



COLLEGE OF
EDUCATION

International Education Policy Program
Handbook

College of Education
University of Maryland

2018

TABLE OF CONTENTS

M. A. Requirements	2
PH. D. Requirements	3
Some Dissertation Topics	4
Positions Held by IEP Graduates	5
International Education Organizations	7
Professional Associations	9
Key Academic Journals	10

M.A. REQUIREMENTS

Core Courses -- Select two of the following courses:	6 credits
EDHI605—Comparative Education	
EDHI606—Political Economy of Education in a Global Context	
EDHI607—Education and Culture in a Global Context	
PROSEMINAR—Attendance required (0 credits)	
Research Methods:	6-9 credits
EDMS672—Modes of Inquiry	
An introduction 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 608—Gender and Education	
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 710—Globalization and Education	
EDHI 713—Nonformal Education	
EDHI 788—International Education and Cultural Exchange: Policies and Practices	
EDHI788—Contemplative Inquiry and Holistic Education	
EDHI 805—Seminar in Comparative Education	
EDPS 624—Culture in Education Policy and Practice	
Disciplinary and Professional Course Electives:	3-6 credits
For example, 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 Regional Consortium.	
Internship -- Optional	0-3 credits
EDHI889—Internship in Education	
Master’s thesis or Master’s paper -- Select one:	3-6 credits
EDHI679—Master’s Seminar	
EDHI799—Master’s Thesis Research	
Total:	30 credits

PH.D. REQUIREMENTS

Core Courses:	9-12 credits
EDHI605—Comparative Education	
EDHI606—Political Economy of Education in a Global Context	
EDHI607—Education and Culture in a Global Context	
EDHI750—International Higher Education (<i>OR an alternate</i>)	
PROSEMINAR—Attendance required (0 credits)	
Research Methods:	15 credits
EDHI 672—Modes of Inquiry	
Plus one quantitative course, one qualitative course, and two others in the methodological approaches most relevant to the student’s research interests.	
International Education Specialization Course Electives:	12 credits
Select four of the following or equivalents:	
EDHI 608—Gender and Education	
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 710—Globalization and Education	
EDHI 713—Nonformal Education	
EDHI 788—International Education and Cultural Exchange: Policies and Practices	
EDHI788—Contemplative Inquiry and Holistic Education	
EDHI 805—Seminar in Comparative Education	
EDPS 624—Culture in Education Policy and Practice	
Disciplinary and Professional Course Electives:	12 credits
For example, 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 Regional Consortium.	
Internship -- Optional:	3 credits
EDHI889—Internship in Education	
Transfer from previous master’s program:	Maximum of 24 credits
Comprehensive Exam:	3 credits
EDHI 898—Pre-Candidacy Research	
Doctoral Dissertation:	12 credits only
EDHI 899—Dissertation Research	
Total:	90 credits

SOME DISSERTATION TITLES

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."

A SAMPLE OF POSITIONS HELD BY IEP GRADUATES

POSITIONS HELD BY IEP PH. D 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
- Vice President at World Learning
- Professor, Western University, Canada
- Associate Professor, UMass at Amherst
- Director of Institutional Research, Simon College
- Senior Education Advisor, USAID
- Assistant Professor at the University of Newcastle, Australia
- Senior Program Officer, Global Education Partnership
- US Cultural Ambassador to India and Bosnia and Herzegovina
- Program Officer, Critical Language Scholarship Program, U. S. Department of State
- Senior Director, US Census Bureau
- Program Manager, USAID/Regional Development Mission for Asia
- Chairwoman, Society for International Development, Creative Associates
- Associate Professor, Universidad de los Andes
- Assistant Professor, School of Education, Universidad Catolica de Chile
- Senior Program Officer, United States Institute of Peace
- Senior Research Education, Analyst at Research Triangle Institute
- Executive Director, Global Teacher Education/Educator, Smithsonian
- Program Officer, Kenya
- Program Officer, Open Society Foundation
- Assistant Professor, University of Hawaii
- Program Coordinator, Action for Healthy Communities
- CFO, Dream Corps International, Beijing, China
- 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, NY
- Associate Director of Capital Giving, Swarthmore College
- Assistant Principal at Howard County Public School
- Executive Officer for Diversity & Equity, MNPS, Nashville, TN

POSITIONS HELD BY M.A. GRADUATES

- Vice President, World Learning
- Deputy Chief of Party, USAID, Senegal

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

INTERNATIONAL ORGANIZATIONS DEALING WITH EDUCATION AND COMPARATIVE EDUCATION

UNESCO

Paris, France

A specialized agency of the United Nations. It conducts research on and implements policies on all aspects of education and development (literacy programs, science education and society, educational expansion and democratization, equality in education, raising educational standards, etc.) Emphasis is on practical, result-oriented projects. UNESCO relies on a vast network of offices and institutions, as well as intergovernmental and non-governmental organizations, to carry out its programs.

The UNESCO Education Program Areas comprises several divisions: Structures, Content, Methods and Techniques of Education; Educational policy and Planning; Science, Technical, and Vocational Education; Financing of Education; Higher Education and Training of Educational Personnel; Equality of Educational Opportunity and Special Programs, Literacy, Adult Education and Rural Development; Operational Programs.

Publications: *UNESCO Courier*, *International Social Science Journal*, *Prospects*, *Impact of Science on Society*, *International Social Science Journal*.

Affiliated to UNESCO but functioning in different sites are the International Institute of Educational Planning (Paris), the International Bureau of Education (Geneva), the European Centre for Higher Education (Bucharest), and the Institute for Lifelong Learning (Hamburg), and the UNESCO Institute for Statistics (Montreal). They are described below:

International Institute of Educational Planning (IIEP)

Paris, France

Established by UNESCO in 1963 to serve as a world center for advanced training and research in educational planning. Its purpose is to help all member states of UNESCO in their social and economic development efforts by enlarging the fund of knowledge about educational planning and the supply of competent experts in this field. Its activities include: training educational specialists, conducting intensive programs on specific themes for visiting fellows, organizing seminars and conferences, and conducting research on educational and development issues.

International Bureau of Education (IBE)

Geneva, Switzerland

Funded in 1929, it was incorporated into UNESCO in 1969. Its purpose is to contribute to peace and security by promoting collaboration among the nations through education, science, and culture. Its activities include: organizing sessions of the International Conference on Education, undertaking and publishing studies on comparative education, and maintaining an international education library.

Publications: *IBE Working Papers*, *Studies in Comparative Education*, *Educational Practices*.

UNESCO Institute for Statistics (UIE)

Montreal, Canada

Collects, analyzes, and disseminates educational data from educational systems in all countries. Monitors progress in Education for All and the Millennium Development Goals.

Publication: *Global Education Digest* (annual).

Centre for Educational Research and Innovation (CERI)

Paris, France

A semi-autonomous agency within the framework of the Organization for Economic Cooperation and Development (OECD). Its aims are to promote development of research in education, to encourage experiments in educational innovation, and to stimulate cooperation between member countries in research and development work on educational problems. Projects deal with education and new technologies, education for multicultural societies, the educational implications of changing work patterns, integration of handicapped young people into education and work, and adult higher education.

It conducts the PISA cross-national assessments.

UNICEF

New York, USA

Its purpose is to help developing countries meet some of the immediate needs of their young and to help them strengthen their long-range services for children as essential parts of their overall development efforts. Its activities emphasize health-related programs, but also educational programs such as supervision of curriculum reform, better preparation of teachers and the introduction of practical training to prepare young people for work, as well as training for personnel within development countries at all levels of work. Interested in girls' and women's education.

Publication: *The State of the World's Children* (annual).

International Council on Adult Education

Toronto, Canada

An international non-governmental organization. Its aim is to provide an international network and coordinating focus for action to promote adult education as a power of learning and collective action, to promote all forms of education of adults. It carries out its work through national and regional bodies, and in collaboration with many international and national nongovernmental organizations. It organizes regional documentation and program centers; participates in the preparation of UNESCO conferences, and conducts a wide range of adult education projects through the world.

Publications: *Convergence*.

Institute for International Education (IIE)

New York, USA

It aims to develop better understanding and create goodwill between the people of the US and the peoples of other countries through educational exchange programs for students, scholars, artists, leaders, and specialists. It assists in developing educational programs to serve the economic and social needs of new and emerging nations. It administers the Fulbright programs.

The World Bank, Education Department

Washington, D.C.

The largest organization in issues of development, including education. Operates in many develop nations and influences governments through loans and grants.

Publications: Numerous, including the *World Development Report* (annual).

International Consulting Firms and NGOs in the Field of Education

Creative Associates

FHI 360

American Councils for International Education

Global Partnership for Education

International Reading Association

PROFESSIONAL ASSOCIATIONS

American Educational Research Association

1430 K St., Suite 1200, Washington D.C., 2005

An association of educators and behavioral scientists interested in the development, application, and improvement of educational research. Current membership: 25,000. Members include professors, state and local school system research directors, educational administrators, research specialists, graduate students of education. It is primarily an American organizations but members include international scholars. It has over 170 special interest groups (SIGs).

It publishes research primarily on U.S. educational systems. It is an important association to know because it presents the major trends and most recent developments, particularly methodological, in educational research. AERA holds an annual meeting, in a different U.S. city each time.

Publications: *Educational Researcher*, *Review of Research in Education*, *Educational Research Journal*, *Education Evaluation and Policy Analysis*.

Comparative and International Education Society

In existence since 1956. It has about 2,000 individual members and 1,000 institutional members.

Promotes the study of comparative and international education in universities; cooperates with international educational agencies. It has about 15 SIGs.

Publications: *Comparative Education Review*.

World Council of Comparative Education Societies

Congregates 35 national comparative education societies.

Organizes world conference on comparative education every three years; locations vary.

Association of International Educators (NAFSA)

Founded in 1948. It serves international educators and their institutions by setting standards of good practice and providing professional development opportunities in the field. It is the professional association for university administrators serving international students. Current membership: 10,000 from 3,500 institutions in 150 countries.

Publications: As part of the Association for Studies in International Education (ASIES), NAFSA sponsors the *Journal of Studies in International Education*.

International Association of Universities (IAU)

IAU Secretariat, Paris, France

A UNESCO-based world association of institutions and organizations from some 150 countries.

It conducts surveys of higher education institutions. Now it is examining the features and consequences of internationalization.

KEY ACADEMIC JOURNALS IN OR RELATED TO COMPARATIVE AND INTERNATIONAL EDUCATION

Comparative Education Review

Quarterly. The official journal of the Comparative and International Education Society. Highly selective publication. Articles cover a wide variety of topics in international and comparative education. Articles are typically based on theory and first-hand data.

Comparative Education

Quarterly. Published by Routledge. It engages with challenging theoretical and methodological issues, and also considers the implications of comparative studies for the formation and implementation of policies—not only in education but in social, national and international development. Thus it welcomes contributions from associated disciplines in the fields of government, management, sociology, and technology and communications.

Compare: A Journal of Comparative Education

Bi-annual. The official journal of the British Comparative and International Education Society. It presents articles concerning educational policies, process and structures, and their relationships with political, social, and educational phenomena in two or more countries, both from the industrialized and developing world.

Prospects

Quarterly. Published by UNESCO (Paris) in English, Spanish, French, Arabic, Russian, and Chinese. An international journal with contributions from experts throughout the world. Each issue stresses a particular topic (adult education, science education, literacy programs, etc.). Articles are both analytical and descriptive.

International Review of Education

Quarterly. Published by UNESCO Institute for Lifelong Learning (Hamburg, Germany).

It seeks to provide departments and institutes of education, teacher training institutions, and professional readers all over the world with scholarly information on major educational innovations, research projects, and trends. Articles are analytical rather than descriptive, and often emphasize cross-national comparisons.

Harvard Educational Review

Quarterly. Edited and published by graduate students at Harvard University, Cambridge, MA. Articles deal with practical and theoretical problems of education. Although not internationally-oriented, *HER* often has articles applicable to the international scene.

International Journal of Educational Development

Six issues per year. Published by Elsevier Educational Research Program. It seeks to foster critical debate about the role education plays in development. It seeks both to develop new theoretical insights and new understanding of the interplay between local, national, regional, and global contexts.

Globalisation, Societies and Education

Quarterly. Published by Routledge. It aims to fill the gap between the study of education and broader social, economic and political forces by analyzing the complexities of globalization. It presents scholarly analysis carried out from a variety of disciplinary perspectives, including sociology, philosophy, politics, geography, history, economics, management and comparative studies as applied to education.

Journal of Studies in International Education

Quarterly. Published by the Association for Studies in International Education. It seeks to broaden the discussion on the role of international cooperation and exchange. Articles place issues at the primary, secondary, higher education, professional exchange, and lifelong learning levels in a global context.

The International Education Journal: Comparative Perspectives

Bi-annual. Published by the Australian and New Zealand Comparative and International Society. It presents theoretical and practice-based articles and prefers cross-disciplinary analysis. It showcases issues related to educational policy, planning, and practice.

Canadian and International Education

Bi-annual. Official journal of the Comparative and International Education Society of Canada. Its articles deal with a wide variety of international education issues, and generally have a more quantitative approach.

Gender and Education

Six times a year. Published by the Gender & Education Association and Routledge. An international forum for discussion of multidisciplinary educational research and ideas that focus on gender as a category of analysis. Education is interpreted in a broad sense to cover both formal and informal aspects. It is particularly interested in the place of gender in relation to other key social differences and seeks to further feminist knowledge, theory, conscious, action, and debate.

World Studies in Education

Bi-annual. Published by James Nicholas Publisher, Australia. Provides overview of significant international and comparative education research affecting educational institutions in the global economy.

Journal of Studies in International Education

Published five times a year. An online, peer-reviewed journal published by NAFSA in collaboration with other members of the Association for Studies in International Education.

Development and Change

Six times a year. Published by the Institute of Social Studies, The Hague. Devoted to a critical analysis and discussion of the complete spectrum of development issues. It includes contributions from all social sciences and intellectual persuasions concerned with development.

Current Issues in Comparative Education (CICE)

Bi-annual. An open-access online journal produced by graduate students in the Comparative Education Program at Teachers College, Columbia University. Emphasizes cutting-edge issues.

Research in Comparative and International Education

Four times a year. An online peer-reviewed publication (but accessible only through subscription) edited by David Phillips at the University of Oxford. Centers on theoretical and methodological issues in comparative and international education research.