The Comparative and International Education (CIE) Program offers three degrees: An M.Ed. in Globalization and Educational Change, a M.A. in Comparative and International Education, and a Ph.D. in Comparative and International Education. The CIE program also offers a Lehigh graduate certificate program in International Education for Development.

Graduates completing their degree in the CIE program may move into positions in international education, as government officials and education policy makers, research/policy institute scientists, development program officers, or work in various non-governmental and educational organizations either in the United States or in countries around the world.

The Comparative and International Education (CIE) program provides a unique blend of global community, content, interaction, context, perspective and purpose. Highlights of these innovative qualities include:

- An international learning community. The CIE Program is a vibrant learning community where internationalization thrives in formal classroom instruction, as well as in daily socialization of students and faculty in academic, professional, and personal realms. CIE students have a unique opportunity to engage in a myriad of international experiences as a part of their graduate education experience, including conducting education research and evaluation worldwide, engaging in international education development consultancy, internships at the United Nations, and assisting in journal/book editing in comparative and international education.

- Multiple opportunities for student/faculty interaction. CIE faculty have extensive experience in the field as teachers and leaders, as well as a theoretical and methodological grounding in a discipline, which is relevant to global research and comparative educational issues. We recognize that students bring a wealth of expertise and knowledge that complements the faculty’s expertise and knowledge. Therefore, the CIE program provides a framework through which students and faculty can build professional relationships that extend beyond the classroom, including collaborative projects, directed study, and intellectual discourse.

- Interdisciplinary perspectives. Given that education is the product of many converging forces from politics to society to economics to history to business and philosophy, education and schooling issues are too complex and diverse to be addressed by just one disciplinary perspective. Unless we understand the various factors impacting decisions, we cannot understand why schools in countries around the world are structured the way they are, or why educational policies in our own communities deal with the topics they do. Working closely with the graduate programs in the College of Education and across the university, the CIE degree programs breach the boundaries of disciplines, thus creating an opportunity for students to examine education-related issues from multiple perspectives.

There are several projects that exemplify the CIE Program’s signature and distinctive properties. They are,

- International Education and Research. CIE faculty and students participate in research and academic exchange with colleagues around the world. One example is through the CIE Program-based Tübingen-Lehigh International Partnership (TULIP). Through TULIP, Lehigh students have the option to take either full-term or short schedule courses taught in English at the University of Tübingen (Germany). Research or field-work may also be taken for Lehigh academic credit and is collaboratively supervised by both Lehigh and Tübingen professors. One recent project connected to TULIP through the CIE Program is the Mountaintop Experience called “Transitions for Refugees through Empowerment and Education” (TREE). The TREE project unites Lehigh students, refugee advocates and education experts in both the U.S. and Germany to investigate the dynamic factors facing resettled refugee youth.

- Scholarly Publication and Editing. The CIE Program is home to two professional academic publications in the field: The Annual Review of Comparative and International Education (ARCIE) and the FIRE: Forum for International Research in Education. ARCIE is the flagship academic review in the field of both comparative and international education, and is published annually. FIRE is an international, peer-reviewed, open-source, online journal promoting interdisciplinary scholarship on the use of internationally comparative data for evidence-based and innovative change in education worldwide. CIE faculty serve as senior editor for both publications and CIE students serve as both editorial assistants and frequent co-authors for these prestigious publications.

- International Development and Consulting. CIE Program faculty and students engage in short-term development and program-related consultancy projects on a regular basis. For example, a CIE faculty and student team has worked with a youth village for orphaned and vulnerable youth in post-genocide Rwanda to develop a village-wide monitoring and evaluation system. This consultancy project, developed with the support of a CIE degree program graduate working with the Rwandan village, involved both Lehigh-based and Rwanda-based planning, research, workshops, and other consultancy-related activities, and complemented graduate-level coursework in the CIE program.

For additional information about the program, please visit: http://coe.lehigh.edu/academics/disciplines/cie

Assistant Professor. Peggy A Kong, PHD (Harvard University)
Professor Of Practice. Lisa Damaschke-Deitrick, PHD (University of Tübingen)

Doctor of Philosophy in Comparative and International Education
The Ph.D. degree program in Comparative and International Education (Ph.D. 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 program will build on and continue the strengths of the M.A. in Comparative and International Education 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 provides students with the flexibility to pursue in-depth research in a variety of areas critical to comparative and international education. Graduates are prepared to work in higher education institutions, educational research and policy organizations, government offices, ministries of education, and international development organizations.

Comparative & International Education Core (15 credits)

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CIE 400</td>
<td>Comparative and International Education</td>
<td>3</td>
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<tr>
<td>CIE 401</td>
<td>Globalization &amp; Contextualization</td>
<td>3</td>
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<tr>
<td>CIE 471</td>
<td>Globalization and Education Equity</td>
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<tr>
<td>CIE 450</td>
<td>Doctoral Seminar in Comparative and International Education I</td>
<td>3</td>
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<tr>
<td>CIE 451</td>
<td>Doctoral Seminar in Comparative and International Education II</td>
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Research Methods Core (21 credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CIE 410</td>
<td>Research in Comparative and International Education I</td>
<td>3</td>
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<tr>
<td>CIE 411</td>
<td>Research in Comparative and International Education II</td>
<td>3</td>
</tr>
<tr>
<td>CIE 460</td>
<td>Advanced Research Practicum in Comparative and International Education</td>
<td>3</td>
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<tr>
<td>CIE 402</td>
<td>Development and Evaluation of International Educational Projects</td>
<td>3</td>
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<tr>
<td>EDUC 405</td>
<td>Qualitative Research Methods</td>
<td>3</td>
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Lehigh University 2019-2020
ANTH 325  Economic Anthropology  4

Focus 2: POLITICAL SCIENCE & INTERNATIONAL RELATIONS (12 CREDITS, select 4 courses from below)
POLS 413  Modern Political Philosophy  3
POLS 451  Comparative Politics Core  3
POLS 425  Nationalism, Regionalism, and Populism  3
IR 322  Poverty and Development  4
IR 323  Political Economy of Industrialization and Development  4

Focus 3: ECONOMICS (12 CREDITS, select 4 courses from below)
ECO 303  Economic Development  3
ECO 339  International Trade  3
ECO 340  International Finance  3
ECO 342  Economic Development in China  3
ECO 343  3
ECO 472  3
ECO 473  3

Focus 4: HISTORY (12 CREDITS, select 4 courses from below)
HIST 401  Historical Research  3
HIST 404  Readings in the History of the Atlantic World, 1500-1900  3
HIST 443  Readings in English History  3
HIST 444  Readings in Latin American History  3
HIST 447  Readings in European History  3
HIST 453  Research in English History  3
HIST 454  Research in Latin American History  3
The M.A. in Comparative and International Education (CIE) guides students in the examination of educational policy and theory on an international level, taking into consideration the impact of global economic, political, sociological, and historical factors on educational systems. A focus on interdisciplinary approaches to comparative and international education provides students a foundation for examining both educational research and policy. Graduates are prepared to work in educational research and policy organizations, government offices, ministries of education, and international development organizations.

The M.A. in CIE is a 36 credit hour program comprised of 18 credit hours of required (core) courses, 6 credit hours of electives, 12 credit hours of disciplinary-focused courses, and 3 capstone research credit hours.

### Master of Education in Globalization and Educational Change

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<tr>
<td>CIE 402</td>
<td>Development and Evaluation of International Educational Projects</td>
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<td>CIE 403</td>
<td>Globalization and Curriculum Implications</td>
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<td>CIE 404</td>
<td>Globalization and Education Equity</td>
<td>3</td>
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<td>EDUC 403</td>
<td>Research</td>
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In addition, students take a minimum of 12 credits in a Concentration area. Concentration coursework is designed by each student and faculty advisor in close collaboration 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) Special Education (12 credit minimum), 4) Teaching English to Second Language Learners (12 credit minimum), 5) Technology Use in the Schools (12 credit minimum), 6) Women, Gender, and Sexuality Studies (12 credit minimum).

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

### International Development in Education Certificate

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

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<tbody>
<tr>
<td>CIE 404</td>
<td>Issues and Institutions in International Educational Development</td>
<td>3</td>
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<tr>
<td>CIE 405</td>
<td>Experiencing the United Nations: Gender and Education in International Development</td>
<td>3</td>
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<tr>
<td>CIE 406</td>
<td>International Education Policy</td>
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### Courses

#### CIE 400 Comparative and International Education 3 Credits

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 & Contextualization 3 Credits

The goal of the course is to clarify what globalization is and to consider the impact of globalization 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 Credits

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 will 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 will be 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.

#### CIE 403 Globalization and Curriculum Implications 3 Credits

This course investigates the impact of globalization on curriculum. In particular, it discusses how curricula have historically been utilized in nation building; how tensions between the global and the local are inherent in curriculum; and how curriculum is a site of construction of national as well as global/cosmopolitan identities. Global citizenship is one of the major curricula themes spanning this dynamic intersection between the global and the local. This course will present several theoretical perspectives on this phenomenon and compare curricula across nations to understand how globalization the curricula differs according to culture and language.

#### CIE 404 Issues and Institutions in International Educational Development 3 Credits

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 405 (WGSS 405) Experiencing the United Nations: Gender and Education in International Development 3 Credits

Building on the Lehigh University/United Nations partnership initiative, this course provides a structured practical experience for students to learn about the dynamics of UN and civil society relationships, focusing on the issues of gender and education in international development. Class activities include trips to the UN to attend NGO briefings and other events. Students develop experiences and skills in international development such as policy blogging, brief writing, and education sector analysis.
CIE 406 International Education Policy 3 Credits
Focuses on how policy is created, implemented, and evaluated in schools and educational systems from a comparative and international perspective. 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 407 Grant Writing and Fund Raising in International Education Development 3 Credits
Addresses NGO issues and needs and will develop 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 and is designed to work in conjunction with a local or international NGO. Teams of students will 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 408 Master’s Thesis/Capstone 3 Credits
Master’s-level course requiring an original research or a capstone (project, paper, presentation, or a co-authored publication) related to a relevant topic in the field of comparative and international education. Thesis/capstone is conducted with the supervision of Comparative & International Education program faculty.

CIE 410 Research in Comparative and International Education I 3 Credits
(Two-semester-course taught in consecutive semesters with CIE 411.) This course provides an overview of research methodologies used in comparative and international education research. The course will introduce 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 will be discussed using both research and policy examples from a variety of developed and developing country contexts.

CIE 411 Research in Comparative and International Education II 3 Credits
(Two-semester-course taught in consecutive semesters with CIE 410) This course provides an overview of research methodologies used in comparative and international education research. The course will introduce 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 will be discussed using both research and policy examples from a variety of developed and developing country contexts.

CIE 412 Sociocultural Issues in Comparative and International Education 3 Credits
This course examines social and cultural contexts of teaching and learning in developed and developing country contexts. The course 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-Colonialism in Education 3 Credits
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.

CIE 450 Doctoral Seminar in Comparative and International Education I 3 Credits
(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 sub-disciplines, with an emphasis on Lehigh-specific expertise in the field.

CIE 451 Doctoral Seminar in Comparative and International Education II 3 Credits
(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 sub-disciplines, with an emphasis on Lehigh-specific expertise in the field.

CIE 460 Advanced Research Practicum in Comparative and International Education 3 Credits
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. Advanced Research Practicum will be closely supervised by a CIE faculty member and will involve elements of collaborative academic research and professional mentoring.

CIE 470 Doctoral Proposal Seminar in Comparative and International Education 3 Credits
This course guides students through the initial stages of the dissertation proposal writing. Must have official standing as a doctoral student in comparative and international education.

CIE 471 Globalization and Education Equity 3 Credits
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 discussion, 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 482 Practicum in University Teaching: Comparative & International Ed 1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Comparative and International Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair.

Repeat Status: Course may be repeated.

CIE 491 Special Topics in Comparative and International Education 3 Credits
Intensive study and discussion of a specialized area in comparative and international education. Subtitle will vary.

Repeat Status: Course may be repeated.

CIE 499 Dissertation 1-15 Credits