IEP Preview
HESI, CHSE, College of Education
University of Maryland

2015
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MA 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

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:
EDHI608—Gender and Education
EDHI630—Analyzing Systemwide Education Policy
EDHI673—Economic Evaluation of Education
EDHI680—Gender, Education, and Development
EDHI681—Education for Global Peace
EDHI682—Ecological ethics and education
EDHI683—World Religions and Implications for Education
EDHI684—Alternative Education, Alternative Development
EDHI710—Globalization and Education
EDHI713—Nonformal Education
EDHI725—Education in East Asia
EDHI 750—International Higher 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
EDHI 889—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 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 (OR an alternate)

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:
EDHI608—Gender and Education
EDHI630—Analyzing Systemwide Education Policy
EDHI673—Economic Evaluation of Education
EDHI680—Gender, Education, and Development
EDHI681—Education for Global Peace
EDHI682—Ecological ethics and education
EDHI683—World Religions and Implications for Education
EDHI684—Alternative Education, Alternative Development
EDHI710—Globalization and Education
EDHI713—Nonformal Education
EDHI725—Education in East Asia
EDHI 750—International Higher 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: Minimum of 12 credits
EDHI 899—Dissertation Research

Total: 90 credits
International Education Policy Program—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.”


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


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

International Education Policy Program--A Sample of Positions Held by Graduates
**PhD Graduates**

Bjorn Nordtveit  
Associate Professor, UMass at Amherst

Nisha Thapliyal  
Assistant Professor at the University of Newcastle, Australia

Deepa Srikantaiah  
Center for Educational Reform, Global Education Partnership

Jennifer Kim  
Senior Director, US Census Bureau

Sandeep Pyne  
Program Manager, USAID/Regional Development Mission for Asia

Anita Sanyal  
Assistant Professor, School of Ed, Universidad Catolica de Chile

Illana Lancaster  
Assistant Professor, American University

Wendi Ralaingita  
Research Education Analyst at Research Triangle Institute

Simon Thuranira  
Chair, Education Department, Kenya Methodist University

Caitlin Haugen  
Executive Director, Global Teacher Education

Justin Van Fleet  
Chief of Staff to the United Nations Special Envoy for Global Education

Janet Wildish  
Program Officer, Kenya

Dierdre Williams  
Program Officer, Open Society Foundation

Brent Edwards  
Assistant Professor, Drexel University

David Edwards  
DEwards@NEA.ORG

Lan Gao  
Senior Project Analyst, Institutional Research, Provost’d Office Harvard University; now Director of Institutional Research, Simon College.

Koli Banik  
Education Specialist at United Nations Girls’ Education Initiative; WB Senior Analyst

Yanyu Zhou  
Associate Director, Confucius Institute, Pace U.

Jun Li  
Associate Professor, Chinese University of Hong Kong

Yan Liu  
CFO, Dream Corps International, Beijing, China

Truphena Choti  
Coordinator, African Regions, National Education Association.

Jayne Wood  
Director, Creative Associates International

Carol Radomski  
Senior Program Officer, Department of State

Kang-Yup Jung  
Executive Director, the Board of Trustees, Sogang University.

Tony DiGiacomo  
Director of International Education, College Board, NY

Kozue Tsunoda  
Associate Director of Capital Giving, Swarthmore College

Brein Bashore  
Assistant Principal at Howard County Public School

Meredith McCormac  
Country Representative, Pakistan at World Learning

Charles Blake  
Bids and Proposal Manager, American Councils for Intl Education

Maritza Gonzalez  
Assistant to the Superintendent, PG Country

**MA Graduates**

PhD Student, Harvard University
PhD student, University of Virginia
PhD Student, Boston University
PhD Student, University of Washington
PhD Student, University of Maryland
Program Coordinator, Academy for Educational Development
Deputy Chief of Party, Academy for Educational Development
Communications Specialist, World Bank
Education Specialist, Education for All-Fast Track Initiative
Evaluation Project Manager, Rockman et al
Program Officer, Asia/Pacific Fulbright Scholar Program
Manager, Eduventures
Trainer, Comcast Headquarters
Resident Director, University of Maryland
Professor, Capital Physical Education University, China
Founder, Private All-Girl School in Cameroon.
Teacher, Singapore
Teacher, Maryland
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.


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)**

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)**

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 and international education library.

**UNESCO Institute for Statistics (UIE)**

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).

**UNESCO Centre for Higher Education (CEPES)**

Organizes world conferences on higher education. Follows up the Bologna Process in higher education.

**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 assessment.

**UNICEF**

New York

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.


**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**

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 think tank in issues of development, including education. Operates in many developing nations and influences governments through loans and grants.

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

**Creative Associates**

**American Councils for International Education**

**FHI 360**

**International Reading Association**

**Global Partnerships**
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 organization 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.


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.
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.