MEd in Global Education Degree Requirements

Note: All of the courses listed below have been approved by the University Senate; program requirements to specify 18 credit hours for the required core courses are expected to be approved for all students beginning fall 2020. We recommend all program students entering in 2019-20 take these courses.

This is an online program with a configuration of 6 core courses with three tracks for courses GLE504-GLE593 (i.e., students may choose to focus their course work on research, teaching, or community-oriented issues, NGOs), 3 electives, and 1 culminating experience.

Total credits: 30
Degree completion time: 1.5 years

Required Core Courses (18 credit hours)

GLE 501 Global Thinking in Education (3)
GLE 502 Introduction to Inquiry in Global Education (3)
GLE 503 Evaluating global education policies and programs (3)
GLE 504 Exploring global education issues (identifying topic and writing literature review) (3)
GLE 505 Evidence in global education inquiry (data collection and analysis experience) (3)
GLE 506 Applied inquiry in global education (proposal development in global education) (3)

Restricted Electives or Research (9 credit hours)

Culminating Experience (3 credit hours)

GLE 593 Applied Project (3)
## MEd in Global Education Core Course Descriptions

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<tr>
<th>Number</th>
<th>Name</th>
<th>Description</th>
<th>Core Readings</th>
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| GLE501 | Introduction to global thinking in education | This is one of two initial courses in the MEd in Global Education introducing students to ways of thinking about globalization and its implications for education. In this course, students begin to learn about the different conceptual, theoretical and methodological approaches used to identify how educational policy and practice contribute to improving the human condition through education worldwide. At the end of the course, students should be poised to explore further both their interests and the analysis of education issues of global significance. | Arnove, R.F., Torres, C.A., & Franz, S. (2013). *Comparative Education*. Lanham, Maryland: Rowman & Littlefield Publishers (one chapter).  
| GLE502 | Introduction to inquiry in global education | This course introduces students to a range of approaches to global education inquiry. Topics include developing research problem statements and a basic overview of quantitative, qualitative, and comparative | **Required text**  

Important note: These degree requirements are still pending final approval. The information included in this document is subject to change. The complete list of courses designed for the program is expected to be confirmed by October 15, 2019.
| **GLE503** | Evaluating global education policies and programs | Demand for transparency and accountability in the field of global education has increased the need for rigorous evaluation of effectiveness and impact of programs and policies. In this foundational course, students will be introduced to the main principles of policy and program evaluation in the global educational setting. Students will become familiar with different forms of evaluation and acquire basic skills necessary for the development, design, and implementation of education. | Required Text: 
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Required Text</th>
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<tr>
<td>GLE504</td>
<td>Exploring global issues in the global education research literature</td>
<td>In this course students will learn to effectively search for and evaluate empirical research from multiple sources on a topic of global significance. Students will learn to organize and integrate research findings from existing literature to write a conceptual literature review. Students will understand and apply rules of APA style.</td>
<td>Machi, L. A., &amp; McEvoy, B. T. (2016). <em>The literature review: Six steps to success</em>. Vancouver, B.C.: Langara College.</td>
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<tr>
<td>GLE505</td>
<td>Evidence in global education inquiry</td>
<td>In this course, students will be introduced to the basic research methods used in global education inquiry. Students will learn how to develop research.</td>
<td>Jensen, E. &amp; Laurie, C. (2016). <em>How to do real research</em>. Thousand Oaks, CA: SAGE Publications. [tentative]</td>
</tr>
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problems and questions and learn how to apply the most frequently used methods for collecting and analyzing data to address their research questions.
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**Selections from:**  
UNESCO Global Education Monitoring Reports  

**Other readings and resources:**  
Spencer Foundation: *Art of writing proposals* |
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| GLE593      | Culminating experience | In this course students will implement the applied inquiry project they proposed in GLE506. Students will engage in field work in an education problem of global importance, relevant to their interests and contexts. Students will learn how to apply their knowledge of inquiry methods, will collect data in the field, will analyze their data, and report on their findings to an audience of peers. At the end of the course, students should be poised to continue to identify education problems and apply methods to engage in applied inquiry projects that bring together their interests and the study of education issues of global significance. | Efron, S. E. (2013) *Action Research in Education: A Practical Guide*. New York: The Guilford Press. [ISBN-13: 978-1462509614; ISBN-10: 1462509614]. (Ch 7-8).  
Other resources: Mike Palmquist and Peter Connor (1994 - 2012). Conducting Field Research. Writing@CSU. Colorado State University. Available at https://writing.colostate.edu/guides/guide.cfm?guideid=23  
Consult: https://blogs.worldbank.org/education/seven-tips-conducting-field-research-education |