COLLEGE OF EDUCATION

TRANSFORMING EDUCATION FOR GOOD

International Education Policy Program

2024-2025 Handbook

TABLE OF CONTENTS

INTRODUCTION

The International Education Policy (IEP) concentration at the University of Maryland is situated within the Higher Education, Student Affairs, and International Education Policy (HESI) program in the Department of Counseling, Higher Education and Special Education (CHSE) at the College of Education (COE).

The IEP program promotes the development of professionals with a deep understanding of a complex array of issues concerning educational policies and practices globally. It seeks to enhance the skill sets of professionals who will either join institutions working on efforts in which education is a main sector or who will work in academic settings and international institutions conducting research or helping to develop public policies in education for all levels and types of education.

2024-2025 Program Faculty: Core program faculty include Drs. Steven Klees, Jing Lin, Zeena Zakharia, and Taylor Woodman. Affiliate faculty include Drs. Mark Ginsburg, Sahar Khamis, and Deepa Srikantaiah.

Program Policies: Graduate students in the College of Education are responsible for meeting University and the Graduate School policy, and for meeting Program requirements. The Graduate Catalog is the official listing of policies governing graduate education at the University of Maryland. The schedule adjustment policy is available from the Office of the Registrar and provides information on adding/dropping courses, penalties, and refund schedules.

Forms: Graduate students are required to submit various forms at specific points in the program and as part of the degree clearance process. See the forms for use by graduate students page for additional detail. Please refer to the Degree Requirements page to determine the related steps toward graduation and forms.

Calendar: UMD's 2024-2025 Academic Calendar can be accessed via the Office of the Provost.

Communications: All IEP graduate students are required to maintain a UMD email account and to join the program listserv which is referred to as INTEDUPOL. To join INTEDUPOL, send an email from your UMD email account to listserv@listserv.umd.edu. Leave the subject of the email blank and **in the text of the email** note only the following: SUB INTEDUPOL FirstName LastName (Ex. SUB INTEDUPOL Steve Klees). See more information about listserv services.

IEP ELMS Page - "The Hub": Information and resources related to the IEP MA and PhD degree programs can be found on the IEP program's ELMS page, referred to as "The Hub." The Hub is accessible to all current students, faculty, and staff. All new IEP students will be granted access to The Hub upon matriculation in the program. If you experience any challenges accessing The Hub, contact IEP@umd.edu for assistance.

Proseminars: The IEP Professional Seminar (referred to as the Proseminar) provides an opportunity for faculty and students to discuss key topics in our field; address areas of professional development related to scholarship and practice; and engage in community building. Past Proseminars have focused on new areas of research; career pathways; current issues; and academic, professional, and contemplative skill development. The Proseminar typically meets three times during the Fall semester and three times during the Spring semester. ***Attendance at four proseminars per academic year is required during a student's first two years in the program.***

MA COURSE REQUIREMENTS

These requirements apply to students starting the program in August 2024

Core Courses - Select two of the following courses and the Proseminar: **6 credits**
EDHI 605—Comparative Education
EDHI 606—Political Economy of Education in a Global Context
EDHI 607—Culture and Education in a Global Context
PROSEMINAR—Attendance required for first 2 years of program (0 credits)

Research Methods: **6-9 credits**
EDHI 672—Modes of Inquiry
+An introductory course to quantitative methods or qualitative methods
+An additional methods course if a master's thesis option is selected

International Education Specialization Course Electives –   **6-12 credits**
Select two to four of the following or equivalents:
EDHI 680—Gender, Education, and Development
EDHI 681—Education for Global Peace
EDHI 682—Ecological Ethics and Education
EDHI 683—World Religions and Implications for Education
EDHI 684—Alternative Education, Alternative Development
EDHI 750—International Higher Education
EDHI 788—Contemplative Inquiry and Holistic Education
EDHI 788—Education in Conflict and Emergencies
EDHI 788—Global Climate Change and Education
EDHI 788—International Education and Cultural Exchange
EDHI 788—International Investigations in Cuban Education
EDHI 805—Seminar in Comparative Education
EDPS 624—Culture in Education Policy and Practice
EDHI 798—Special Problems in Education

Disciplinary and Professional Course Electives: **3-6 credits**
Courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, gender studies, higher education, early childhood education, or elsewhere in the College of Education, the University, or the Washington Consortium.

Internship – Optional: **0-3 credits**
EDHI889—Internship in Education

MA Thesis or MA Seminar Paper – Select one (registration required):   **3 or 6 credits**
EDHI679—MA Seminar Paper (3 credits)
EDHI799—MA Thesis Research (6 credits)

Total: 30 credits

MA SEMINAR PAPER OR THESIS REQUIREMENT

Students are required to write a Master's Seminar Paper or Master's Thesis. Both options provide an opportunity to develop work in the student's area of interest. Students should consult with their adviser regarding the option that best suits their plans.

The Master's Seminar Paper is generally a work of about 25 to 35 double-spaced pages in length that could take many forms, such as a research paper, journal article, proposal, curricular framework, evaluation, etc. It might be an extension of a course paper or cover a new area. Students are encouraged to meet with their faculty adviser regarding the focus and timeline of their work at least one semester prior to completion. They must register for EDHI 679 (3 credits) during the semester of writing. Submission requirements and deadlines are set by the Office of Graduate Studies.

If a student does not complete the MA seminar paper during the semester during which they registered for EDHI 679 (3 credits), they are required to continue to register for 1 credit of EDHI679 each semester until the requirement is complete. Continuous registration is required until this requirement is met.

The Master's Thesis Research is a larger work usually based on an empirical research study. It requires the formation of a committee to evaluate the work; additional methods coursework; and Institutional Review Board approval for research involving human subjects. If choosing this option, students are encouraged to meet with their faculty adviser early in their degree program regarding the focus and timeline of their work. They must register for EDHI 799 (6 credits) during the semester of writing. Submission requirements and deadlines are set by the Office of Graduate Studies.

If a student does not complete the MA thesis during the semester during which they registered for EDHI 799 (6 credits), they are required to continue to register for 1 credit of EDHI799 each semester until the requirement is complete. Continuous registration is required until this requirement is met.

While the Master's Thesis is an option, no IEP student has yet taken it. If interested, a student should consult with their advisor regarding this option.

PHD COURSE REQUIREMENTS

Core Courses: **12 credits**

EDHI 605—Comparative Education
EDHI 606—Political Economy of Education in a Global Context
EDHI 607—Culture and Education in a Global Context
EDHI 750—International Higher Education
PROSEMINAR—Attendance required for first 2 years of program (0 credits)

Research Methods: **15 credits**

EDHI 672—Modes of Inquiry
+One quantitative methods course
+One qualitative methods course
+Two additional courses in methodological approaches most relevant to your research focus

International Education Specialization Course Electives –   **12 credits**
Select four of the following or equivalents:

EDHI 680—Gender, Education, and Development
EDHI 681—Education for Global Peace
EDHI 682—Ecological Ethics and Education
EDHI 683—World Religions and Implications for Education
EDHI 684—Alternative Education, Alternative Development
EDHI 788—Contemplative Inquiry and Holistic Education
EDHI 788—Education in Conflict and Emergencies
EDHI 788—Global Climate Change and Education
EDHI 788—International Education and Cultural Exchange
EDHI 788—International Investigations in Cuban Education
EDHI 805—Seminar in Comparative Education
EDPS 624—Culture in Education Policy and Practice
EDHI 798—Special Problems in Education

Disciplinary and Professional Course Electives: **12 credits**

Courses may be selected in the areas of public policy, communications, anthropology, economics, sociology, gender studies, higher education, early childhood education, or from elsewhere in the College of Education, the University, or the Washington Consortium.

Internship – Optional: **0-3 credits**

EDHI889—Internship in Education

Credit transfer from previous master's program: **Up to 24 credits**

If a student completed a previous master's program in a related field, up to 24 credits may be eligible to apply toward the 90 required credits for the PhD program. Consult with your advisor to determine which courses/credits can be attributed.

Comprehensive Exam: **3-6 credits**

EDHI 898—Pre-Candidacy Research (can be repeated)

Doctoral Dissertation: **12 credits only**

EDHI 899—Dissertation Research   ***Total: 90 credits***

PROGRESSION IN THE IEP PHD PROGRAM

This section describes the general progression through the IEP PhD program. Students move through the program at different paces but generally aim to complete their degrees within five or six years, depending on the nature of their dissertation research and overall program of study. During the first two to three years, students usually focus on coursework that will enhance their theoretical, conceptual, and methodological repertoires. In consultation with their faculty adviser, students then establish a timeline to advance through the milestones below.

Moving to the comprehensive exam:
- While completing the comprehensive exam (often referred to as "Comps"), students enroll in EDHI898 Pre-Candidacy Research – variable credits (3-6).
- The comprehensive exam, which typically consists of 2-3 draft chapters of the dissertation proposal, including a literature review, is usually written after completion of all coursework or during the last semester of coursework.
- Advising for the preparation of the comprehensive exam is led by the student's advisor. The completed comprehensive exam is evaluated by the student's faculty advisor and a second reader, chosen in consultation with the faculty advisor.
- Following a successful performance on the comprehensive exam, the student advances to doctoral candidate status. Students must apply in a timely manner to receive doctoral candidacy status. Students can find relevant forms and instructions here, which must be signed by the student's advisor and returned to the HESI Coordinator of Graduate Studies for further processing. These include the Admission for Advancement to Candidacy form and the signed Doctoral Approved Program Plan form.

Moving to dissertation proposal development:
- Once the application for candidacy is approved, the student is automatically enrolled by the Office of the Registrar in EDHI899 Doctoral Research. It is six credits per semester while the proposal is being developed and six credits per semester (fall and spring) while the dissertation work is taking place. Continuous registration is required throughout.
- A semester fee is charged each semester because of the use of UMD facilities and access to faculty advising.
- The student will be given an "Incomplete" in this course each semester until the dissertation is defended; in other words, a grade will be given only for the semester the student completes the dissertation.

Moving to dissertation proposal defense:
- Forming a dissertation committee: In consultation with the student's advisor, the student identifies five committee members. At least three must be present at the proposal defense but it is good practice to have all five committee members present.
- Professors at other universities or professional organizations may be part of the dissertation committee but they must be approved. A petition for the inclusion of the external committee member(s) will need to be written by the faculty adviser and voted on and approved by HESI faculty. Once approved, a support letter from the HESI director will be submitted to and be approved by the Graduate School.

- One of the committee members is the Dean's Representative, who must be a tenured UMD associate or full professor from outside the student's department.
- Professional track faculty can serve on the committee.
- The student organizes the scheduling of the proposal defense and gives a copy of the proposal to all committee members at least two weeks ahead of the proposal defense.
- The student usually prepares a 15-minute presentation of the proposed research.
- After successful defense of the proposal, committee members must sign the Certificate of Dissertation Proposal form (at least three signatures are required). This form is submitted to the HESI Coordinator of Graduate Studies along with IRB application Part I (cover sheet).
- If conducting research with human subjects, the student will need to acquire Institutional Review Board (IRB) approval for their research before they can begin recruitment or data collection related to human subjects.

Moving to doctoral dissertation work:
- The student continues to be enrolled in EDHI899 Doctoral Research. The student is registered for six credits each semester while the dissertation is being completed.
- If the student intends to defend in the summer, the semester fee can be prorated. Summer defenses are generally difficult to arrange.

Moving to actual defense of the dissertation:
- The student must develop the dissertation text following the UMD-mandated <u>templated format</u>.
- The student applies online for graduation on Testudo during the semester they plan to defend their dissertation and submits the Nomination of Dissertation form and approved IRB application (Part 1) six weeks prior to the scheduled dissertation defense.
- The student organizes the scheduling of the defense and gives a copy of the dissertation to committee members (print or electronic version as preferred by committee members) at least two weeks ahead of the defense.
- The student usually prepares a 15-minute presentation of the research findings.
- Per UMD regulations, family members cannot stay during the closed session of the defense. They can join at the beginning, during the presentation, and at the end.
- ***For information about deadlines for dissertation defense and graduation, contact the HESI Coordinator of Graduate Studies.***
- ***See the CHSE website for more information about relevant forms and procedures.***

SPECIALIZATIONS

All IEP students are expected to take both disciplinary courses and professional specialty courses. Disciplinary courses refer to those in the social sciences and humanities, such as Anthropology, Economics, or History. While some courses in these areas are offered within the Department, it is expected that doctoral students will also take coursework outside the Department and College of Education. Professional specialty courses refer to those that develop expertise in areas relevant to working in education. For example, students may want to specialize in higher education, early childhood education, curriculum development, or distance education. Courses in a variety of departments and colleges provide specializations in these areas.

This division between disciplinary and professional courses is not meant to be interpreted rigidly. Some of the areas in which students wish to develop expertise may not be easily classified as one or another, for example, gender studies, public policy, Latin American studies, and others. The division above should therefore not be seen as constraining, but interpreted in a way that allows students to develop the best program of study for their own needs.

While graduate degrees have traditionally encouraged high levels of specialization, the field of comparative and international education comprises many researchers and practitioners who are generalists or have multiple areas of specialization. This is especially important in our field, as graduates may work across considerable substantive and geographical diversity throughout their career. The flexibility built into the IEP program structure is designed specifically to prepare students for this kind of diversity.

Both MA and PhD students may pursue specializations, although the longer period of study for PhD students gives them more options. For example, a PhD student could decide to become a specialist in the economics of international higher education. As part of their PhD program in IEP they could take substantial coursework both in the College's offerings in higher education and in the Department of Economics or School of Public Policy. If desired, they could even pursue MA degrees in one or both areas as part of their PhD program in IEP.

A much more generalist approach is also possible. An IEP student may want to have a primary focus on distance education in developing countries, for example. While this could be combined with a disciplinary specialty it could also be combined with an interdisciplinary strength in issues of development, honed through coursework in anthropology, economics, and sociology. The student's interest in distance education might, for instance, be focused on secondary and higher education with appropriate coursework in these areas.

There are five organized specializations in the IEP program. These are listed below, with example courses.

Education in Conflict and Emergencies: This specialization examines educational issues in contexts of conflict and emergencies, such as under conditions of war, forced migration, epidemic and pandemic, and climate disaster. Students gain familiarity with global humanitarian frameworks and interventions in Education in Emergencies, as well as national, local, and school-based responses in different parts of the world. Through critical and reflective exploration of theoretical, conceptual, and practical dimensions, students work to advance their contributions to related research, institutions, and educational contexts. Possible courses include:

> Education in Conflict and Emergencies (EDHI788J)
> Education for Global Peace (EDHI681)
> Global Climate Change and Education: Policy and Practice (EDHI788F)
> The Quest to End Genocide Through Education (EDHI788K)

International Exchange and Intercultural Education: This specialization offers a critical evaluation of international education policies and practices, including study abroad, international student mobility, academic diplomacy, and internationalization of education. These issues have gained importance to educational organizations and institutions as they respond to globalization through internationalization initiatives, global learning programming, and policies.

As trends in geopolitics, international development, technology, social dynamics and environmental changes continue to shape the future of this field, this specialization prepares students to address the pressing issues of equity and inclusion within it while applying a lens of cultural humility. In this specialization, students will challenge dominant narratives and policies while developing strategies and alternatives for promoting more just and equitable practices. Possible courses include:

> Education and Culture in a Global Context (EDHI607)
> International Higher Education (EDHI750)
> International Education and Cultural Exchange: Policies and Practices (EDHI788T)
> International Investigations in Cuban Education (EDHI788X)

Gender and Development: Students can develop a specialization in gender and development which seeks to enhance their understanding of how gender operates in society and thus influences a variety of educational outcomes. Students are prepared to draw policy implications and design concrete practices to diminish the negative impact of gender and to increase individual and collective action toward its transformation. Possible courses include:

> Gender, Development and Education (EDHI680)
> Approaches to Women's Studies (WMST602)
> Gender and Development (WMST698R)

Peace and Environmental Education: This specialization provides students with an understanding of conditions, global and local, that lead to wars, conflicts, environmental destruction, and climate change. It informs students of theories and practices in peace and sustainability education for peace building and preservation of nature. Also emphasized are an understanding of political, economic, cultural, religious, and educational contexts for peace and

sustainability. Peace is defined as a deep respect for each other as human beings, and for nature with sustainable ecological ethics. Further, peace is seen as being achieved through both external efforts and internal endeavors to cultivate wisdom and equanimity. Through coursework, students study alternative and transformative paradigms and acquire practical knowledge for peace and sustainability education. Possible courses include:

> Education for Global Peace (EDHI681)
> World Religions and Implication for Education (EDHI683)
> Global Climate Change and Education: Policy and Practice (EDHI788F)
> Contemplative Inquiry and Holistic Education (EDHI788)

Political Economy of Education and Development: The term "political economy" is a contested one but generally has to do with a broad and integrated understanding of the politics and economics of issues. This specialization offers students an understanding of the debates about the theory and practice of political economy, current educational policies, and their relationship to development. Possible courses include:

> Political Economy of Education and Development (EDHI606)
> Alternative Education, Alternative Development (EDHI684)
> International Investigations in Cuban Education (EDHI788X)

Other Specializations: In addition to those mentioned above, other specializations are also possible. For example, students have developed specializations in professional areas such as Early Childhood Education, Special Education, Primary and Secondary Education, Teacher Education, Education Leadership, Education Policy, Higher Education, and Public Health Education. Specializations have also been developed in social science disciplines and applied areas such as Anthropology, Economics, Public Policy, Sociology, and Women's Studies. The University of Maryland is a strong multiversity, offering many specializations, and we encourage students to take additional courses outside of the IEP program from elsewhere in the Department, the College, the University, and the Region.

See the UMD DC Consortium webpage for details on schools where UMD students can enroll in classes.

A SAMPLE OF DISSERTATION TOPICS

Koli Banik, 2006. "Case Study of a Gender and Reproductive Health Training Program for Adolescent Males in Rural Villages in the State of Gujarat, India."

Jennifer Kim, 2007. "Impact of Globalization on the US-Mexico Border: Case Study of Grassroots Activism for the Migrant and Refugee Community."

Sandee Pyne, 2007. "Migrating Knowledge: Schooling, Statelessness and Safety at the Thailand-Burma Border."

Yan Liu, 2007. "The Challenges and Prospects of Civil Society Development: An Examination of Two Types of Civil Society Organization in China."

Yanyu Zhou, 2007. "Success for All: A Comprehensive Educational Reform Experiment on Improving Low Performance Students in China."

Illana Lancaster, 2008. "Racing, Classing, and Gendering School-Related Violence in Three Johannesburg Secondary Schools."

Wendi Ralaingita, 2008. "Re-making the Namibian Teacher: A Study of Teacher Reflection in an Era of Social Transition and Policy Reform."

Jayne Wood, 2008. "The Impact of Globalization on Education in Uganda."

Lan Gao, 2008. "Social Stratification and Higher Education Opportunities in the Transitioning Chinese Society."

Carol Corneilse, 2009. "Living Feminism in the Academy: South African Women Tell Their Stories."

Anita Sanyal, 2009. "Teachers and Teaching: Conceptualizing Quality Education in Rural Nicaragua"

Truphena Choti, 2009. "School Choice and Student Aspirations for Higher Education in Kenya: Social Capital and Cultural Capital Perspectives."

Kang-Yup Jung, 2009. "Internationalization of Higher Education in Two Jesuit Universities."

Tony DiGiacomo, 2010. "Education Amidst Democratic Transition: The Case of Romania."

Carol Radomski, 2010. "Youth Exchange and Peacebuilding Post 9/11."

D. Brent Edwards, Jr., 2013. "The Development of Global Education Policy: A Case Study of the Origins and Evolution of El Salvador's EDUCO."

Alankar Bandyopadhyay, 2013. "Technology Integration before Student Outcomes: Factors Affecting Teacher Adoption of Technology in India."

Amanda Fogle-Donmoyer, 2017. "South African Teachers' Perceptions of Citizenship & Democracy and How They Are Expressed in Classrooms: A Case Study of a Post-conflict Curriculum & Pedagogy."

Anne Corwith, 2020. "Humanitarian Aid for Quality Learning Environments in a Disaster Context: An Exploratory Study of Humanitarian Aid and Educators' Perspectives in Nepal."

Nooruddin Shah, 2020. "Teacher Training and Teacher Experience in Rural and Mountainous Pakistan."

Amber Webb, 2020. "Educational Experiences amid Crisis, Trauma and Displacement: An Ethnographic Case Study of Children Abducted by the Islamic State in Iraq."

Timothy Reedy, 2021. "Choice in Turbulent Times: A Case Study of Refugee Student Experiences in Quasi-Marketized Education Systems."

Matt Aruch, 2021. "Transnational Multi-stakeholder Partnerships and Boundary Objects: An Embedded Case Study of the Pinkaiti Partnership in the Brazilian Amazon."

Luanjiao Hu, 2021. "Exclusion, Inclusion, Agency and Advocacy: Experiences of Women with Disabilities in China."

Hang Minh Le, 2022. "When South-South Becomes Asian-Black: The Work of Vietnamese Education Development Experts in Mozambique."

Erin Sorenson, 2022. "Countering the Deficit: An Exploration of Syrian Refugees' Perceptions of the Purpose of Education in Emergencies."

Amanda Fiore. 2023. "Stories from the English Teaching Industry in Taiwan: Uncovering the Hidden Belief Systems & Ideologies of English Through Storytelling."

Fatimah Ali. 2023. "From Policy Formulation to Practice: Enactment of the Single National Curriculum in Pakistan."

A SAMPLE OF POSITIONS HELD BY IEP GRADUATES

SAMPLE POSITIONS HELD BY IEP PHD GRADUATES

General Secretary of Education International
Chief of Staff to the United Nations Special Envoy for Global Education
Head of Programs & Partnerships, the U.N. Sustainable Development Goals Academy
Professor and Chair, Education Department, Kenya Methodist University
President, Theirworld
Vice Presidents at World Learning
Professor, University of Hawaii
Professor, Western University, Canada
Associate Professor, UMass at Amherst
Associate Professor, Universidad de los Andes
Assistant Professor at the University of Newcastle, Australia
Assistant Professor, School of Education, Universidad Catolica de Chile
Director of Institutional Research, Simon College
Senior Program Officers, Global Education Partnership
Senior Education Advisors, Africa Bureau, USAID
CDCS Advisor, USAID/Madagascar
Acting Team Lead & Training Specialist, the Bureau for Humanitarian Assistance in Global
Capacity Development, USAID
Program Manager, Regional Development Mission for Asia, USAID
US Cultural Ambassador to India, Bosnia and Herzegovina, and Ukraine
Program Officer, Critical Language Scholarship & Boren Fellowship Program, US State Department
Humanitarian Relief Program Manager for United Way National Capital Area
Assistant Division Chief, US Census Bureau
Chairwoman, Society for International Development, Creative Associates
Senior Program Officer, United States Institute of Peace
Senior Research Education, Analyst at Research Triangle Institute
Senior Program Officer, Open Society Foundation
Executive Director, Global Teacher Education/Educator, Smithsonian
Director of Global Education, Earthday.org
Chief Executive Officer, Community Partners International
Associate Director of International Programs, George Mason University
Program Officer, Kenya
Program Coordinator, Action for Healthy Communities, Canada
CFO, Dream Corps International, Beijing, China
Associate Director of Major Gifts, Harvard University
Director of Education and Literacy, Nascent Solutions, Inc.
Director, Creative Associates International
Executive Director, the Board of Trustees, Sogang University.
Director of International Education, College Board, New York
Assistant Principal, Howard County Public School
Executive Officer for Diversity & Equity, MNPS, Nashville, TN
Johns Hopkins University postdoctoral fellow

SAMPLE POSITIONS HELD BY IEP MA GRADUATES

Academic Advisor, Business School, Johns Hopkins University
Assistant Director, Global Communities, UMD
Associate Director, Student Outreach Resource Center at Johns Hopkins University
Associate Professor, University of Hawaii
Consultant, Canadian International Development Agency
Consultant, World Bank
Coordinator, Equity and Inclusion, LWTech
Coordinator, International Rescue Committee, Baltimore
Deputy Chief of Party, USAID, Senegal
Director of International Childcare, Orphan's Heart
Director, Global Communities, UMD
Director, Student Residence Hall at UMD
Executive Director, Center for World Music
Founder and CEO at Aumazo, Inc.
Founder, Amani Children's Network
International Career Fellow, Elon University
International Scholars and Students Advisor, University of Maryland
International Student and Scholar Advisor, UC Berkeley
International Student Coordinator, University of Maryland Baltimore
International Student Services, University of Maryland
PhD program, Harvard University
PhD program, International Education Policy, UMD
PhD program, Michigan State University
PhD program, Stanford University
PhD program, University of Wisconsin
Program Advisor, Projects Abroad
Program Analyst, USAID's Office of HIV/AIDS
Program Assistant, FHI 360
Program Coordinator, University of Texas, Austin
Program Leader, Thinking Beyond Borders
Program Officer, Gender Development, Qatar
Program Officer, International Institute for Education
ResCare Inc., Singapore
Senior Associate, American Federation of Teachers
Senior Consultant, Public Consulting Group, Austin, Texas
Senior Coordinator, Professional Learning Services, NAFSA
Senior Human Development Officer, African Development Bank
Senior Program Manager, Institute of International Education
Study Abroad Advisor, UC Berkeley
Vice President, World Learning