Lehigh University, College of Education

GLOBAL ONLINE GRADUATE DEGREES 
AND TRAINING

2015-2016 Program Catalog

Graduate Degree Programs
Professional Education Certificates

© Global Online Graduate Degrees & Training
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OVERVIEW: Online Graduate Programs for Educators in the United States and around the World

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. We recruit 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 more than a dozen years old and is committed to globalization, multiculturalism, and leadership. We have served students from 67 countries across five continents. We offer Master’s and Doctoral Degree programs in International Counseling, Educational Leadership, and Comparative and International Education. Online graduate program initiatives are designed specifically to reach the global community. In addition to our graduate degree programs, we offer principal certification, professional education certificates, summer professional institutes, and professional development programs throughout the academic year.

We continuously work hard to help our students meet their professional development needs, as we know how difficult it is to balance careers and continuing education. With this in mind, we have developed different options for our students to receive their course credits. 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 our Degree programs, the Office of Global Online Graduate Degrees & Training offers a variety of 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 complete 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 Workshops**

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 are working with a boarding school in Taiwan to deliver a series of TESOL professional development workshops for their entire staff. We are also collaborating with an educational consulting firm in Kuwait to arrange educational leadership and counseling workshops in country. Our office is uniquely positioned to work across disciplines within the College of Education to arrange two to three day workshops delivered around the world.

• **Summer Institutes**

The Summer Institutes afford student 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.

In even-numbered years, the Summer Institute offers two (2) International Counseling courses at The American College of Greece in Athens, Greece.
## PROGRAMS-AT-A-GLANCE

<table>
<thead>
<tr>
<th>Program</th>
<th>Prospective Students</th>
<th>Number of Credits</th>
<th>Method of Delivery</th>
<th>Approximate Timelines</th>
<th>Do I need to attend Summer Institutes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Comparative and International Education</td>
<td>International Educators, Diplomatic Community, and International NGO Personnel</td>
<td>48 (with Master’s Degree)</td>
<td>Hybrid</td>
<td>4-7 years</td>
<td>Yes -- You must attend two</td>
</tr>
<tr>
<td>Ed.D. in Educational Leadership</td>
<td>School Heads, Principals, Directors, Senior Management</td>
<td>48 (with Master’s Degree)</td>
<td>Hybrid</td>
<td>4-7 years</td>
<td>Yes -- You must attend two</td>
</tr>
<tr>
<td>M.Ed. in Educational Leadership</td>
<td>School Administrators, Business Managers</td>
<td>30</td>
<td>Hybrid</td>
<td>2-6 Years</td>
<td>Yes - You must attend two</td>
</tr>
<tr>
<td>M.Ed. in Globalization and Educational Change</td>
<td>International Educators, Diplomatic Community, and International NGO Personnel</td>
<td>30</td>
<td>Hybrid</td>
<td>2-6 Years</td>
<td>Yes -- You must attend two</td>
</tr>
<tr>
<td>M.Ed. in International Counseling</td>
<td>International School Counselors and Administrators</td>
<td>30</td>
<td>Hybrid</td>
<td>2-6 Years</td>
<td>Yes -- You must attend two</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• International Counseling</td>
<td>International School Counselors and Administrators</td>
<td>12</td>
<td>Hybrid</td>
<td>1+ year</td>
<td>Yes</td>
</tr>
<tr>
<td>• Teaching English to Speakers of Other Languages (TESOL)</td>
<td>Teachers of English as a Second Language</td>
<td>12</td>
<td>Hybrid</td>
<td>1+ year</td>
<td>No</td>
</tr>
<tr>
<td>• International Development in Education</td>
<td>International Educators, Diplomatic Community, and International NGO Personnel</td>
<td>12</td>
<td>Hybrid</td>
<td>1+ year</td>
<td>Yes</td>
</tr>
<tr>
<td>• Technology Use in the Schools</td>
<td>Teachers and administrators implementing technology</td>
<td>12</td>
<td>Hybrid</td>
<td>1+ year</td>
<td>No</td>
</tr>
</tbody>
</table>

Hybrid = Online and on-site course delivery
Graduate Programs

The Office of Global Online Graduate Degrees & Training courses are specially designed to equip students with the knowledge and skills needed in today’s world. Courses are delivered completely online in the fall and spring semesters. In the summer, we offer academic and professional institutes in Bethlehem, PA (annually). For International Counseling students, we offer two (2) courses at the American College of Greece in Athens, Greece (in even numbered years).

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, 451 Doctoral Seminar in Comparative and International Education I and II (3+3=6)

B. RESEARCH METHODS COURSES (21 CREDITS)
   Required:
   CIE 410, 411 Research in Comparative and International Education I and II (3+3=6)
CIE  460 Advanced Research Practicum in Comparative and International Education (3)
CIE  402 Developments 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)

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. Iveta Silova at ism207@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 PROPOSAL SEMINAR (3 credits)
CIE 470 Doctoral Proposal Seminar (3)

E.  DISSERTATION (minimum of 6 credits)

Ph.D. 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. RESEARCH METHODS 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.
**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 (2 credits)
- EdL 405 The Principalship II (2 credits)
- EdL 485 The Superintendent
  
  OR other Advisor-approved Organizational Behavior Courses

**Section B: Leadership Functions (21 credit hours)**
- EdL 476 School Resource Management
- EdL 477 Seminar in School-Community Relations
- EdL 479 School Law
- EdL 432 Special Education and Pupil Services Law
- EdL 481 Policy and Politics in Public Education
- EdL 488 Program Evaluation
- Educ 495 Independent Study (leadership-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
- Educ 468 Applied Learning Theories for School Leaders
- EdL 420 Data Driven Curriculum Design
- 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 430 Development and Administration of Special Education Programs
- EdL 440 Leading and Management of Special Education Programs

**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.

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**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 proposal is accepted students must be enrolled for one credit every fall/spring semester until completion of all degree requirements including the dissertation.**

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## 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.

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### Ed.D. 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 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 (3)** This course is designed to provide an overview of school law and ethics for future administrators.

**EdL 432 Special Education and Pupil Services Law (3)** This course focuses on the unique needs of students with special education needs and their rights related to the law and how school administrators become familiar with these unique issues and challenges.

**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)**

**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 468 Applied Learning Theory for School Leaders (3)** This course is an overview of the foundations, principles, and theories of learning and their implications for teaching and curriculum. It is to provide prospective administrators the skills to develop a balanced and challenging school wide curriculum and supporting school improvement.

**EdL 420 Data Driven Curriculum Design (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)**

**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 430 Development and Administration of Special Education Programs (3)** This course explores how to assess and address the need to implement and administer a special education program. It will examine how to thoughtfully develop a special education program for students in need.

**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)

**EdL 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.

Lehigh University’s Office of Global Online Graduate Degrees & Training has a partnership with the Principals’ Training Center (PTC). Students in the Master’s of Educational Leadership program are permitted to take up to three courses through PTC for the completion of their degree. However, **EdL 400: Organizational Leadership and Change Management and Educ 471: Diversity and Multicultural Perspectives**, must be taken on-campus during our 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

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.

Course Descriptions for M.Ed. Educational Leadership

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) Intensive 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 Practicum in an International Setting*/Master’s Internship I*
10. CPsy 483 Field Work in Counseling*/ Master’s Internship II*

*Students must complete all required course work prior to Practicum and Field Work.

**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. Master’s students have up to six years to complete their coursework.

**Course Descriptions for M.Ed. in International Counseling**

**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 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 and educational systems – 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.
They 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 or one of a number of areas leading to an additional Post-Baccalaureate Certificate in: International Counseling; Teaching English to Speakers of Other Languages; 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.

**Course Descriptions for M.Ed. in Globalization and Educational Change**

**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. In addition, students may choose to concentrate in one of the following areas exclusively, which then leads to concurrent receipt of the M.Ed. in Globalization and Educational Change plus a Post-Baccalaureate Certificate in the specified area.

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)

**Certificate Programs**

Teachers and administrators of the 21st century 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.

**COURSE WORK**

Students may receive a professional education certificate by taking a minimum of four courses (12 credits) in a specialty area as a stand alone 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)**
   - TLT 401 Overview of Teaching and Learning (3)
   - TLT 403 Instructional Design (3)
   - TLT 470 Technology for Teaching and Learning (3)
   - TLT 368 Teaching & Learning with Geospatial Tools (3)

**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.
Course Descriptions for Certificate Programs

INTERNATIONAL COUNSELING COURSE DESCRIPTIONS (12 CREDITS)

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) COURSE DESCRIPTIONS (12 CREDITS)

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)
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 COURSE DESCRIPTIONS (12 CREDITS)

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.
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 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) Certificate Programs: Prospective students who are only interested in pursuing graduate credit without seeking a degree (professional education certificates, professional summer institutes or professional development credits) 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

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 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 Regular Degree graduate student or as a 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 online from their websites which is the fastest way to request official transcripts. For work in progress, a final transcript must be submitted by the end of the term. All transcripts should be sent in a sealed envelope directly to Lehigh University to the address below:

College of Education, Admissions Office
Lehigh University
111 Research Drive
Bethlehem, PA 18015
Informal 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.

**Step 3 – Include Application Fee**
The application fee of $65 is nonrefundable. Applications will not be considered until this fee is received.

**Foreign Transcripts**

Transcripts from a foreign institution MUST be evaluated for equivalency before being sent to Lehigh University. Credential evaluation means converting foreign academic credentials into their U.S. educational equivalents. By converting your educational qualifications into U.S. equivalents, the evaluation allows academic institutions or employers in the U.S. to understand them. Please request that these services mail us a course-by-course evaluation converted to U.S. credits and grades. There are three organizations that are approved by Lehigh University:

- World Education Services  http://www.wes.org

**Step 4 – Request and Receive Letters of Recommendations**
All degree programs require letters of recommendations before an applicant can be accepted as a Regular 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 letters of academic recommendations. Please note that the Ph.D. program in Comparative and International Education requires three (3) letters of recommendation.

**Step 5 – 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.

To ensure that your application is complete, please check the matrix on the next page to see the relevant checklist of admissions requirements.
### GRADUATE PROGRAM CHECKLIST

<table>
<thead>
<tr>
<th>Graduate Programs</th>
<th>Type of Application</th>
<th>Undergraduate GPAs</th>
<th>Letters of Recommendation</th>
<th>Career Aspiration Essay</th>
<th>Standardized Tests</th>
<th>Application Fee</th>
<th>Transfer of Credits</th>
<th>Resume</th>
<th>Application Deadline</th>
</tr>
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<tbody>
<tr>
<td>Ph.D. in Comparative and International Education</td>
<td>Degree</td>
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<td>N/A</td>
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<tr>
<td>International Counseling</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$65</td>
<td>0</td>
<td>No</td>
<td>Rolling</td>
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<tr>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$65</td>
<td>0</td>
<td>No</td>
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<tr>
<td>International Development in Education</td>
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<td>N/A</td>
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<td>N/A</td>
<td>$65</td>
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<td>No</td>
<td>Rolling</td>
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</table>

**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 to the applicant from the Dean of the College of Education.

**Admission Decisions for 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. Apart from providing the necessary transcripts and other documents indicating that applicants meet all academic requirements, Certificate applicants must complete a Certificate graduate student application.
Application Deadlines
Admission decisions for a majority of degree programs are made on a rolling basis throughout the year with the exception of the M. Ed. in Globalization and Educational Change, the Ph.D. in Comparative and International Education, and the M.Ed. in International Counseling programs. Please see your respective program for deadline requirements. If you have questions regarding your application, please contact our office at 610-758-5737 or via email at: 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

Transfer of Credit
Students may transfer up to six (6) credits into their 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 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 the Doctoral or Professional Education Certificate programs.
• Principals’ Training Center students are allowed to request that 9 credits be transferred towards a Master’s of Educational Leadership degree.

Standardized Testing
Standardized test scores are required for the Doctoral Program in Educational Leadership and the Ph.D. program in Comparative and International Education. Students applying for entry into these programs are required to take either the Graduate Record Exam (GRE) or the Millers Analogy Test (MAT) for the Ed.D. program only. For the Ph.D. in Comparative and International Education, you may only take the GRE exam. Score requirements are listed 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.
• Scores must be within the last 5 years.

Millers Analogy Test (MAT):
• A minimum score at the 75th percentile.
• Scores must be within the last 5 years.

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. Students with TOEFL Internet-Based Test (iBT) scores are not required to take the English Proficiency Assessments upon arrival to Lehigh. TOEFL test scores must be within two years from the date of application.
If the TOEFL iBT is currently not available in a student’s home country, paper-based TOEFL (PBT) scores may be submitted. A minimum PBT score of 583 is required. However, because the PBT does not provide speaking score data, students should be assessed on their speaking proficiency prior to the start of their COE programs. The following are the required TOEFL iBT section score for the College of Education.

<table>
<thead>
<tr>
<th>TOEFL iBT Test Selection</th>
<th>COE-required Minimum Score</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>24</td>
</tr>
<tr>
<td>Listening</td>
<td>20</td>
</tr>
<tr>
<td>Speaking</td>
<td>24</td>
</tr>
<tr>
<td>Writing</td>
<td>25</td>
</tr>
<tr>
<td>Composite</td>
<td>93</td>
</tr>
</tbody>
</table>

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

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 credit and program. These prices are effective Fall 2015.

<table>
<thead>
<tr>
<th>Degree/Program</th>
<th>Specialization</th>
<th>Cost per course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Comparative and International Education</td>
<td>$1,845</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>Educational Leadership</td>
<td>$1,845</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Globalization and Educational Change</td>
<td>$1,575</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>Educational Leadership</td>
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</tr>
<tr>
<td>M.Ed.</td>
<td>International Counseling</td>
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<td>Certificate Programs</td>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
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<td></td>
<td>International Development in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Use in the Schools</td>
<td></td>
</tr>
</tbody>
</table>

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 Web page at: financeadmin.lehigh.edu/bursar

Please note that all payments must be made in U.S. currency.
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.

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 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:

<table>
<thead>
<tr>
<th>Graduation Month</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May Graduation</td>
<td>February 1</td>
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<tr>
<td>January Graduation</td>
<td>October 1</td>
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<tr>
<td>September Graduation</td>
<td>July 1</td>
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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 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 the 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.

In Athens, Greece, two counseling courses will be offered to International Counseling Program students, every other year, during the first two weeks from late June-early July on the American College of Greece’s campus in Athens, Greece. The courses will be taught by Lehigh University’s International Counseling faculty. Housing in Greece is in shared four bedroom apartments with 1 common living room, kitchen, and bathroom. The residences are gated and locked and are within a ten minute walk of the American College of Greece campus. Apartments are stocked with food twice a week for breakfast meals.

In Miami and London, prospective and current Lehigh University College of Education students may take select Educational Leadership graduate-level program courses beginning mid-June through July. The courses meet for five days and are conducted by The Principal’s Training Center (PTC), with whom the Office of Global Online Graduate Degrees and Training has a partnership. Students may take up to three courses during a summer, and may transfer up to 9 credits for Lehigh credit toward a M.Ed. in Educational Leadership upon successful application and acceptance into Lehigh University’s College of Education. Students may also use courses as a means of professional development. For additional details, visit our Web site at: https://coe.lehigh.edu/content/principals-training-center-ptc-partnership

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 certificate seeking student. For application requirements, refer to Section 3: Admissions Information. All incoming new graduate students may begin their studies during the Summer Institute.

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.
2015 Summer Institute
Course Schedule and Housing Information

Dates for the 2015 Bethlehem Institute will be June 24 – July 25, 2015 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

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

Lehigh University Email and Phone Directory

College of Education
Office of Global Online Graduate Degrees & Training

Admissions, College of Education

Lehigh University Office of Financial Aid

Lehigh University Library & Technology Service

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