways that policies are “borrowed” and both educational cultures and structures are “institutionalized.”

*CIE 402 Development and Evaluation of International Educational Projects (3)* This course is an introductory exercise for students new to educational research, program evaluation and related areas (e.g., quality improvement, enhancing organizational performance, methods of social change, management training). Students develop and conduct a professional on-site project evaluation of existing national and international projects, including initiatives undertaken by different international organizations (e.g., UNICEF, UNESCO, USAID), educational institutions, and schools (both public and private). Students are accompanied and supervised throughout all stages of the research and evaluation process.

*CIE 403 Globalization and Curriculum Implications (3)* This course examines the influence of globalization on curriculum development, including the history of curriculum development and the influence of commercialism in schools.

*Educ 471 Diversity and Multicultural Perspectives (3)* This course examines the influence of culture, gender, and disabilities on behavior and attitudes are examined. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology. Lecture small group discussion. Course is restricted to graduate students in the College of Education only. **This course must be taken face-to-face.**

*Educ 403 Research (3)* This research course focuses on the basic principles of research techniques for gathering and analyzing data, design of studies in education and emphasis on critical reviews research reports representing various methodologies. Research report required.

## SECTION B. CONCENTRATION

Students take a minimum of 12 credits in this section. Concentration coursework is designed in close collaboration by each student and faculty advisor to fit the interests and situation of the student's current and/or potential needs. Students may choose to concentrate in one of the following areas:

1. International Counseling (12 Credit Minimum)
2. International Development in Education (12 Credit Minimum)
3. Teaching English to Speakers of Other Languages (TESOL) (12 Credit Minimum)
4. Technology Use in the Schools (12 Credit Minimum)

# Non-Degree Certificate Programs

Teachers and administrators of the 21st century from around the world are continually looking for opportunities for professional development. As an alternative to completing a Degree program, students can complete four courses (12 credits) towards a Certificate Program. Detailed descriptions of the Non-Degree certificate programs follow below.

## COURSE WORK

Students may receive a professional education certificate by taking a minimum of four courses (12 credits) in a specialty area as an independent graduate certificate. Listed below are four options:

### 1. International Counseling – (12 Credit Hours)

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

### 2. Teaching English to Speakers of Other Languages (TESOL) – (12 Credit Hours)

Educ 419 Second Language Acquisition (SLA) Theory  
Educ 421 Intercultural Communications  
Educ 422 Theory and Practice for Second Language Learning  
Educ 423 Second Language Assessment

### 3. International Development in Education (IDE) – (12 Credit Hours)

CIE 404 Issues and Institutions in International Educational Development  
CIE 405 Experiencing the United Nations: NGOs in Education Policy and Practice  
CIE 406 International Educational Policy  
Other approved course by department.

### 4. Technology Use in the Schools – (12 Credit Hours. Can be completed completely online.)

#### Option 1:

TLL 401 Overview of Teaching and Learning (3)  
TLL 403 Instructional Design (3)  
TLL 470 Technology for Teaching and Learning (3)  
TLL 368 Teaching & Learning with Geospatial Tools (3)

### Technology Use in the Schools – (12 Credit Hours. Can be completed completely online.)

#### Option 2 (Aligns with ISTE Standards for Teachers)\*:

TLL 470 Technology for Teaching and Learning (3)  
TLL 472 Online Teaching & Learning (3)  
TLL 403 Instructional Design (3)  
TLL 476 Assessing Instructional Technology (3)

*\*The Technology Use in the Schools Certificate program has been recognized with a Seal of Alignment in Proficiency Award for conforming to and espousing the principles of the ISTE Standards for Teachers.*

## ACADEMIC PROGRAM TIMELINE

As with each of our Certificate Programs, students must complete four courses that may include two courses usually offered during one of our Summer Institutes, and two on-line courses offered during the fall and spring semesters.

# Non-Degree Certificate Programs Course Descriptions

## INTERNATIONAL COUNSELING (12 CREDITS)

The International Counseling Graduate Certificate, offered through the Counseling Psychology program, is a 12-credit, 4-course program geared specifically towards graduates planning on becoming counselors within the K-12 international school environment. The program is aimed at practicing teachers and others seeking to expand their knowledge of counseling in a multi-culturally diverse environment.

**CPsy 436 Culture-Centered Intervention (3)** This course examines the career development process and interventions for children, adolescents, and adults within a culture-centered perspective. Study of theorists, vocational assessment process, and occupational and psychological information systems.

**CPsy 442 Culture Counseling and Therapeutic Approaches (3)** This course explores theory, research, and technique of counseling within a cultural context.

**CPsy 452 Current Issues in Counseling: Facilitating Healthy Adjustment (3)** The objectives of this course are for educators/counselor's to develop proficiency in helping skills and to begin to develop an understanding related to mental health issues for third culture children and adolescents that include: cultural/personal/social adjustment, eating disorders, depression and suicidality, anxiety, drug and alcohol, family dysfunction and career development. **CPSY 452 is a prerequisite to CPSY 453.**

**CPsy 453 Current Issues in Counseling: Building Healthy Communities (3)** The objectives of this course are to develop proficiency in counseling skills and gain knowledge related to constructing prevention programs for children and adolescents that include: substance abuse, sexually transmitted disease and teen pregnancy; eating disorders, violence prevention and resiliency and competency promotion programs. Special focus will be paid to understanding the components of an effective crisis management plan.

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (12 credits)

The Teaching English to Speakers of Other Languages (TESOL) Certificate is currently one of the most practical and versatile academic certificates in the K-12 international school environment. The 12-credit, 4-course certificate program is designed for teachers in the U.S. and abroad to provide a competitive advantage to teach English to non-native speakers.

**Educ 419 Second Language Acquisition (SLA) Theory (3)** This course introduces theories of Second Language Acquisition, including issues of acquisition of English as a Second Language as well as other languages. Various theories of communication and language acquisition are covered.

**Educ 421 Intercultural Communication (3)** Taking the claim "Language is ambiguous by nature" as a starting point, this course examines how discourse is interpreted in various cultural and linguistic contexts. Even when two people use a common language, they may use different cultural and linguistic strategies to communicate with each other. We learn essential concepts for interacting with individuals from other cultural and linguistic backgrounds and different strategies of communication as defined by specific cultures. Covering theory and practice of intercultural interaction, this course enables students to examine their own and others' assumptions about language and culture.

**Educ 422 Theory and Practice for Second Language Learning (3)** This course presents the application of SLA theories in relationship to teaching, and reviews methods and materials needed for ESL instruction in a regular classroom and in a pullout program. The course demonstrates the knowledge of fundamental concepts and practices of ESL instruction with an emphasis on instructional materials and strategies. Participants will be able to identify appropriate materials and resources to be used with students at each level of English proficiency.

***Educ 423 Second Language Assessment (3)*** This is a broad-spectrum course around the use of assessment tools, and other evaluation measurements for diagnosis, prescription, and evaluation of students in ESL programs. Participants learn the effective assessment practice and support services available to ESL students. Participants examine, explore and understand the purposes for assessment, multiple assessment models, use of evaluation techniques, scaffolding of assessments, and formal/informal assessment tools. Finally, participants gain hands-on experience in test administration, interpretation and reporting.

## **INTERNATIONAL DEVELOPMENT IN EDUCATION (12 CREDITS)**

The International Development in Education (IDE) Graduate Certificate, offered through the Comparative and International Education program, provides a foundation in both the theoretical concepts of and practical skills required for careers in education for international development. Certificate holders are equipped with the interdisciplinary, theoretical, methodological tools and real-world approaches required by professionals working in the field. From learning how international institutions function to the proper process of proposal writing to international networking opportunities, IDE certificate holders are prepared to work in many fields, including policy making, non-governmental organizations (NGOs), academic research, and multilateral organizations (the World Bank, the United Nations, etc.).

The IDE Graduate Certificate is received upon successful completion of the following four courses (12 credits total):

***CIE 404 Issues and Institutions in International Educational Development (3)*** This course explores theoretical approaches to understanding the role of education in international development by introducing students to institutions involved in international educational development in diverse global settings (e.g., United Nations, World Bank, NGOs, and state agencies). Discussions are framed by current debates in the fields of international and comparative education.

***CIE 407 Grant Writing and Fund Raising in International Education Development (3)*** This course addresses NGO issues and needs and develops leadership, problem solving, and practical grant writing skills focused on international education development. The course is designed for individuals working in international NGOs and schools to work in conjunction with a local or international NGO. Teams of students develop a project proposal related to the agency's primary service mission, articulate a fund-raising strategy, and raise capital on the basis of proposals developed in class.

***CIE 405 Experiencing the United Nations: NGOs in Education Policy and Practice (3)*** This course builds on the Lehigh University/United Nations partnership initiative and provides a structured practical experience for students to learn about the dynamics of NGO/UN relationships by representing one of the underrepresented international NGOs at the United Nations. This course equips students with necessary experience, understanding, and skills in international education development such as policy brief writing and education sector analysis.

***CIE 406 International Education Policy (3)*** This course focuses on how policy is created, implemented, and evaluated in schools and educational systems from a comparative and international perspective. It provides a framework for a comprehensive analysis of the education "sector" in order to inform regional, national, or multinational educational policymaking. Students apply this understanding to an analysis of education policy in a specific region or district (e.g., Pennsylvania) from a global policymaking perspective.

## **TECHNOLOGY USE IN THE SCHOOLS (12 CREDITS)**

Awarded the coveted International Society for Technology in Education (ISTE) Seal of Alignment for Proficiency in addressing international teacher standards, the Technology Use in the Schools Certificate program is offered through the Teaching, Learning, and Technology department. The certificate is a 12-credit, 4-course program designed to prepare teachers, administrators, and technologists to infuse technology into face-to-face and online classrooms. Students will gain theory and hands-on practice with technologies such as web resources, creating online lessons and courses, learning games, and augmented reality.

Option 1: Technology Use in the Schools courses (not ISTE approved).

***TLT 401 Overview of Teaching and Learning (3)*** This course builds foundations and key concepts in modern learning and instructional theory. A special focus on cognitive science and recent brain research provides insight into innovations in teaching and learning. Participants will apply these insights to identify instructional technologies that support teaching and learning.

***TLT 403 Instructional Design (3)*** As researchers have studied the systematic and scientific design of instruction for more than 50 years, this course introduces their findings as the *science* of teaching and learning, including social, cognitive, and environmental factors. Special emphasis is placed on current motivational theories and technological affordances.

***TLT 470 Technology for Teaching and Learning (3)*** This course analyzes available hardware, software, and web resources to match technologies to the needs of learners in traditional and non-traditional settings. The focus of the activities will be extensive hands-on experience with a wide variety of commercial and open-source systems that teachers can flexibly apply to meet a wide range of learning needs. Current topics such as 1:1 technologies and pedagogies, “Bring your own device” (BYOD), and mobile tablet implementations are explored.

***TLT 368 Teaching & Learning with Geospatial Tools (3)*** Technological systems provide ways to investigate social, economic, and scientific questions through the lens of location geographical relationships. This course explores geospatial tools such as global positioning systems, geographic information systems, and visualization systems like Google Earth. These tools will be applied to instruction, including appropriate pedagogy and assessment.

Option 2: Technology Use in the Schools courses (ISTE Seal of Alignment Awarded courses).

***TLT 472 Online Teaching and Learning (3)*** In this course, students learn how online courses and activities are changing the educational landscape. Students will design and build online learning modules following research-based learning principles. The course prepares students to design and teach online courses and activities.

***TLT 403 Instructional Design (3)*** As researchers have studied the systematic and scientific design of instruction for more than 50 years, this course introduces their findings as the *science* of teaching and learning, including social, cognitive, and environmental factors. Special emphasis is placed on current motivational theories and technological affordances.

***TLT 470 Technology for Teaching and Learning (3)*** This course analyzes available hardware, software, and web resources to match technologies to the needs of learners in traditional and non-traditional settings. The focus of the activities will be extensive hands-on experience with a wide variety of commercial and open-source systems that teachers can flexibly apply to meet a wide range of learning needs. Current topics such as 1:1 technologies and pedagogies, “Bring your own device” (BYOD), and mobile tablet implementations are explored.

***TLT 476 Assessing Instructional Technology (3)*** This course helps students understand principles of research, assessment and program evaluation needed to know what is working in classrooms, districts, and nations. These are leadership skills for teachers, administrators, and technologists.

## **Professional Development Workshops**

**T**he Global Online Graduate Degrees and Training Office works across disciplines in the College of Education to organize customized professional development workshops for K-12 teachers, counselors, and leaders. Our experienced faculty can lead workshop participants through intensive, interactive, on-site workshops during a two or three-day time frame. Class participants can number between 15-40 participants.

College of Education faculty have conducted workshops in: Taiwan to address English as a Second Language Assessment needs; Shanghai for Therapeutic Skills for Counselors; Yew Wah International School in Shanghai for English as a Second Language and Educational Leadership; and is working with K-12 and higher education institutions in Kuwait on Educational Leadership.

Subject areas for professional development workshops include:

- Educational Leadership;
- Teaching English to Speakers of Other Languages;
- International Counseling; and
- Technology Use in the Schools.

Program costs include fees, teaching, airfare expenses, and print materials. Local ground transportation, lodging, and meals are borne by the host school(s). Customized certificates of completion will also be provided and awarded by the instructional faculty on-site.

For additional details, please contact Stephen Kazar, Director, at [sjk412@lehigh.edu](mailto:sjk412@lehigh.edu)

## Admissions Information

To apply for admission into the College of Education's Global Online Graduate Degrees and Training programs, you may choose two options.

**1) Degree Program:** Prospective students interested in pursuing a graduate Master's or Doctoral degree must complete an application of regular "Degree Status." Students may not register for classes unless they have been formally admitted into a degree-seeking program. Once accepted into a graduate program, there is up to one year to begin coursework.

**2) Non-Degree Certificate Programs:** Prospective students who are only interested in pursuing graduate credit without seeking a degree (professional education certificates Non-Degree program) must complete a Certificate application for admission. Students may not take classes unless they have been formally admitted as a Certificate student.

A Certificate student is eligible to take a maximum of 12 graduate credits. **Prior to applying for a Master's program, Certificate students must have completed their 12 credit certificate program. For information on how to apply for a Master's Degree program after completing a Certificate program, please contact Andrea Deimel at: [and212@lehigh.edu](mailto:and212@lehigh.edu)**

**Summer Institutes:** If students are intending to register for one of the Summer Institutes, they must apply and be admitted as a Lehigh University graduate student in either a Degree or Non-Degree Certificate program.

### DEGREE and CERTIFICATE PROGRAM ADMISSION

The Office of Admissions at the College of Education makes every effort to facilitate the process for submitting your application. Please visit our website <https://coe.lehigh.edu/international> and click on the Admissions link for the online application at: <https://www.applyweb.com/lehighg/index.ftl>

#### Step 1 – Determine Your Status and Complete the Online Application Form

The first step is to determine whether you are applying as a Degree-seeking graduate student or as a Non-Degree Certificate graduate student.

#### Step 2 – Request Transcripts

Applicants should request that the Registrar of each college or university attended provide an official transcript.

Most U.S. universities allow students to request transcripts electronically from their websites. Transcripts sent electronically should be sent to: [ineducation@lehigh.edu](mailto:ineducation@lehigh.edu)

Mailed transcripts should be sent in a sealed envelope directly to the address below:

Lehigh University  
College of Education, Admissions Office  
111 Research Drive, Room B-206  
Bethlehem, PA 18015

Unofficial transcripts will be accepted for initial admission, but official transcripts must be on record before the student can receive any transcript, grade report, or diploma from the University.

### **Foreign Transcripts**

Transcripts from a foreign institution **MUST** be evaluated for equivalency before they are sent to Lehigh University. Credential evaluation means converting foreign academic credentials into their U.S. educational equivalents. Please request that these services mail us a course-by-course evaluation converted to U.S. credits and grades. To qualify as a successful candidate for admissions, a degree seeking student must have a minimum undergraduate GPA of 3.0 and a Non-Degree Certificate seeking student must have a minimum undergraduate GPA of 2.75. Please be aware that evaluations can take up to six weeks.

There are three organizations that are approved by Lehigh University to evaluate foreign transcripts:

- World Education Services <http://www.wes.org>
- Educational Credentials Evaluators, Inc. <http://www.ece.org>
- Global Credential Evaluators, Inc. <http://www.gcevaluators.com>

### **Step 3 – Request and Receive Letters of Recommendations**

All degree programs require letters of recommendations before an applicant can be accepted as a Degree-seeking graduate student. Recommendations should come from individuals who are capable of evaluating your academic achievements and potential for graduate studies. Appropriate recommenders include faculty members and employers, preferably supervisors. Degree programs require two or three letters of academic recommendations. Doctoral programs require a curriculum vitae.

### **Step 4 – Write a Personal Essay**

Degree programs require applicants to provide a short personal essay outlining career objectives and work experience. Essays are expected to be one to one and one-half pages in length (either single or double spaced, 12 point font) and should detail what interests you about this program, what you believe you can contribute to the program, what you hope to achieve, and a description of your career aspirations.

#### **Non-Degree Certificate Students ONLY:**

Please note that candidates applying for Non-Degree Certificate status do not need to submit letters of recommendation, curriculum vitae, or a personal essay.

### **Step 5 – Include Application Fee**

The application fee of \$65 is non-refundable. Applications will not be considered until this fee is received.

**To ensure that your application is complete, please check the matrix on the next page to see the relevant checklist of application requirements.**

## GRADUATE PROGRAM CHECKLIST

Graduate Degree Programs	Type of Application Form	Official Transcripts	Undergraduate GPA	Letters of Recommendation	Career Aspiration Essay	Standardized Tests	Application Fee	Transfer of Credits	Resume	Application Deadline
Ph.D. in Comparative and International Education	Degree	Yes	3.0	3	Yes	GRE ONLY	\$65	N/A	Yes	Jan. 1 (for summer/fall start)
Ed.D. in Educational Leadership	Degree	Yes	3.0	2	Yes	MAT or GRE	\$65	N/A	Yes	Jan. 15 (for summer start)
M.Ed. in Globalization and Educational Change	Degree	Yes	3.0	2	Yes	N/A	\$65	6	No	Rolling
M.Ed. in Educational Leadership	Degree	Yes	3.0	2	Yes	N/A	\$65	6	No	Rolling
M.Ed. in International Counseling	Degree	Yes	3.0	2	Yes	N/A	\$65	6	No	Jan. 15 for Summer & Fall Sept. 15 for Spring
<b>Certificate Programs</b>										
International Counseling	Non-Degree	Yes	2.75	N/A	N/A	N/A	\$65	0	No	Rolling
Teaching English to Speakers of Other Languages (TESOL)	Non-Degree	Yes	2.75	N/A	N/A	N/A	\$65	0	No	Rolling
International Development in Education	Non-Degree	Yes	2.75	N/A	N/A	N/A	\$65	0	No	Rolling
Technology Use in the Schools	Non-Degree	Yes	2.75	N/A	N/A	N/A	\$65	0	No	Rolling

### Admission Decisions for Degree Applicants

Admission decisions for degree students are made by individual academic program directors and faculty with the final review and approval by the Chair of the Education and Human Services Department at the College of Education. A letter with the final decision will be sent via email to the applicant from the Dean of the College of Education. For final Ph.D. and Ed.D. candidates, personal interviews will be arranged.

## Admission Decisions for Non-Degree Certificate Applicants

Admission decisions for Certificate students are made by the Dean of the College of Education or other responsible officials designated by the College of Education for this purpose.

### Application Deadlines

Application deadlines vary from academic program to program. Please see the chart on the previous page for application deadline dates and requirements. Non-Degree Certificate applications are always accepted on a rolling deadline basis. If you have questions regarding your application, please contact our office at 610.758.5737 or via email at: [and212@lehigh.edu](mailto:and212@lehigh.edu)

### Financial Aid Assistance

Graduate students at Lehigh University may be eligible for a Federal Stafford Loan. To be considered eligible, a graduate student must be enrolled for six or more credits each semester and be a **U.S. citizen**. Students interested in applying for this aid must complete a Free Application for Federal Student Aid (FAFSA) and a Lehigh University Financial Aid application. To obtain a Lehigh University application for financial aid *or for any other questions related to financial aid*, please visit the Financial Aid Office Web page at: [www.lehigh.edu/~infao/graduate](http://www.lehigh.edu/~infao/graduate)

### Transfer of Credit

Students may transfer up to six (6) credits into a Lehigh Master's degree program from previous graduate work. Credits may not be applied from an earlier degree. To be eligible for credit toward a Lehigh Master's degree program, all transferred courses must be:

1. at graduate level;
2. grade of B or better;
3. completed within four years of first enrollment into a Lehigh graduate program; and
4. if you attended a U.S. institution, it must be accredited by one of the six regional accrediting associations.

#### EXCEPTIONS

- Transfer credits are NOT allowed in any of the Doctoral or Non-Degree Certificate programs.
- Principals' Training Center students are allowed to request that 9 credits be transferred towards a Master's of Education in Educational Leadership degree. The request for transferring PTC credits can ONLY occur after a student has applied, been accepted, and is enrolled in a M.Ed. in Educational Leadership program at Lehigh University's College of Education.

### Standardized Testing

Standardized test scores **are required** for the Ed.D.in Educational Leadership and the Ph.D. program in Comparative and International Education. Test scores submitted must be taken within the last five years.

Students applying for the Ph.D. in Comparative and International Education may only take the GRE exam.

Website for GRE: <https://www.ets.org/gre/>

Students applying for entry into the Ed.D. in Educational Leadership may take either the Graduate Record Exam (GRE) or the Millers Analogy Test (MAT).

Website for GRE: <https://www.ets.org/gre/>

Website for MAT: [http://www.pearsonassessments.com/postsecondaryeducation/graduate\\_admissions/mat.html](http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html)

Competitive candidates will have successful scores as indicated below:

Graduate Record Exam (GRE):

- A minimum combined Verbal and Quantitative score at the 75th percentile.
- A minimum total score of 5.0 on AW.

Millers Analogy Test (MAT):

- A minimum score at the 75th percentile.

## Test of English as a Foreign Language (TOEFL) Exam:

All international students must show proof of English proficiency to be admitted to Lehigh. The TOEFL (Test of English as a Foreign Language) is required for all graduate students whose first language is not English. TOEFL test scores must be within two years from the date of application.

The following are the required TOEFL iBT section scores for the College of Education.

TOEFL iBT Test Selection	COE-required Minimum Score
Reading	24
Listening	20
Speaking	24
Writing	25
Composite	93

## PRAXIS Exam:

The Praxis Series™ tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. For more information about test registration and locations, please visit the following website: [www.ets.org](http://www.ets.org)

## Tuition

Each Academic Program at Lehigh University’s College of Education sets its own tuition fees. The following is a list of tuition costs per course per program. These prices are effective Summer 2016.

Degree/Program	Specialization	Cost per course
Ph.D.	Comparative and International Education	\$2,125
Ed.D.	Educational Leadership	\$2,125
M.Ed.	Globalization and Educational Change	\$1,855
M.Ed.	Educational Leadership	\$1,855
M.Ed.	International Counseling	\$1,855
Non-Degree Certificate Programs	International Counseling	\$1,855
	Teaching English to Speakers of Other Languages (TESOL)	
	International Development in Education	
	Technology Use in the Schools	

Please note that all fees are subject to increase.

## Method of Payment

Payment to Lehigh University may be made by check, money order (drawn from a U.S. bank), or credit card. To view a bill or pay online by credit card, consult the Bursar's Website at: [financeadmin.lehigh.edu/bursar](http://financeadmin.lehigh.edu/bursar)

Please note that all payments must be made in U.S. currency. Payment for coursework does NOT have to be paid immediately upon registering for a course. Payment must be made only prior to registering for a subsequent course. In fall and spring semesters, graduate students can submit an application to the Bursar's Office to pay tuition in 3 installments.

## Refunds of Tuition and Fees

The Bursar's Office uses a pre-determined policy to determine the amount of a refund. A graduate student in good standing who formally withdraws before 60% of the semester has been completed will be eligible for a tuition refund. The tuition refund for a student who withdraws or drops a course(s) is calculated on a daily basis. No refunds for tuition can be made for courses with five class sessions or less after the first day of class. Academic fees are not refundable.

## Application for Graduation

Candidates for degrees to be conferred must contact the Office of Global Online Graduate Degrees and Training prior to the deadlines mentioned below and complete the Lehigh University Application for Degree form and a Master's Program Completion form (if enrolled in an M.Ed. program). The application form is linked here: [www.lehigh.edu/registrar](http://www.lehigh.edu/registrar) and information can be found in the yellow sidebar on the right side of the screen.

The deadline for the Registrar's Office to receive Application for Degree forms is as follows:

<b>May Graduation:</b>	<b>February 1</b>
<b>January Graduation:</b>	<b>October 1</b>
<b>September Graduation:</b>	<b>July 1</b>

Applications for graduation may be submitted after these deadlines, but the student will be subject to a \$50.00 late fee.

Students must be registered in the semester in which their degree is conferred. Candidates for September degree do not need to be enrolled the summer preceding the degree if they were enrolled both fall and spring of the previous academic year.

For students who are not able to attend graduation in May, diplomas will be mailed directly from the Registrar's Office, so it is imperative that there is a current and correct address noted on the Application for Degree form. Please do not use a Post Office Box address.

For Doctoral graduating students, a Hooding Ceremony is held in May and students are invited to join this ceremony on campus. All students are welcome to attend Lehigh University's Graduation in May if they so indicate on the Application for Degree form. Students who attend graduation are required to obtain their own cap and gown (either for purchase or rental) from the Lehigh University Bookstore. If a student attends graduation in May, he or she will receive a diploma at the ceremony. If a student is scheduled to receive his or her diploma in September, he or she may walk with classmates at the Commencement Ceremony, but will not receive a diploma until September.

## Summer Institutes

**In Bethlehem, Pennsylvania:** The Summer Institutes are held on the Lehigh University's historic campus. Lehigh provides state-of-the-art educational technology and research libraries. On-site classes are held during a five-week period at Lehigh University, Lower Campus. Instructors will be Lehigh University faculty and invited visiting faculty. Orientations for all new graduate students take place before summer courses begin in late June. Summer courses are divided into three sessions that last 9 days with scheduled breaks during each session.

**Principals' Training Center Representation in Miami and London:** Prospective and current College of Education M.Ed. in Educational Leadership degree-seeking students may take select Educational Leadership graduate-level program courses offered by the Principals' Training Center (PTC), beginning mid-June through July. Courses meet for five days and students may take up to three courses during their PTC experience, and request up to 9 transfer credits (3 PTC courses) towards a M.Ed. in Educational Leadership. Please note that the request for PTC course credit transfer can ONLY be requested by a student upon successful application, acceptance, and enrollment into Lehigh University's College of Education Master's of Education in Educational Leadership degree program. PTC courses must be taken within a time frame of four (4) years prior to enrolling at Lehigh University to be considered for transfer credits. For additional details, visit our Web site at: <https://coe.lehigh.edu/content/principals-training-center-ptc-partnership>

**In Athens, Greece:** During even-numbered years, two International Counseling courses are held at the American College of Greece in Athens.

### How do I apply for the Summer Institute?

Students intending to register for one of the Summer Institutes for graduate credit must apply and be admitted as a Lehigh University graduate degree-seeking or Non-Degree certificate seeking student. All incoming new graduate students may begin their studies during the Summer Institute. For application requirements, refer to Section 3: Admissions Information. To apply for admission, consult the Website at: <https://www.applyweb.com/lehighg/index.ftl>

Registration information for the Summer Institutes will be sent to current students in February and will be due by mid-May. For non-U.S. students, the Office of Global Online Graduate Degrees and Training works with the International Students and Scholars office to issue I-20s, which are mailed to students so they can obtain a student visa for study.

## 2016 Summer Institute

### Course Schedule and Housing Information

Dates for the 2016 Summer Institute will be June 23 – July 24, 2016 at Lehigh University, Bethlehem, PA. Please consult the section about the Summer Institute on our web site at:

<https://coe.lehigh.edu/globalonline/academics/summer-institutes>

The 2016 Summer Institute in Athens, Greece will be held: June 27 – July 8, 2016.

If you have any questions regarding the Summer Institutes, please contact the Office of Global Online Graduate Degrees and Training at (610) 758-5737, or via email at: [and212@lehigh.edu](mailto:and212@lehigh.edu)

### Lehigh University Email and Phone Directory

College of Education Office of Global Online Graduate Degrees & Training	<a href="mailto:and212@lehigh.edu">and212@lehigh.edu</a> 610-758-5737
Admissions, College of Education	<a href="mailto:ineduc@lehigh.edu">ineduc@lehigh.edu</a> 610-758-3231
Lehigh University Office of Financial Aid	<a href="mailto:financialaid@lehigh.edu">financialaid@lehigh.edu</a> 610-758-3181
Lehigh University Library & Technology Service	<a href="mailto:helpdesk@lehigh.edu">helpdesk@lehigh.edu</a> 610-758-4357
Lehigh University Bookstore	<a href="mailto:sas308@lehigh.edu">sas308@lehigh.edu</a> 610-758-3375
Lehigh University Office of the Bursar	<a href="mailto:bursar@lehigh.edu">bursar@lehigh.edu</a> 610-758-3160

## LEHIGH UNIVERSITY COLLEGE OF EDUCATION

*Global Online Graduate Degrees and Training*

<https://coe.lehigh.edu/international>