

Educational Policy Studies

Daniel Saunders, *Chair and Associate Professor, Higher Education*

Emily Anderson, *Assistant Professor, International/Intercultural Education*

Antonio Duran, *Assistant Professor, Higher Education*

Kirsten T. Edwards, *Associate Professor, Higher Education*

Norma M. Goonen, *Clinical Associate Professor, Higher Education*

Ethan Kolek, *Clinical Associate Professor, Higher Education*

Anindya Kundu, *Assistant Professor, Educational Leadership*

Ashley F. Kuntz, *Clinical Assistant Professor, Higher Education*

Hilary Landorf, *Associate Professor, International/Intercultural Education*

Ami Li, *Assistant Professor, Higher Education*

Maria Lovett, *Clinical Associate Professor, Urban Education*

Martha Meyer, *Teaching Professor, Urban Education*

Thomas G. Reio, Jr., *Professor, Adult Education and Human Resource Development*

Douglas Robertson, *Professor, Higher Education*

Tonette S. Rocco, *Professor, Adult Education and Human Resource Development*

Rebekah Schulze, *Clinical Associate Professor, Higher Education*

General Information

The Department of Educational Policy Studies offers programs and courses for students interested in working in a wide range of organizational, urban/ multicultural/ international contexts of education and training. Academic preparation focuses on such areas as educational leadership, urban education, management, psychology, policy development and analysis, adult education, human resource development, and higher education administration, recreation therapy and recreation and sport management. In addition, the department provides the core undergraduate and graduate curricula in the historical, cultural, social, and philosophical of education. The department is substantially directed towards granting master's and doctoral level degrees. Department faculty are recognized as national/international scholars, exemplify outstanding teaching practices, and are committed to taking a leadership role in the provision of professional services and the process of community engagement. They are worlds ahead in its commitment to serving and maximizing student learning, engaging in the discovery and dissemination of new knowledge, and encouraging a creative and innovative spirit among our students. Community engagement plays a pivotal role in the programs and sponsored-research projects implemented through the department, where critical problems confronting our communities are identified and addressed.

The following pages describe the various graduate offerings in the department and the corresponding requirements. It should be noted that stated admission requirements are to be considered minimal. A student who

meets these minimal requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

The Department of Educational Policy Studies offers the following degree programs:

Bachelor of Arts in Global Educational Studies

The purpose of the BA in Global Educational Studies is to provide the foundation on "the educational phenomena, practices, and institutions within different societies in comparative perspective and the study of international educational issues." Students will explore "comparative research methods, cross-national studies of learning and teaching styles, international educational policy and development and analysis of educational migration patterns and experiences". The BA in Global Educational Studies builds into the program understanding of the role of education in the larger context of global/social change. This degree provides a unique opportunity for students to examine an education within an urban and international context, while ensuring the study of education and its relationship to society, politics, culture, and globalization. Through the core curriculum, senior capstone, students will experience internships, study-abroad opportunities, or advocacy efforts in urban and global settings. Students enrolled in this degree program could concurrently participate in FIU's *Global Learning Medallion* program which is an "interactive, participatory program...designed to enhance global awareness, global perspective, and global engagement." This degree is not a teacher preparation degree.

Degree Program Hours: 120

Common Prerequisite Courses and Equivalencies **FIU**

| Course(s) | Equivalent Course(s) |
|------------------|-----------------------------|
| None | None |

Courses which form part of the statewide articulation between the State University System and the Florida College System will fulfill the Lower Division Common Prerequisites.

Please visit <https://cpm.flvc.org/> for a current list of state approved common prerequisites.

Common Prerequisites

No specific courses required; all students transferring from Florida community colleges are encouraged to complete the Associate in Arts degree.

Upper Division Program

Required Courses: (30 credit hours)

Global Educational Studies Core: 21 hours

Other Required Course: 9 hours

Global Educational Studies Core: (21 credit hours)

| | | |
|----------|--|---|
| EDF 3264 | Life-Long Learning | 3 |
| EDF 4604 | Cultural and Social Foundations of Education —GL | 3 |
| EDF 4655 | Case Studies in Educational Policy | 3 |
| EDF 4782 | Education, the Law and Social Justice | 3 |
| EDF 4823 | Introduction to Comparative Educational Studies | 3 |

| | | |
|----------|-------------------------------------|---|
| EDF 4803 | Comparative International Education | 3 |
| EDF 4930 | Senior Capstone | 3 |

Other Required Courses: 9 credit hours

| | | |
|----------|---|---|
| IDS 3333 | Diversity of Meaning: Language, Culture, & Gender — <i>GL</i> | 3 |
| SSE 4380 | Developing a Global Perspective — <i>GL</i> | 3 |
| WST 3106 | Introduction to Global Diversity — <i>GL</i> | 3 |

Additional Electives beyond Major Requirements: (30 credit hours)

Students in this program must complete the above required core and elective courses (30 credits) and may take additional 3000-4000 level electives, determined with their advisor, that complement their academic and professional goals. Students may take courses in departments outside of the School of Education and Human Development such as Global and Sociocultural Studies, Africa and African Diaspora, Economics, Public Policy, Philosophy, Political Science, and Women's and Gender Studies.

complete a research project, internship, or service-learning project related to the area of specialization and core courses within the degree. This course is designed to build upon evolving acquired knowledge and research skills and evolving interests.

IDS 3333 Diversity of Meaning: Language, Culture, & Gender —*GL* (3). This course will explore the areas of language, gender and culture as they influence affect diverse ways of knowing and meaning and making in real and virtual global networks.

SSE4380 Developing a Global Perspective —*GL* (3). Develops skills, understandings, and dispositions for teaching social studies to young children from diverse cultural backgrounds. This course has a field component. Students should apply to Office of Clinical Experiences of SOE to be placed in a school.

WST 3106 Introduction to Global Diversity —*GL* (3). Evaluates diversity across the globe in terms of race, ethnicity, religion, culture, gender, age, sexuality, ability, and status to access systems of inequality and privilege.

Course Descriptions**Definitions of Prefixes**

EDF-Educational Foundations; IDS-Interdisciplinary Studies; SSE- Social Studies Education; WST- Women's and Gender Studies

EDF 3264 Life-Long Learning (3): This course introduces students to fundamental theories and empirical research that describe processes and factors that influence learning in the classroom.

EDF 4604 Cultural and Social Foundations of Education —*GL* (3): Examines the cultural and social realities of teaching and learning in the U.S. Questions of class, race, ethnicity, gender and language are discussed in relation to effective school, teacher, and student performance.

EDF 4655 Case Studies in Education Policy (3): This course in education policy analysis reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts.

EDF 4782 Education, the Law, and Social Justice (3): This course reviews significant educational laws, court cases and policies that effect teaching and learning in today's schools. Additionally, this course provides an overview of the ethical, political and social justice considerations underpinnings the American education system.

EDF 4803 Comparative and International Education (3): A study of the social, historical, and cultural factors which have made for the differential development of educational institutions and organizations worldwide.

EDF 4823 Introduction to Comparative Educational Studies (3): This course introduces the study of schooling within an interdisciplinary framework. Drawing upon sociology, we investigate the resources, structures, and social contexts which influence student opportunities and outcomes in the United States.

EDF 4930 Senior Capstone (3): The Senior Capstone in Global Educational Studies is designed for students to