Guidelines for Master’s Integrative Project
International and Comparative Education programs (CIE/IED)

The purpose of the integrative project (IP) is to provide the opportunity to demonstrate what you have learned by the end of your master’s program. Teachers College requires each department and/or program to select one form of presentation for their students from among three alternatives. In the case of the CIE/IED programs, the choice was made to require students to write an integrative paper highlighting what they have learned during their master's program. The followings are four types of writing projects that have been accepted for this purpose:

1. Application of a relevant literature to a specific problem: For example, in a paper on “Adult Literacy Program Development in Country X”, the student may draw upon the findings of the literature on adult learning theory to inform the development of a literacy program to combat the high incidence of adult illiteracy in Country X.

2. Application of course material to experience: For example, in a paper on “The Financing of an Education Program for Girls in Country Y”, the student may apply the lessons learned in a course on education financing to identify feasible strategies for mobilizing additional resources to support a primary-education program for girls in order to expand girls’ access to schooling in Country Y.

3. Journal presentation of learning experiences: For example, in a paper on “Internship Experience in a Non-Governmental Organization”, the student may first describe his/her internship experience in a NGO, and then critically reflect or assess to what extent the experience confirm or contradict the general findings in the literature regarding the role of NGOs in international educational development.

4. Documenting the process of designing electronic instructional materials: For example, in a paper on “Web-based Learning of College English”, the student may explain the conception of the Internet as a medium for learning college English and document the lessons learned in developing materials used on the Internet for learning college English.

Other types of writing projects may also be accepted. You should discuss the possibilities with your advisor.

General Guidelines to Follow:

1. Define your paper around a specific topic or problem that is of interest to you. Try to avoid writing a description of a topic like “development objectives of non-governmental agencies.” If you were to select this broad topic, think about what interests you the most about it. What is the most controversial aspect discussed in the courses you have taken and covered in the readings? What are the theoretical and practical issues surrounding the topic? Another option would be to select a specific project and discuss how your course work has broadened your understanding of the role of NGOs in development processes.

2. All four options described above should include a review of a relevant literature. If you choose options 1 or 2, then the bulk of the paper will be a review of the literature organized around a thesis statement, or major argument, you are seeking to support. If you choose options 3 or 4, the integrated project will have a concise literature review along with additional written and/or visual material.

3. The integrative project should include a title page, abstract, table of contents, reference list, and appendices (if relevant), and it should be in accordance with the Publication Manual of the American Psychological Association, which includes no spelling errors, grammatical mistakes, or typos. It is recommended that the IP be between 25-30 pages long (exclusive of references, appendices, and other components).
4. An outline of the paper should be presented to your advisor to be included with your other papers that have to be filed before the deadline. You should have your advisor’s approval on the topic, content, and structure of your integrated project. Dates for the first and final drafts of IPs are listed below.

5. The CIE/IED Peer Advisors play a critical role in guiding master’s students through the process of preparing the integrated project. They offer workshops and individual consulting sessions to assist students at every step of the way. Students will be notified about the workshops through the website and weekly newsletter.

6. Peer Advisors are not editors and should not be asked to proofread your paper; they can help develop your ideas and assist in structuring your IP. It is highly recommended that you form a writing group and exchange drafts with your peers to receive initial edits. If you require further assistance, please discuss it with your peer advisor or seek assistance at the Teachers College Graduate Writing Center, 46 Horace Mann (writingcenter@tc.edu or 212-678-3789)

Procedure:

Students are required to discuss their projects with their advisors and obtain advisors’ approval before undertaking the projects. Advisors are required to review project outlines before signing degree application forms.

**IMPORTANT DATES**

Degree Applications and Supplementary Forms are available in the Registrar’s Office

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<tr>
<th>For Degree to be Awarded in:</th>
<th>Approval of Project by Advisor</th>
<th>First Draft of Project Paper Due</th>
<th>Degree Application Due</th>
<th>Final Draft of Project Paper Due to advisor</th>
<th>Supplementary Form Due (“pink form”)</th>
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<tr>
<td>May</td>
<td>December 20th</td>
<td>February 15th</td>
<td>February 1st</td>
<td>April 10th</td>
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<td>February</td>
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<td>October*</td>
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*This option depends on the availability and discretion of your advisor. Generally, faculty are not available for summer advisement or supervision of IPs.