



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Education Policy and Evaluation

Master's Program

Student Handbook

*A guide to master's requirements for students in
Education Policy and Evaluation within the
Department of Educational Leadership and Policy
Studies at*

Florida State University

2018-19

Approved August 2018

The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College, and University.

Master's Student Handbook

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Mission of EPE Major

The Education Policy & Evaluation major of the Educational Leadership and Policy program requires 36 hours of coursework, to be completed in about two years.

The Program in Education Policy and Evaluation prepares individuals for policy-related careers that involve designing, developing, implementing, analyzing and evaluating federal, state and local educational policies, as well as preparing students to teach at the community college level. It incorporates a core of policy and evaluation courses with courses in the humanities, social sciences, and basic research methods.

Faculty have a wide range of interests in educational policy and program evaluation, including charter schools, urban education reform, school finance, history of educational policy, teacher quality, accountability, diversity and equity, religion and schooling, and schooling and the economy.

The MS degree provides the necessary skills for individuals interested in careers in program evaluation, policy analysis, and public service leadership. Alumni are employed in:

- policy-making, evaluation and research positions in schools, government, non-government, and other research organizations related to preK through graduate education; and
- teaching and administration positions in preK-12 school districts, colleges, and universities.

Those who aspire to academic appointments or major policy positions may want, at some point, to pursue further graduate training at the doctoral level.

Upon completion of their degree study and to the level appropriate to the qualification they have acquired, students will be able to:

- design, implement, and administer educational improvement projects in varied settings;
- conduct topic- or policy-oriented research and evaluation;
- teach related subject matters in colleges, universities, and adult education programs; and
- provide consulting services to agencies, foundations, and governments to help them improve decision-making and policy choices in domestic or international settings.

M.S. graduates occupy or return to key functions in agencies, nonprofit organizations, corporations, schools, and universities actively involved in educational development in the U.S. and across the globe. Some Masters graduates elect upon their completion of the degree – or at a subsequent point in their career -- to continue graduate training at the doctoral level.

Mission of IME Major

The International and Multicultural Education major of the Educational Leadership and Policy program requires 36 hours of coursework, to be completed in about two years.

The mission of the International and Multicultural Education (IME) specialization within Education Leadership and Policy is to *prepare students to assume leadership roles in international and multicultural education* both in the United States and abroad through

- study of leading scholarship in the field;
- review of lessons of professional experience;
- acquisition of critical skills in project design, policy analysis, program evaluation and research;
- production of relevant studies and instructional support materials;
- conduct of related fieldwork; and
- regular exchange with fellow students and faculty having a wide variety of educational experience in multicultural and international venues.

The IME Masters degree is a professional graduate specialization designed to enable aspiring or mid-service international and multicultural educators -- and those in related fields who desire increased educational qualification -- to develop their professional skills, deepen their understanding of policy and evaluation and analyze issues of critical relevance to practice. Upon completion of their degree study and to the level appropriate to the qualification they have acquired, students will be able to:

- design, implement, and administer educational change projects in varied settings;
- manage international and multicultural education programs of different types;
- conduct issue- or policy-oriented research and evaluation;
- teach related subject matter in colleges, universities, and adult education programs; and
- provide consulting services to agencies, foundations, and governments to help them improve decision-making and policy choices about international and multicultural education.

At Florida State University, the IME specialization and its predecessors have earned a national reputation for excellence. Established in the mid-1970s, the FSU program has been recurrently ranked among the top comparative and international development education offerings in the country.

Each degree may be taken with one of three closely related and overlapping emphases;

- international development education (promotion of education in developing countries);
- multicultural education (improving schooling and training for – and about – the diverse ethnic groups and traditions within the United States and other national and cultural contexts); and
- comparative education (comparing conditions of education and strategies for achieving its goals in different countries around the world).

Cross-over foci among these three related strands are often encountered as well: for example, comparison of multicultural education strategies across countries.

Mission of HAPE Major

The History and Philosophy of Education major of the Educational Leadership and Policy program requires 36 hours of coursework, to be completed in about two years.

HAPE is a major area of study in the Educational Leadership and Policy Program which attempts to understand the social, historical, and philosophical context of educational policy and practice in the U.S. and internationally. The major offers a wide variety of coursework designed to acquaint HAPE majors with a broad understanding of sociological, historical, and philosophical perspectives on educational policy and practice and to equip them with the focused knowledge and skills necessary to conduct inquiry in the sociology of education, history of education, or philosophy of education.

Students pursuing the M.S. in HAPE are encouraged to use the constituent disciplinary perspectives to explore topics such as religion and education, cultural diversity, gender, and social justice, among others. As a major area of study within the Educational Leadership and Policy Program, HAPE majors have the unique opportunity to complement their studies in HAPE with coursework in international and comparative education or educational policy, planning, and analysis. And all HAPE majors are encouraged to take courses in the cognate disciplines of sociology, history, and philosophy.

The interdisciplinary nature of the major in HAPE allows us to welcome prospective students from a variety of academic backgrounds in education, the humanities, and the social sciences. Students are also encouraged to supplement their studies in HAPE by incorporating one or more of the certificate programs offered in the Department of Educational Leadership and Policy Studies.

HAPE graduates are prepared to compete for positions in colleges and universities as teachers and researchers in the field, to advance teaching careers in elementary and secondary schools, or to assume policy-making and research positions in schools, governmental or non-governmental organizations in the U.S. and abroad.

Master's Degree Guidelines

Course Requirements in EPE

COURSE CATEGORY	HRS	EPE
EPE MS Core	6	EDF 5641 Introduction to Policy Studies in Education EDF 5462 Evaluation of New Educational Programs (Pre-requisite EDF 5461)
Major Electives	9	EDF 5652 Policy Development in Education EDF 6576 Policy to Practice EDF 6666 Teacher Policy & Reform EDF 6648 Policy Analysis EDF 5935 ST: Urban Ed Policy EDF 5887 Multicultural Education EDF 5089 Black and Latino Education EDF 5449 Survey Research Methods EDF 5414 Intro to Large Data Sets EDF 6476 Adv. Qualitative Research Seminar EDA 6101 Organizational Theory <i>Others with advisor approval</i>
Disciplinary Perspectives	6	EDF 5612 Anthropology of Education EDF 5624 Economics of Education EDF 5517 History of Education EDF 5543 Introduction to Philosophy of Education EDA 5288 The Politics of Education EDF 5630 Sociology of Education
Research & Evaluation Skills	9	EDF 6486 Applied Research Methods in ELP EDF 5461 Introduction to Program Evaluation And choose one: EDF 5400 Descriptive and Inferential Statistics <i>or</i> EDF 6475 Qualitative Methods in Ed Research <i>or</i> EDF 5464 Qualitative Methods for Program Evaluation
Open Electives	6	Students choose among other relevant graduate offerings within the ELP department, outside the department, or complete 6 internship credit hours. Classes or internship require advisor approval.
MS Comps	0	Options include one of the following: Internship Paper; Research Paper, or Take-Home Exam
T O T A L	36	

Course Requirements in IME

COURSE CATEGORY	HRS	IME
IME MS Core	9	EDF 5850 International Development Education EDF 5887 Multicultural Education EDF 5853 Comparative Education Policy
Major Electives	6	EDF 5935 Design and Management of International Projects EDF 6865 Promoting Literacy in International Settings EDF 5706 Gender and Education EDF 6666 Teacher Policy and Reform EDF 5089 Black and Latino Education
Disciplinary Specialization	6	EDF 5612 Anthropology of Education EDF 5624 Economics of Education EDF 5517 History of Education EDF 5543 Introduction to Philosophy of Education EDA 5288 The Politics of Education EDF 5630 Sociology of Education
Research & Evaluation Skills	9-10	EDF 6486 Applied Research Methods in ELP EDF 5461 Introduction to Program Evaluation And choose one: EDF 5400 Descriptive and Inferential Statistics <i>or</i> EDF 6475 Qualitative Methods in Ed Research <i>or</i> EDF 5464 Qualitative Methods for Program Evaluation
Open Electives	6	This additional coursework is to be taken in consultation with your major professor.
MS Comps	0	Options include one of the following: Internship Paper; Research Paper, or Take-Home Exam
T O T A L	36	

Course Requirements in HAPE

COURSE CATEGORY	HRS	HAPE
HAPE MS Core	6	EDF 5543 Introduction to Philosophy of Education EDF 5517 History of Education <i>In addition to the HAPE core, M.S. students will select an additional 12 credits from Disciplinary Perspectives to complete a minimum of two courses (6 hours) in each of the following areas of study: philosophy of education, history of education, sociology of education.</i>
Disciplinary Perspectives	12	EDF 5612 Anthropology of Education EDF 5624 Economics of Education EDF 5519 History of Higher Education EDF 5548 Philosophies of Teaching and Learning EDF 5551 Social Philosophies and Education EDA 5288 The Politics of Education EDF 5630 Sociology of Education EDF 6558 Seminar in the Educational Philosophy of John Dewey EDF 5809 Black and Latino Education
Research & Evaluation Skills	6-7	EDF 5461 Introduction to Program Evaluation And choose one: EDF 5400 Descriptive and Inferential Statistics or EDF 6475 Qualitative Methods in Ed Research or EDF 5464 Qualitative Methods for Program Evaluation
Electives	11-12	<i>HAPE MS students will take an additional 4 courses (11-12) hours in Educational Policy, Educational Foundations, Research Methods or in one of the cognate disciplines: philosophy, history, sociology, etc. It is recommended that students select a coherent body of elective coursework so as to develop an area of expertise/emphasis: history, philosophy, sociology, educational policy, research methods, program evaluation, comparative education, etc.</i>
MS Comps	0	Options include one of the following: Internship Paper; Research Paper, or Take-Home Exam
TOTAL	36	

Academic Advisement and Program of Studies

Upon enrollment in the Masters program, each Masters student is assigned a faculty adviser to assist them in the commencement of their studies. The student is responsible for filing an approved Program of Study form with the College of Education and must do so by **the end of the second semester of enrollment**. The final version of this document must be prepared using the official [Master's Program of Study form](#) and signed by the faculty advisor and one other faculty member, as well as (thereafter) by the Department Chair. It is the student's responsibility to make sure that he/she has met all degree requirements.

It is in the students' best interests to begin working out their program of study during the first semester under the guidance of their advisor in order to ensure that they have planned for sequences of courses that will both satisfy all requirements and assist them in getting the particular mix of competencies and knowledge that may be necessary to fulfill their future career aspirations.

The two faculty members – the assigned advisor and another faculty member jointly selected by the advisor and student – will serve as the student's supervisory committee. Both members must hold Graduate Faculty Status (GFS).

Note that if the student opts to seek a new academic advisor *after* the Program of Study form has been filed, it will be necessary to retract the old form and submit a new one with the appropriate signatures. The student will also need to submit a [Supervisory Committee Revision Form](#) at the same time

Comprehensive Examinations

After completing their program of study (or concurrent with the last semester of coursework), MS students must take a Comprehensive Examination designed to elicit and demonstrate their mastery of the knowledge, skills and experiences acquired during their coursework in the masters program. A satisfactory score on the examination is required for graduation. Students should sign up for EDF 8967 Comprehensive Examination (0 credit hours) for the semester during which they have been approved to take their "Comps".

The comprehensive exam will be evaluated by the student's supervisory committee – the advisor and one additional faculty member who is jointly selected by the advisor and student.

There are three options for the comprehensive exam:

1. **Take-Home Exam:** The examination is not a traditional factual test, but rather a set of exercises in which students relate the lessons they have learned in their program of study to professional and practical issues of policy development, implementation, and impacts. It is a take-home exam covering general principles and professional perspectives whereby students will relate theories, concepts, tools, and perspectives

learned in their coursework to specific problems and challenges of policy and practice.

This exam is generally scheduled in the last month of the Fall and Spring semesters of each academic year. Students must make their academic advisor aware of their intention to take the exam in the preceding semester so that all clearances and scheduling may be taken care of in ample time.

The content and format of the exam may vary somewhat among different students based on differences in interests and coursework.

2. **Internship Paper:** Students may take up to six credit hours of internship. Based on this internship, the student will write a synthesis paper that links the knowledge and skills acquired from their coursework with the internship experience.
3. **Research Paper:** Students may take up to six credit hours of independent study and develop and implement a research project. The experience and resulting research paper will serve as the student's comprehensive exam.

Graduate Certificate Programs

The College of Education and the University offers a wide variety of graduate certificate programs that further complement and strengthen the marketability of students' degree. Effective June 2013, students must apply to certificate programs prior to taking coursework towards the completion of the certificate by submitting a **Certificate Admissions Form** to the appropriate department Certificate Program Coordinator (see respective certificate website for contact information). Coursework completed prior to application to a certificate program cannot be used towards the certificate.

After all certificate coursework is completed, but no later than 2 weeks after grades are posted, a **Certificate Completion Form** must be filled out and submitted to the department Certificate Program Coordinator. Approved completion forms will be forwarded for processing and posted to the student's official transcript.

Graduate Certificates in Program Evaluation (in ELPS) and the Human Performance Technology and Educational Measurement and Statistics (in Educational Psychology and Learning Systems-ELPS) are the most widely applicable and relevant to those students wishing to work in policy-related fields. Certificates in other areas provide an additional level of expertise in a particular subject area appropriate for both practitioners and academics who wish to build their career around the selected topic.

Certificates in ELPS:

[Program Evaluation](#)

[Institutional Research](#)

Other COE Departments:

[Measurement and Statistics](#)

[Human Performance Technology \(HPT\)](#)

[Educational Leadership/Administration – Modified Program](#)

[Online Instructional Development](#)

[TESOL Certificate Program](#)

[Leadership Studies](#)

A complete list of the graduate certificate programs offered at Florida State University may be found at the website below:

[FSU Graduate Certificate Programs](#)

Limitations Regarding Academic Credit

The following limitations apply to students' academic credit.

1. Credit earned more than 7 years prior to graduation may not be used towards the degree.
2. Credit earned as a special student does not carry graduate degree credit. However, if approved by a student's supervisory committee, up to 12 semester hours of special student credit graded "B" or better may be used. It is the student's responsibility to list such special student credit on the program of study.
3. A maximum of 6 semester hours of transfer credit may be used towards a graduate degree. Departments will evaluate all transfer credit. It is the student's responsibility to list such transfer credit on the program of study and to provide an official transcript from the institution.
4. Please NOTE: No student may be awarded more than 12 hours of combined special student and/or transfer credit. This means that a student wishing to post 6 hours of graduate credit, which has not been posted under a previous degree, can be awarded no more than 6 hours of special student credit.
5. Credit hours for courses graded "C" or below will not apply toward the degree, but are computed in the graduate GPA.
6. A maximum of 6 hours of 4000 level credits may be included in the program of study.

7. A maximum 3 semester hours of supervised research credits may be included in the program of study.
8. A maximum 3 semester hours of supervised teaching credits may be included in the program of study.

Graduation

Students must apply for graduation during the **FIRST TWO WEEKS** of the semester in which graduation is planned. The following website can be used to guide students through the application process: <http://www.sc.my.fsu.edu/students/how/apply-graduate>. Notify the Graduate Director if you do not plan to graduate during the semester for which you have applied.

Financial Assistance

Assistantships

Graduate assistantships are occasionally available to qualified master's students who enroll full-time. Graduate assistants are expected to contribute their time and energy to major research or service projects associated with the Department, affiliated centers, individual faculty grant projects, or various college and FSU offices.

Florida State University requires graduate students to be enrolled full-time to qualify for assistantships or fellowships. A full-time student must carry 12 credit hours during the fall and spring terms, unless he/she is working as a graduate assistant, in which case 9 hours is the minimum. Graduate students financing their education with loans should note that most lenders require students to carry a full credit load, which would be 12 credit hours unless the student has an assistantship.

Tuition and Fee Waivers

Partial tuition and fee waivers are usually available in the fall and spring with most assistantships. Tuition and fee waivers are awarded through the Department. In some years funds may be limited, and every good faith effort is made to assign the money fairly and wisely. The funds available may not be sufficient to fully fund every student with an assistantship. Summer funding is very limited. It is the student's responsibility to find additional funding sources, usually through the Student Financial Aid Office.

Grants, Fellowships, and Scholarships

Many sources of funding are available throughout all stages of graduate study. Graduate students must take the initiative to inform themselves of possible funding sources and complete the application process. Students may need to apply as much as 12 to 18 months in advance of the desired funding date, so plan ahead.

Funding is available from the university and from outside sources. Students are strongly encouraged to visit the links below. The awards listed below are only a sample of the many relevant awards that can be found by visiting the main pages provided.

[The Office of Graduate Studies Funding Awards](#)

[College of Education Scholarship](#)

[Office of National Fellowships Graduate Awards](#)

Examples:

[Fulbright English Teaching Assistantships](#)

Teaching Assistantships in English are offered in many countries worldwide. Placements are in schools or universities outside of the capital cities. Assistants

design various activities to improve their students' language abilities and knowledge of the United States, while increasing their own language skills and knowledge of the host country. Assistantships carry a monthly stipend of about \$1000.

[Fulbright Full Grants](#)

The Fulbright Program is sponsored by the U.S. Department of State and is the largest U.S. international exchange program offering opportunities for students to undertake graduate study and advanced research worldwide in over 140 countries. Over 1100 Fulbright awards are made annually.

List of Funding Sources

Examples:

- [National Academy of Education](#)
- [United States Institute of Peace](#)
- [National Science Foundation](#)
- [American Educational Research Association](#)
- [Spencer Foundation](#)
- [Social Science Research Council](#)
- [Woodrow Wilson National Fellowship Foundation](#)
- [Ford Fellowship \(The National Academies\)](#)
- [Wenner-Gren Foundation](#)
- [Institute of Education Sciences](#)

Establishing Florida Residency

Students who relocate to Florida to conduct graduate studies at Florida State University may wish to declare Florida residency to qualify for much lower in-state tuition rates. One year after moving to Florida, new residents, including those participating in the Academic Common Market scheme (see below), must complete the [Residency Classification Form](#) and submit it to the Graduate Office of Admissions prior to the beginning of the semester for which in-state tuition rates are desired. International students are encouraged to contact the [FSU International Center](#) to learn whether they might qualify for in-state tuition rates.

In order to establish evidence that the residency adjustment request is not being made for the sole purpose of obtaining in-state tuition rates, new Florida residents will need to provide evidence of non-scholastic ties to the state of Florida. Such evidence includes, but is not limited to, obtaining a Florida driver's license, obtaining Florida vehicle registration, becoming registered to vote in Florida, owning property in Florida, employment in Florida, and so forth.

Students who have obtained a graduate assistantship are strongly encouraged to begin the process of establishing residency as soon as possible. After one year of retaining a graduate assistant position, only in-state tuition waivers can be issued to students hoping to

continue working as graduate assistants. International students are exempt from this policy due to their ineligibility to obtain residency. For more information regarding how to begin the process of securing Florida residency, please visit the following link:

<http://admissions.fsu.edu/residency/>

Academic Common Market

The academic common market is an interstate agreement among southern states for sharing academic programs. FSU permits in-state fees for students from states who are members of the Academic Common Market of the Southern Regional Education Board if that state recognizes the IME Concentration at FSU. To enroll as an academic common market student, an applicant must obtain certification from the common market coordinator in the student's home state. The student must take the initiative to contact the office of their home state (contact information found on the [Academic Common Market website](#)) and request it to participate and recognize the FSU IME Concentration.

FSU Office of Financial Aid

Graduate students may also wish to contact the FSU Office of Financial Aid for information about student loans, grants, and other resources to finance their education.

<http://financialaid.fsu.edu/>

Other Resources for Students

ELPS Mailing List

All ELPS graduate students are strongly encouraged to join the departmental ELPS Mailing List. The mailing list serves as a forum for communication between and among students and faculty in the department, including important notification about assistantships, jobs, internships, new elective courses and other opportunities. To be included on the list, students must register themselves at the website below:

<https://lists.fsu.edu/mailman/listinfo/elps>

Professional Organizations

Many regional, national and international professional organizations exist to facilitate collaboration, share advances and advocate the interests of professional and academic specialists in areas of interest to students, such as the [American Evaluation Association](#), the [Association for Education Finance and Policy](#), the [American Education Research Association](#) and the [Comparative and International Education Society](#). Students are encouraged to become members of professional organizations early in the course of their graduate studies in order to build their CV/resume and increase their exposure to the latest information and opportunities in their field. Professional organizations typically publish their own research journal and organize annual conferences. Students often

qualify for reduced rates for membership. Membership is typically a requirement to present or even participate in the organization's conference, and often includes a subscription to the organization's journal. Master's students are all encouraged to attend and to present at a conference every year to build their CV/resume, develop comfort with the public presentation of their research and establish relationships with other experts in their areas of interest. Since conferences may fall at any point during a given semester, it is not uncommon for professors to make alternate arrangements for classes during the week of a major conference that they and many of their students may attend, such as using an online forum to discuss class readings or assigning students to use the week for independent research or other projects. Students are responsible for discussing conference-related absences with their professor at the earliest opportunity to request accommodations if necessary.

Conference and Research Funding

Limited funding is available from the Congress of Graduate Students (COGS), and from the College of Education through the Council of Research in Education (CORE), to students wishing to participate in conferences. Students presenting a paper will qualify for substantially more funding than those merely wishing to attend without presenting. Students must take the initiative each fall semester to consult the following websites, as well as other students and department administration, to obtain the most current information about funding opportunities for conferences:

- [CORE Student Travel Grant](#) (amount varies, for presenters or attendees)
- [COGS Conference Presentation Grant](#) (\$500 maximum for presenters)
- [COGS Conference Support Grant](#) (\$100 maximum for attendees)

Helpful Links

[The Office of Graduate Studies](#)

- [Information for New and Current Students](#)
- [Professional Development Workshop Series](#)
- [Funding and Awards](#)
- [Research in Review: a magazine for research at FSU](#)
- [Responsible Conduct of Research: free course](#)
- [Health Insurance Subsidy for Qualified Graduate Students](#)

[FSU Graduate Bulletin \[all the most up-to-date university policies and procedures\]](#)

[Congress of Graduate Students](#)

Academic Assistance

[Academic Center for Excellence](#) (or, contact tutor@fsu.edu) - Tutoring and Writing Assistance

[COE's Learning Resource Center](#) – Statistical and Research Design Assistance