



INTRODUCTION.....2  
MA COURSE REQUIREMENTS .....4  
MA SEMINAR PAPER OR THESIS REQUIREMENT .....5  
PHD COURSE REQUIREMENTS .....6  
PROGRESSION IN THE IEP PHD PROGRAM .....7  
SPECIALIZATIONS .....9  
A SAMPLE OF DISSERTATION TOPICS .....12  
A SAMPLE OF POSITIONS HELD BY IEP GRADUATES



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







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.

‡

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 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

1020176490102011A4en-USs7()-2(0 g n 12 Tf1 0 9 nT/F1 12 Tf1 0 0 1 90.05 413.38 Tm0 g0 G(d)4(o)6(c)6(t

#



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.

The student continues to be enrolled in EDH1899 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.

The student must develop the dissertation text following the UMD-mandated templated format.

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.

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

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)

: 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)

: 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 desi









---

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

