

## Leadership and Professional Studies

**Delia C. Garcia**, *Chairperson and Associate Professor, Urban Education*

**Catherine Akens**, *Assistant Professor (Courtesy Appointment), Higher Education*

**Benjamin Baez**, *Associate Professor, Higher Education*

**Jina Bang**, *Assistant Professor, Sport Management*

**Martha Barantovich**, *Instructor, Social Foundations of Education*

**Leonard Bliss**, *Professor, Educational Research Methodology*

**Peter J. Cistone**, *Professor, Educational Leadership*

**Lisa Delpit**, *Professor and Director, Center for Urban Education and Innovation*

**Erskine S. Dottin**, *Professor, Social Foundations of Education*

**Helen Ellison**, *Assistant Professor, (Courtesy Appointment), Higher Education*

**Roger Geertz Gonzalez**, *Assistant Professor, Higher Education*

**Rosa L. Jones**, *Associate Professor (Courtesy Appointment), Higher Education*

**Maureen Kenny**, *Professor, Counselor Education*

**Philip J. Lazarus**, *Associate Professor, School Psychology*

**Larry Lunsford**, *Assistant Professor (Courtesy Appointment), Higher Education*

**Adriana McEachern**, *Associate Professor, Counselor Education, Associate Dean for Academic Affairs*

**Alexis McKenney**, *Associate Professor, Recreational Therapy*

**Marilyn Montgomery**, *Associate Professor, Counselor Education*

**Glenda Groodsma Musoba**, *Assistant Professor, Higher Education*

**Martha Pelaez**, *Professor, Educational Psychology*

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

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

**Joanne Sanders-Reio**, *Instructor, Educational Psychology*

**Marc Weinstein**, *Associate Professor, Adult Education and Human Resource Development and Labor Research*

**Melody Whiddon**, *Visiting Instructor, Educational Psychology*

**Robert M. Wolff**, *Professor, Recreation and Sport Management*

**Joan Wynne**, *Visiting Associate Professor, Urban Education and Director of Community Relations*

### General Information

The Department of Leadership and Professional 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 resources development, research/evaluation, counselor education, school psychology, 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, philosophical, and psychological foundations of education. The department is substantially directed towards granting master's and doctoral level degrees, but it also offers an undergraduate degree in Recreation and Sport Management. 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 Leadership and Professional Studies offers the following degree programs:

### Master's Degrees

Adult Education

Counselor Education

School Counseling Track

Mental Health Counseling Track

Rehabilitation Counseling Track

Educational Leadership

Human Resource Development Track

Higher Education Administration

International/Intercultural Education

Recreation and Sport Management

Urban Education

### Educational Specialist Degree

Educational Leadership

School Psychology

### Doctor of Education Degrees

Adult Education and Human Resource Development

Educational Administration and Supervision

Higher Education

International and Intercultural Development

Education Track

### Graduate Certificate Programs

Educational Leadership

The department offers courses for persons who possess a baccalaureate or higher degree from an accredited institution of higher education and who seek State of Florida Certification in Adult Education Administration.

## Master of Science in Adult Education

The Master of Science degree program in Adult Education (MS/AE) is designed for individuals who choose to serve as program coordinators, instructors, directors of non-profit agencies, community school administrators, and outreach professionals in workplace development, community and technical colleges. These professionals often analyze, design, implement, or manage adult education programs. The MS/AE program consists of a minimum of 36 credit hours, with 21 hours required in the program area, 3 hours of research methods, and a minimum of 12 hours of elective courses selected in consultation with a faculty advisor to form a minor area of study in relation to the student's professional and personal career goals.

### Admission Requirements

1. A baccalaureate degree and an undergraduate GPA of 3.0 or higher on a 4.0 scale in the last 60 hours of upper-division coursework;
2. A statement of intent, 500 words or less, describing (a) the applicant's personal and professional goals and how the degree program will enable the accomplishment of these goals and (b) the ways in which the applicant will be an asset to the program;
3. Complete and current résumé listing educational and professional preparation and employment background; and
4. Three letters of recommendation from individuals who can knowledgeably assess and describe the applicant's leadership potential and ability to perform graduate-level work. At least one reference must be from an academic source such as a former professor. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Note: The GRE is not a requirement for admission into the M.S. in Adult Education program.

### Program of Study (AE)

The program in Adult Education consists of a minimum of 36 hours, with 24 hours required, and a minimum of 12 hours of electives.

#### Required Program: (36 hours minimum)

#### Required Core: (24 hours)

ADE 5386	Individual Learning and Adult Education	3
ADE 6180	Organizational/ Community Processes	3
ADE 6186	Comprehensive Program Evaluation in AE/HRD	3
ADE 6260	Management of AE/HRD Programs	3
ADE 6360	Adult Teaching Methods	3
ADE 6195	Perspectives on Adults with Disabilities	3
ADE 6945	Internship in AE/HRD	3
EDF 5481	Foundations of Educational Research	3

#### Advised Electives (12 hours minimum)

## Master of Science in Counselor Education

Applicants are required to submit an on-line application to the Office of Graduate Admissions. All applicants must submit official transcripts, three letters of recommendation

(at least one from academic sources and one from work or volunteer experience), an autobiographical statement and a curriculum vitae (resume). Candidates are admitted by recommendation of the Department's Graduate Admissions Committee. Minimum criteria for program acceptance include an undergraduate grade point average of 3.2. An interview is required for admissions into the programs.

Students may request to transfer six semester hours earned at another institution into the program provided the course work taken does not exceed a three year time period and meet University's requirements. Transferring in more than 6 hours requires special permission from your advisor and the Dean of the University Graduate School. Students are allowed a maximum of six years from the date of initial enrollment to complete program requirements.

Given the unique nature of the field of counseling requiring mastery of cognitive skills and demonstration of relevant and appropriate interpersonal skills, the faculty retains the right to "counsel out" of the program and/or not recommend for internship placement any student whose level of interpersonal competence is considered incompatible with that required for effective functioning as a practitioner in counseling.

All 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. Applications are reviewed upon their completion. Allow 6-8 weeks for application to be processed by the Graduate Admissions Office.

All programs preparing school personnel are approved by the State of Florida, and allow students completing the program to be eligible for certification by the State.

Once admitted, each student is responsible for tracking academic progress throughout the program, and a degree can be revoked if academic dishonesty or fraudulence is discovered.

## Counselor Education Degree/Tracks

The **Master of Science in Counselor Education Tracks** prepare individuals for professional counseling positions in schools, community mental health settings, and rehabilitation agencies and institutions. These programs emphasize the blending of research and theory with practical applied experience. They also emphasize and reflect the urban and multicultural nature of our community, as well as general trends within specified fields. All programs involve intensive field work with accompanying seminars.

Individuals interested in majoring in Counselor Education can select one of three tracks; School Counseling (57 credits), Mental Health Counseling (60 credits), and Rehabilitation Counseling (60 credits). The early part of each program is largely generic in nature and is concerned with the development of knowledge and skills in the areas of individual and group counseling, consultation, preventive mental health, education-vocational development, client appraisal, systems intervention, and program organization and evaluation. The latter part of each program is more differentiated towards the practice of school counseling, mental health counseling, or rehabilitation counseling. The prospective

student should be advised that a substantial amount of time is spent in field work to meet practicum and internship requirements. The student should plan for this field work to be during the day, rather than during evening hours.

The **Master of Science in Counselor Education, School Counseling Track**, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and is approved by the State of Florida Department of Education, the Florida Board of Regents, and accredited by the National Council for the Accreditation of Teacher Education (NCATE). The **Master of Science in Counselor Education, Mental Health Counseling Track**, is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and meets all requirements as outlined by the Florida Department of Medical Quality Assurance for licensure as a Mental Health Counselor. The **Master of Science in Counselor Education, Rehabilitation Counseling Track**, meets all requirements as outlined by the Council on Rehabilitation Education (CORE) and prepares students for certification in Rehabilitation Counseling (CRC).

### **Counselor Education: School Counseling Track (57 credits):**

All students entering the School Counseling program with an undergraduate degree in an area other than education must enroll for courses in general professional education as required by the Florida State Department of Education in order to meet state certification requirements in Florida. In addition, all students must have passed the CLAST, or the General Knowledge Exam, or the Praxis I. After July 1, 2002, the CLAST exam may be waived for admission purposes if the student has a score of 1000 and higher on the GRE.

#### **Professional Studies: (9)**

EDF 6211	Educational Psychology	3
EDF 5481	Foundations of Educational Research	3
EDP 6277	Human Development Across Lifespan	3

#### **Counseling Core: (21)**

MHS 5400	Counseling Skills and Techniques	3
MHS 6802	Personality Theories	3
MHS 6200	Measurement and Appraisal in Counseling	3
MHS 6700	Ethical, Legal, & Professional Issues in Counseling	3
MHS 6428	Cross Cultural Counseling	3
MHS 5350	Educational/Vocational Counseling	3
MHS 6511	Group Counseling	3

#### **Specialization: (15)**

SDS 6700	Organization and Administration of School Counseling	3
SDS 6411	Counseling Children and Adolescents	3
SDS 5460	Crisis Counseling and Interventions	3
EEX 6051	Education of Students with Exceptionalities	3
SPS 6199	Family-School Consultation and Collaboration	3

#### **Clinical Experience: (12)**

SDS 6800	Advanced Practicum in Counseling and Consultation	3
SDS 6820	Supervised Field Experience in Counselor Education	9

**Corequisites:** Students who do not hold a Florida Teacher's Certificate (or that have not taken these courses as an undergraduate student) must complete an additional 15 credits of professional education courses covering social, historical, and philosophical foundations, classroom management, general methods of teaching, TESOL, and reading. One course in each of the following subject areas must be completed prior to the awarding of the school counseling degree.

#### **Courses that satisfy these requirements include: Social, Philosophical, & Historical Foundations (choose one):**

EDF 3515, EDF 3521 taken as an undergraduate, EDF 5517, EDF 6608 taken as a graduate student.

#### **Classroom Management (choose one):**

EDF 5255 Classroom Management  
EEX 5608 Behav. Approach to Classroom Learning and Management

#### **General Methods of Teaching (choose one):**

EDG 5414, ESE 6215, EDA 6061, EDE 6205, or EDG 6250

#### **TESOL:**

TSL 5086C TESOL Issues and Methodologies

#### **Reading (choose one):**

EEX 5259 Literacy in Special Education  
RED 5339 Subject Related Reading  
RED 6336 Reading in the Content Area

### **Graduation Requirements**

Students entering this program on or after Fall 2001 must:

- Have overall GPA of 3.0
- Successfully demonstrate satisfactorily all Florida Educator Accomplished Practices
- Have a passing score on all sections of the Florida Teacher Certification Exam. Students who hold a Florida certificate received prior to July 1, 2002, are required to pass only the subject area exam. For students who do not hold a valid Florida certificate, are required to pass all sections of the test:
  - Professional Education Exam
  - Subject Area Exam in Guidance Counseling
  - General Knowledge Exam

### **Field Requirements**

Application for professional experiences must have faculty advisor approval and must be submitted to the office of the director of student teaching by February 1 for fall semester placements and July 1 for spring placements.

### **Counselor Education: Mental Health Counseling Track (60 credits):**

Students seeking admission to the track in Mental Health Counseling with an "out of field major" are required to successfully complete 9 hours of prerequisite psychology courses prior to acceptance. Out of field majors are students who do not hold a Bachelor's degree in Psychology (or a related field). The student should consult with an advisor with reference to these courses. Required prerequisite courses for "out of field" majors applying for admission to the graduate program in Mental Health Counseling include:

- An introductory course in Psychology (e.g., PSY 2012 Introduction to Psychology),

- A course in either:
  - Educational Psychology (e.g., EDP 3004 Educational Psychology), or
  - Abnormal Psychology (e.g., CLP 4144 Abnormal Psychology),
  - or Personality Theories (e.g., PPE 3003 Personality Theory), and
- A Research/Statistics course (e.g., STA 2122 Research-Statistics).

NOTE: The course numbers of the above prerequisite courses are those used at FIU. All prerequisite courses must be completed with a minimum grade of a "C" in each course and a cumulative grade point average of 3.0 for all courses taken.

#### **Counseling Core: (27)**

EDP 6277	Human Development: Across the Lifespan	3
MHS 5400	Counseling Skills and Techniques	3
MHS 6802	Personality Theories	3
MHS 5350	Educational Vocational Counseling	3
MHS 6428	Cross Cultural Counseling	3
SDS 5460	Crisis Counseling and Interventions	3
SDS 6411	Counseling Children and Adolescents	3
MHS 6511	Group Counseling	3
MHS 6700	Ethical, Legal, and Professional Issues in Counseling	3

#### **Measurement and Research: (6)**

EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement and Appraisal in Counseling	3

#### **Specialization: (15)**

MHS 6020	Foundations of Mental Health Counseling	3
MHS 6411	Counseling and Consultation in Community Settings	3
MHS 6427	Adult Psychopathology	3
MHS 6470	Human Sexuality Counseling	3
MHS 6450	Substance Abuse Counseling	3

#### **Clinical Experiences: (12)**

MHS 6800	Advanced Practicum in Counseling and Consultation	3
MHS 6820	Supervised Field Experience Counseling	9

Note: This program of study is subject to change at any time.

#### **Field Requirements**

Application for clinical experiences must have faculty advisor approval and be submitted to the Office of Student Teaching or to the Counselor Education Programs Clinical Director by June 15 for a Fall or Summer semester placement and October 1 for a Spring semester placement.

The students in the Mental Health Counseling track are required to take the Counseling Preparation Competency Exam (CPCE) from the National Board of Certified Counselors. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. In the Mental Health Counseling Track, it is used by the faculty as a capstone experience to be completed by students

prior to completing their practicum and before embarking on the internship experience.

### **Counselor Education: Rehabilitation Counseling Track (60 credits):**

#### **Counseling Core: (30)**

EDP 6277	Human Development Across the Lifespan	3
MHS 5400	Counseling Skills and Techniques	3
MHS 5350	Educational-Vocational Counseling	3
MHS 6802	Personality Theories	3
MHS 6411	Advanced Counseling and Consultation in Community Settings	3
MHS 6700	Ethical, Legal, & Professional Issues in Counseling	3
MHS 6428	Cross Cultural Counseling	3
MHS 6511	Group Counseling	3
MHS 6427	Adult Psychopathology	3
MHS 6470	Human Sexuality Counseling	3

#### **Measurement and Research: (6)**

EDF 5481	Foundations of Educational Research	3
MHS 6200	Measurement and Appraisal in Counseling	3

#### **Specialization: (12)**

RCS 6031	Rehabilitation Counseling: Principles and Practices	3
RCS 6625	Service Delivery and Case Management In Rehabilitation Counseling	3
EEX 6203	Psychological/Sociological Aspects of Disability	3
EEX 6208	Medical Aspects of Disability	3

#### **Clinical Studies: (12)**

RCS 6801	Advanced Practicum in Rehabilitation Counseling	3
RCS 6821	Supervised Field Experience in Counseling Rehabilitation Counseling	3

#### **Field Requirements**

Application for clinical experiences must have faculty advisor approval and be submitted to the Office of Student Teaching or to the Counselor Education Programs Clinical Director by June 15 for a Fall or Summer semester placement and October 1 for a Spring semester placement.

### **Master of Science in Educational Leadership**

The Master of Science (M.S.) degree program in Educational Leadership comprises courses and experiences designed to develop entry level competencies in the practice of educational leadership. The program incorporates coursework that constitutes the "modified Florida program in educational leadership" at Florida International University and addresses the competencies assessed in the Florida Educational Leadership Examination. The program may be used to satisfy part of the requirements of the Florida Department of Education for state certification in Educational Leadership.

#### **Admission Requirements**

Admission to the program is based on the following criteria:

1. A baccalaureate degree and a grade point average of at least 3.25 (on 4.0 scale) in the last 60 semester hours of undergraduate coursework;
2. At least three years of successful full-time teaching experience prior to application for admission to the program (This requirement is not for HRD majors);
3. Two letters of recommendation from individuals who can comment on the applicant's leadership potential and qualifications for successfully participating in the program;
4. A current resume (curriculum vitae), including education, professional preparation, and employment history;
5. A brief written statement (approximately 250 words) articulating the applicant's professional career goals and aspirations; and
6. Evidence of having satisfied the ESOL requirements of the State of Florida. (Otherwise, a student will be required to satisfy this requirement prior to completion of the program. This requirement is not for HRD majors)
7. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Note: The GRE is not a requirement for admission into the M.S. in Educational Leadership program.

**Program of Study**

The program of study (13 courses/39 semester hours) is as follows:

EDA 6061	Introduction to Educational Leadership	3
EDA 6192	Leadership in Education	3
EDA 6195	Communication in Educational Leadership	3
EDA 6232	School Law	3
EDA 6242	School Finance	3
EDA 6271	Administering Educational Technology	3
EDA 6930	Seminar in Educational Leadership	3
EDF 5481	Foundations of Educational Research	3
EDS 6115	School Personnel Administration	3
EDF 6608	Social, Philosophical and Historical Foundations of Education	3
EDF 6211	Psychological Foundations of Education	3
EDA 6503	Instructional Leadership	3
EDA 6943	Administrative Internship*	3

\*Successful completion of this course requires passing all sub-tests of the Florida Educational Leadership Examination (FELE). Evidence of passing the exam must be provided by the student no later than the last week of the semester in which they plan to graduate.

In addition to the successful completion of the program's coursework, a student will be required to present evidence of having passed all sub-tests of the FELE and satisfied the ESOL requirements that demonstrate mastery of the four ESOL standards required of school administrators.

**Master of Science in Educational Leadership: Human Resource Development (EL/HRD) Track**

The Master of Science (M.S.) degree program in Educational Leadership has a track in Human Resource

Development (MSHRD) which is designed for individuals who choose to serve as training or organizational development director/manager, instructional designer, instructor, trainer, human performance consultant, and/or researcher in human resource development. These professionals often analyze, design, implement, or manage human resource development (HRD) programs. The MS/HRD major consists of a minimum of 39 credit hours, with 21 hours required in the program area, 3 hours of research methods, and a minimum of 15 hours of elective courses selected in consultation with a faculty advisor to form a minor area of study in relation to the students' professional and personal career goals.

Note: The GRE is not a requirement for admission into the M.S. in Human Resource Development major.

**Program of Study: Educational Leadership: Human Resource Development (EL/HRD)**

The major in Human Resource Development consists of a minimum of 39 hours, with 24 hours required and a minimum of 15 hours of electives.

**Required Program: (39 hours minimum)**

**Required Core: (24 hours)**

ADE 5386	Individual Learning and Adult Education	3
ADE 5387	Organizational Learning and Human Resource Development	3
ADE 6180	Organizational and Community Processes in AE/HRD	3
ADE 5383	Instructional Analysis and Design	3
ADE 6286	Instructional Development and Implementation	3
ADE 6260	Management of AE/HRD Programs	3
ADE 6945	Internship in AE/HRD	3
EDF 5481	Foundations of Education Research	3

**Advised Electives (15 hours minimum)**

**Master of Science in Higher Education Administration**

The Master of Science in Higher Education Administration prepares graduates to serve in a variety of roles at colleges and universities and related institutions. The academic program is run as a partnership with FIU's Student Affairs division, and integrates class-work with assistantships and practicum's for a total learning experience. As a majority-minority institution, FIU is the prototype for universities of the 21st century. Students in the program will have the opportunity to work and study in one of the most diverse higher education environments in the nation.

**Admission Requirements**

1. A baccalaureate degree and an undergraduate GPA of 3.0 in the last 60 credit hours of upper-division undergraduate study;
2. Work experience in higher education such as community college or student affairs areas is preferred but not required;
3. Two (2) letters of recommendation;
4. Personal statement;
5. Resume.

6. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Note: The GRE is not a requirement for admission into the M.S. in Higher Education Administration program.

### Program Requirements: (36 semester hours)

#### Professional Studies: (9 hrs)

EDF 5481	Foundations of Educational Research
EDH 6045	College Student Development Theory
EDF 6608	Social, Philosophical and Historical Foundations of Education

#### Required Courses: (15 hrs)

EDA 7550	Administration of Higher Education
EDA 7236	Law and Higher Education
EDH 6943	Practicum in Higher Education
EDH 7065	Higher Education: Philosophical/Historical Perspectives

#### Choice of:

EDH 6047	College Student Life and Culture or
EDH 6055	Access and Choice in US Higher Education

### Advisor Approved Electives: (12 hrs)

In consultation with their advisor, students will select a set of electives to meet their educational and professional interests. Selection of electives can include a concentration in a particular area of higher education as well as provide a breadth of knowledge about the field.

### Capstone Experience

Students will be required to demonstrate the ability to synthesize their learning through a capstone educational activity. This experience will be completed with the direction of the advisor/faculty and may reflect a project emphasizing research experience (such as a thesis, independent study or literature review) or practical experience (such as an action research project or assessment).

### Required Courses

The required courses reflect the range of basic knowledge common to all higher education professionals. Whatever the job function, it is imperative that university professionals know the law, be aware of current issues, be sensitive to the diversity of student culture and understand the core functions of administration.

### Advisor Approved Electives

The advisor approved electives are designed to allow students to choose a path of study that reflects their immediate career goals, while maintaining program coherence. Advisors will work with students to decide on an elective track, and students must complete those prescribed courses. There are opportunities for additional electives at the student's discretion.

### Practicum Experiences

A professional degree in university administration should allow for some guided practical experience. The practicum sections allow students the opportunity to earn credit while gaining valuable hands-on experience in a variety of administrative areas. Practicum sections will include an

academic component designed by the Higher Education faculty and the section supervisor.

The graduation requirements include successful completion of the above required program of study, including the capstone experience.

## Master of Science in International/Intercultural Education

The Master of Science degree in International/Intercultural Education (IIE) is designed to provide graduate training to students interested in understanding the processes of globalization, the global environment, and the responsibilities of citizenship in an increasingly interdependent world. The program places emphasis on training in cross-cultural communication and exchange, international development, and educational practice in a global context.

### Admission Requirements

To be admitted into the master's degree program in International/Intercultural Education (IIE), a student must have (a) a bachelor's degree from an accredited U.S. institution or its equivalent for international students, (b) a 3.0 GPA or higher for the last 60 hours of upper-division coursework, (c) three letters of recommendation, and (d) an autobiographical statement. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Note: The GRE is not a requirement for admission into the M.S. in International / Intercultural Education program.

### Degree Requirements

The Master's program requires the completion of a minimum of 33 semester hours of course work at the graduate level with a 3.0 GPA. A maximum of six semester hours of graduate work may be transferred to the program from other universities. The 33 semester hours are to be completed in accordance with the program curriculum.

### Required Program: (33 minimum)

The IIE program blends together theoretical foundations and methodological perspectives. Graduate students are exposed to the role of the social, political, economic, scientific and cultural sectors in education worldwide. Research and analytical skills are provided to insure student's ability to define, gather, analyze and evaluate data for project management and decision-making. Applied courses are designed to provide the professional competencies for academic research, teaching and administration, and employment in foundations, non-governmental organizations, governmental institutions, businesses and corporations.

#### Foundations of Education: (9)

EDF 5481	Foundations of Educational Research	3
----------	-------------------------------------	---

#### One Teaching and Learning Course, such as:

EDF 6211	Psychological Foundations of Education	3
ADE 5385	Adult Teaching and Learning	3
TSL 5245	Developing Language and Literacy	3
SSE 5381	Developing a Global Perspective	3

EDP 7504	Educational Psychology in Cross-Cultural Context	3
EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis	3
<b>One Social Foundations Course, such as:</b>		
EDF 6608	Social, Philosophical and Historical Foundations of Education	3
EDF 6766	Education, the Environment, and Sustainable Futures	3
<b>Core: (6)</b>		
EDF 6852	Educational Development Issues in Context: A Multidisciplinary Perspective	3
EDF 6658	Selected Topics: International Development Education, Current Policy Issues and Problems	3

**GeoCultural Area: (6)**

The purpose of this requirement is to give the student a foundation in the culture, politics, and history of an area or region. The student will select two courses that relate to his/her area of interest. Courses must be approved by the advisor. Examples include:

AFH 5935	Topics in African History	3
INR 5086	Islam in International Relations	3
LAH 5935	Topics in Latin American History	3
LAS 6003	Survey of Latin America	3
CPO 5325	Politics of the Caribbean	3
CPO 6105	Politics of the European Union	3
CPO 6206	Seminar in African Politics	3
CPO 6350	Seminar in Brazilian Politics	3
CPO 6407	Seminar in Politics of the Middle East	3

**Policy: (3)**

This course is selected in consultation with the advisor from the College of Education. Possible courses include:

EDH 7401	Higher Education and Public Policy	3
EDF 7402	Higher Education and State Policy	3
EDA 7288	Politics of Education	3
EDG 7692	Politics of Curriculum	3

**Area of Interest: (9)**

Students in IIE go into a number of areas for work and study. Primary among these are Cross-Cultural Communication and Contact, International and Comparative Education, and Global Change and Sustainable Futures. The areas of interest courses are designed to allow students to develop their area of concentration. When combined with other IIE courses, students should have enough hours to satisfy community college teaching requirements. To complete this requirement, students must choose one area of interest and take three courses selected in consultation with and approved by the advisor. Examples include:

**1. Cross-Cultural Communication and Contact**

EDF 5851	Socio/Cultural Conflict in Educational Change	3
EDF 6880	Intercultural Ed: National and International Perspectives	3
EDF 6365	Cultural Identities and Conflict	3
EDG 5707	Cross-Cultural Studies in Education	3

**2. International and Comparative Education**

EDF 5812	National Educational Systems: A Comparative Analysis	3
----------	--	---

EDF 6850	International Development Education: Contemporary Planning Models and Techniques	3
EDF 5820	Latin American Education	3
EDF 5821	African Educational Systems: A Comparative Approach	3
SSE 5381	Developing a Global Perspective	3
SSE 6939	Seminar in Social Studies Education	3
SSE 6934	Social Studies in Other Nations	3
INR 5036	Politics of Globalization	3
GEO 5557	Globalization	3
INR 5017	Approaches to Area Studies	3
INR 6019	Seminar in Comparative Area Studies	3
INR 5087	Ethnicity and the Politics of Development	3

**3. Global Change and Sustainable Futures**

ECO 5709	World Economy	3
ECS 5027	Economic Development of Emerging Nations	3
EVR 5320	Environmental Resource Management	3
INR 5036	Politics of Globalization	3
INR 5607	International Relations and Development	3
INR 5087	Ethnicity and the Politics of Development	3
SYD 6236	International Migration and Refugees	3
SYP 5447	Development and Post-Development	3
MAN 6746	Global Environmental Management	3
EDF 7937	Advanced Topics in Social Foundations of Education	3
EDF 6906	Directed Study in International Development Education	3

**Master of Science in Recreation and Sport Management**

The graduate program in Recreation and Sport Management is planned to provide advanced preparation for management and supervisory level positions within a park, recreation, sport management or recreational therapy services delivery system. The program includes electives which give flexibility regarding an individual's specific career goals as a future practitioner in parks, recreation, sport management or recreational therapy services. The Recreational Therapy track is designed to prepare direct service and administrative personnel engaged in recreational therapy service delivery.

**Admission Requirements**

To enter the program in Recreation and Sport Management, a student must have a 3.0 GPA for the last 60 hours of upper-division courses, career goals and aspirations, and three letters of professional recommendation, possess a bachelor's degree, and have appropriate\* undergraduate preparation in parks, recreation, sport management or recreational therapy. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

\*A student who did not complete a Parks, Recreation, Leisure or Sports oriented internship/field experience during his or her undergraduate degree curriculum will be required to take the following course during the course of study:

LEI 6922	Supervised Field Experience in Parks and Recreation Administration	6
----------	--	---

**Degree Program: (30-33)****Required Core: (12)**

LEI 5510	Program Administration in Parks, Recreation and Sport	3
LEI 5595	Seminar in Parks, Recreation, and Sports Management	3
LEI 5605	Philosophical and Social bases of Parks and Recreation	3
	<b>or</b>	
PET 5256	Sociology of Sport	3
EDF 5481	Foundations of Ed. Research	3

**Select from one of the following two tracks:****Recreation and Sport Management Track: (12)**

LEI 5907	Directed Study in Parks and Recreation Management	3
PET 5216	Sports Psychology	3
Advised Electives		6

**Recreational Therapy Track: (12)\*\***

LEI 5716	Program Planning in Therapeutic Recreation	3
LEI 5719	Client Assessment, Evaluation, and Documentation in Recreational Therapy	3
LEI 6725	Administrative Aspects of Therapeutic Recreation	3
LEI 6726	Problems, Concepts Issues and Trends In Therapeutic Recreation	3

**Options to complete the degree:****Thesis Option: (6)**

LEI 6970	Thesis: Therapeutic Recreation	6
<b>Total Hours Thesis Option:</b>		<b>30</b>

**Non-Thesis Option: (9)**

Advised Electives		9
<b>Total Hours Non-Thesis Option:</b>		<b>33</b>

**\*\*Prerequisites for the Recreational Therapy Track:**

Individuals not currently certified at the professional level (CTRS) by the National Council for Therapeutic Recreation Certification will be required to take the following content courses for completion of the Therapeutic Recreation graduate curriculum:

Introduction to Therapeutic Recreation  
 Disabling Conditions and T.R. Services  
 Recreational Therapy Interventions  
 Abnormal Psychology  
 Anatomy  
 Physiology  
 Human Growth and Development

**Master of Science in Urban Education**

The Master of Science in Urban Education is a degree program designed to provide specialized knowledge and practice in areas related to urban/multicultural contexts. It aims at enhancing the effectiveness of teachers serving in diverse urban settings. The program represents a collaboration among the Miami-Dade County Public schools, the United Teachers of Dade (UTD) and the College of Education. It places special emphasis on developing the skills of teachers as researchers by

engaging in action research projects at individual school sites. The Master's program requires the completion of 36 semester hours of course work at the graduate level with a minimum 3.0 GPA. A maximum of six graduate hours may be transferred from another institution, upon approval from an advisor. The program offers five specialty tracks which students can select for an area of concentration.

**Admission Requirements**

Admission to the Master's degree in Urban Education is based on the following criteria:

1. Have a 3.0 GPA for the last 60 hours of upper-division coursework;
2. Complete an interview with program faculty;
3. Submit an autobiographical statement;
4. Submit a letter of intent describing why this particular degree is of interest, and;
5. Submit three letters of recommendation from individuals (academic and professional sources) who can assess and describe the applicant's qualifications and ability to perform graduate level work.
6. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Note: The GRE is not a requirement for admission into the M.S. in Urban Education program.

**Program of Studies****Professional Studies Core: (9)**

EDF 6211	Psychological Foundations of Education	3
EDF 6608	Social, Philosophical, and Historical Foundations of Education	3
EDF 6636	Intercultural Studies	3
	<b>or</b>	
EDF 6689	Urban Education: Defining the Field	3

**Research and Development Project Core: (9)**

EDF 5481	Foundations of Educational Research	3
EDF 6925	Special Topics in Urban Education: Qualitative Research in Urban Education	3
EDF 6475	Qualitative Foundations of Educational Research	3
EDF 6941	Practicum: Urban Elementary/Secondary Schools (Action Research Project)	3

**Specialty Track #1: Multicultural/TESOL (18)**

This specialty track develops the skills of educators to work with linguistically and culturally diverse populations while providing an opportunity to obtain State ESOL endorsement.

TSL 5142	Curriculum Development in TESOL	3
TSL 5245	Developing ESOL Language and Literacy	3
TSL 5371	Special Methods of TESOL	3
TSL 5938	Principles of ESOL Testing	3
EDF 5942	Multicultural Seminar and Practicum in Urban Education	3
EDG 5707	Cultural/Cross-Cultural Studies in Education	3

**Specialty Track #2: Instruction in Urban Settings (18)**

This track emphasizes the development of effective teaching skills and dispositions required for the effective instruction of culturally diverse students in urban schools.

EDG 5325	Analysis of Teaching	3
----------	----------------------	---



EDF 7215	Application of Learning Theory to Instruction	3
EME 5602	Multimedia in the Classroom and	3
<b>Interdisciplinary Electives: (select three)</b>		
EDG 5707	Cultural/Cross-cultural Studies in Education	3
SPS 7176	Consultation and Assessment with Culturally and Linguistically Diverse Populations	3
TSL 5142	Curriculum Development in TESOL	3
TSL 5245	Developing ESOL Language and Literacy	3
TSL 5371	Special Methods of TESOL	3
TSL 5938	Principles of ESOL Testing	3

**Specialty Track #3: Learning Technologies (18)**

This track is intended for educators who wish to learn the necessary knowledge, skills and dispositions to effectively use computers and related technologies to facilitate teaching and learning in diverse settings.

EME 6405	Computers in the Classroom	3
EME 6408	Microcomputers as Teaching Tools	3
EME 6412	Educational Courseware Evaluation and Development	3
EME 5602	Multimedia in the Classroom	3
EME 5945	Special Topics in Computer Education	1-3
EME 6905	Directed Study: Computer Education	3

Note: Six hours of electives may be completed in lieu of the courses EME 5945 and EME 6905 with prior approval from the academic advisor.

**Specialty Track #4: Urban Education (15)**

EDE 5267	Education of the Child in Urban Society	3
EDF 5851	Socio/Cultural Conflict in Education	3
EDF 6689	Urban Education: Defining the Field	3

**Guided Electives in Urban Education: (6)**

Six hours of electives may be taken with approval of academic advisor.

**Specialty Track #5: Multicultural/Bilingual Education (15)**

FLE 4151	Bilingual School Curriculum and Organization	3
FLE 4871	Teaching Spanish to Speakers of Spanish	3
EDF 5942	Multicultural Seminar and Practicum in Urban Education	3

**Guided Electives in Multicultural/Bilingual Education: (6)**

Six hours of electives may be taken with approval of academic advisor.

**Educational Specialist in Educational Leadership**

The Educational Specialist (Ed.S.) degree program in Educational Leadership is intended to provide professional educators with an opportunity to develop competencies in areas of special needs and interests in the field of Educational Administration/Leadership. Consequently, there are few required courses and each student's program is individually planned in consultation with a faculty advisor. The program may be used to satisfy part

of the requirements of the Florida Department of Education for state certification in Educational Leadership.

**Admission Requirements**

Admission to the program is based on the following criteria:

1. A master's degree (or equivalent) and a grade point average of at least 3.25 (on 4.0 scale);
2. At least three years of successful full-time teaching experience prior to application for admission to the program;
3. Two letters of recommendation from individuals who can comment on the applicant's leadership potential and qualifications for successfully participating in the program;
4. A current resume (curriculum vitae), including education, professional preparation, and employment history;
5. A brief written statement (approximately 250 words) articulating the applicant's professional career goals and aspirations; and
6. Evidence of having satisfied the ESOL requirements of the State of Florida. (Otherwise, a student will be required to satisfy this requirement prior to completion of the program.)
7. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

**Program of Study**

The program of study comprises a minimum of 39 semester hours and is planned in consultation with and approved by a faculty advisor. The structure of the program is as follows:

EDA 6061	Introduction to Educational Leadership	3
EDF 6608	Social, Philosophical and Historical Foundations of Education	3
EDF 6211	Psychological Foundation of Education	3
Guided electives in Educational Administration/Leadership		24
Guided electives in Research/Statistics/Measurement and Evaluation		6

In addition to the successful completion of the program's coursework, a student will be required to present evidence of having passed all sub-tests of the FELE and satisfied the ESOL requirements that demonstrate mastery of the four ESOL standards required of school administrators.

**Educational Specialist in School Psychology**

The program in School Psychology requires a minimum of 80 semester hours and leads to State of Florida certification as a specialist in School Psychology as well as educational requirements for private practice licensure. This program leads to the Educational Specialist Degree. More complete program descriptions may be obtained in the departmental office or call (305) 348-2382.

The competencies to be demonstrated by the student completing this program are derived from the following: behavioral/educational assessment and planning; counseling and home-school consultation and collaboration with teacher, parents, and school staff; crisis intervention; classroom interventions; liaison referral, program development and evaluation; in-service education; and community outreach.

**Admission Requirements**

For admission into our program, students will be required to:

- submit all transcripts,
- have a 3.2 grade-point average in their last 60 semester hours of upper division coursework,
- have a minimum of 15 semester hours of credits in psychology,
- submit a curriculum vitae,
- write an autobiographical sketch (see application packet),
- submit a minimum of three letters of recommendation,
- one of the following:
  - passing scores on all sections of the Praxis I: Pre-Professional Skills Assessments,
  - passing scores on all sections of the Florida Teacher Certification General Knowledge Test; students who passed all sections of the College-Level Academic Skills Test (CLAST) exam prior to July 1, 2002 may submit these scores in lieu of this requirement,
  - earn a score of 1000 (Verbal + Quantitative) on the Graduate Record Examination (GRE),
- submit a writing sample if deemed necessary, and
- participate in an interview with the admissions committee.

Not all candidates who meet these minimum criteria are accepted into the program.

**Degree Hours: (80)****Psychological Foundations: (12)**

SPS 7195	Child Psychopathology: Assessment and Intervention in the Schools	3
SPS 7705	Neuropsychological Issues in the Schools	3
EDF 6211	Educational Psychology: Applied Foundations	3
EDP 6276	Human Development: Childhood and Adolescence	3
	<b>or</b>	
EDP 6277	Human Development: Across the Life-Span	3

**Educational Foundations: (9)**

EEX 5259	Literacy in Special Education	3
EEX 6051	Education of Students with Exceptionalities (required for students without a special education background)	3
SPS 6805	Professional Problems and Issues in School Psychology	3

**Assessment: (16)**

SPS 6191	Psycho-Educational Assessment I: Intellectual	3
SPS 6191L	Psycho-Educational Assessment I: Lab	2
SPS 6192	Psycho-Educational Assessment II: Process	3
SPS 6192L	Psycho-Educational Assessment II: Lab	2
SPS 6193	Psycho-Educational Assessment III: Behavior	3
SPS 6190	Academic Assessment and Intervention in the Schools	3

**Interventions: (15)**

SPS 7407	Behavioral Interventions in the Schools	3
MHS 5400	Counseling Skills and Techniques	3
SDS 5460	Crisis Counseling and Intervention	3
SPS 6199	Family-School Consultation and Collaboration	3
SPS 7176	Consultation and Assessment with Culturally and Linguistically Diverse Populations	3

**Research and Measurement Methodology: (9)**

EDF 5481	Foundations of Educational Research	3
EDF 6432	Measurement and Evaluation in Education	3
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3

**Supervised Field Experience: (13)**

SPS 6193	Psycho-Educational Assessment III: Practicum	3
SPS 6678	Supervised Field Experience in School Psychology (1200 clock hours)	10

**Electives: (6)**

At least two of the following:

MHS 6511	Group Counseling	3
SDS 6411	Counseling Children and Adolescents	3
SPS 6578	Supervised Practicum in School Psychology	3

The student is required to enter an internship in School Psychology under the supervision of a field based school psychologist for a period of 1200 clock hours. This internship is a full-time, eight hour day, five day week involvement and students entering the program should plan for it during the final stage of their training. At least 600 hours of the internship must be in a setting from kindergarten to grade 12 in a public school. Other approved internship experiences may include private state approved educational programs or other appropriate mental health-related programs or settings for the education of children and youth.

All students entering the School Psychology program with an undergraduate degree in an area other than education must enroll for the courses in general professional education required to meet certification requirements in the State of Florida. Students who do not have Florida Teacher Certification must complete TSL 5361C and RED 4325.

**Graduation Requirements:**

- GPA of at least 3.0
- Successful demonstration of the Florida Educator Accomplished Practices (FEAPs)
- Passing the Florida Department of Subject Area Examination in School Psychology
- Passing all sections of the General Knowledge Test or passing all sections of the CLAST prior to July 1, 2002
- Passing the Professional Education section of the Florida Teacher Certification Exam

## Doctor of Education Programs

### Common Minimum Admission Requirements

The College of Education has common admission requirements for its doctoral programs regardless of the specialty sought. Applicants to the program must submit the following records and documents to the Office of Graduate Admissions:

1. A completed online application for Graduate Admission with appropriate fees.
2. An official copy of the Graduate Record Exam (GRE) scores.
3. Official transcripts of all higher education institutions attended.
4. Three letters of reference attesting to the applicant's ability to succeed in doctoral study.
5. A current resume/vitae.
6. A statement that sets forth the applicant's career goals and relates these goals to the completion of the doctoral program.
7. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

No action will be taken on incomplete files. A file is considered incomplete if any of the above is missing.

The application and all supporting documentation are reviewed by program faculty. The criteria applied in reviewing the applicant's file are noted below. Exceptions to one or more of the stated criteria may be granted provided the applicant can provide compelling reasons and evidence.

1. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper level undergraduate work.
2. A 3.25 GPA in all graduate work attempted.
3. A master's degree from an accredited institution, A bachelor's degree from an accredited institution may be accepted for Admission.
4. A minimum combined verbal and quantitative score of 1000 on the GRE.
5. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 80 on the iBT TOEFL or 6.5 overall on the IELTS is required.

Upon completion of the review of the file the applicant will be interviewed by program and departmental faculty which comprise a Faculty Admissions Committee. Final decisions are made by the Faculty Admissions Committee and the Dean of the College. As admission to programs is competitive, meeting minimum admission requirements does not assure admission into the program. A candidate for admission to the program will be judged not only on the basis of quantitative criteria (listed elsewhere in this catalog) but also in relation to prior experience, especially as it relates to future career goals. Additional information is available from the individual program faculty.

### Professional Education Core

EDF 7937	Advanced Topics in the Social Foundations of Education	3
EDP 7057	Educational Psychology: Advanced Applications	3

All doctoral students must enroll in EDF 7937 within their first year of admission.

### Research and Statistics Core (9 hours minimum)

A research requirement of nine semester hours, taken in the order listed, is common to all College of Education doctoral programs.

EDF 6472	Research Methods in Education: Introduction to Data Analysis	3
EDF 6486	Advanced Data Analysis in Quantitative Educational Research <sup>1</sup>	3

<sup>1</sup>Prerequisite: EDF 5481 and EDF 6472.

### And one of the following:

EDF 7403	Quantitative Foundations of Educational Research	3
or		
EDF 6475	Qualitative Foundations of Educational Research	3

### Candidacy Examinations and Advancement to Candidacy

The student must complete all coursework, successfully pass both written and oral candidacy examinations covering course work and also submit copies of a dissertation proposal, which has been approved by the supervisory committee, to the Dean of the College and to the Dean of the University Graduate School.

### Program Core (24-36 hours minimum)

#### Advised Electives

#### Dissertation: (24 hours minimum)

The student is responsible for a minimum of 24 semester hours of dissertation credits. The dissertation must be an original contribution to knowledge. The doctoral dissertation is the final component of the series of academic experiences that culminate in the awarding of the Ed.D. degree. A successful dissertation is a demonstration of the candidate's ability to use the tools and methods of basic and/or applied research in the field, to organize the findings, and to report them in a literate, logical, and compelling fashion.

The student is expected to complete the dissertation within five (5) years from the date of advancement to candidacy (i.e. successful completion of all written and oral examinations, and favorable recommendations of the supervisory and guidance committee). A minimum of six credit hours of dissertation is to be undertaken each semester while the dissertation is being prepared. Continuous enrollment in dissertation study is required (including summer semesters).

### Adult Education and Human Resource Development (AE/HRD)

The doctoral program in Adult Education and Human Resource Development (AE/HRD) prepares advanced professionals to facilitate individual, organizational, and career development and advancement of adults in the nation and the world. Participants interested in pursuing the global perspective in greater depth may select the program specialization in International and Intercultural Development Education (IIDE).

Graduates are equipped to design and facilitate programs for adult clients, employees, volunteers,

students, and associates of profit and not-profit organizations. These professionals may be engaged in program development and evaluation, planning, policy development and analysis, leadership, instruction and training, counseling and advisement, consultation, and marketing and recruitment activities designed to further the growth and development of adult learners. They may also be engaged in improving organizational functioning through educationally-related intervention strategies or working with other performance improvement consultants.

The Doctor of Education (Ed.D.) degree program in Adult Education and Human Resource Development with the specialization in International and Intercultural Development Education (IIDE) is designed (a) to serve the advanced professional development needs of individuals concerned with the improvement of education and development, planning, research, training, evaluation and other types of developmental programs, distance learning and innovative practices which focus on adult learners and (b) to provide technical assistance, consultation, and other professional services to organizations that conduct, sponsor and/or promote adult education and human resource development programs in the context of intercultural and international areas and/or projects. Participants in the AE/HRD doctoral program come from diverse backgrounds: business and industry; higher education; public and proprietary schools; health and social services agencies; law enforcement and corrections; the military, government, and non-governmental agencies; religious organizations; libraries and museums; and civic and professional associations.

The Doctor of Education degree is conferred on the basis of high scholarship and skill in the creation and application of knowledge from theory and research findings to practical problems in adult education and/or human resource development. Applications for admission to the doctoral program are invited from individuals who are highly motivated and intellectually capable of meeting the challenges of a rigorous doctoral degree program.

### **Additional Admission Requirements**

In addition to the University's and the College of Education's common minimum admission requirements, applicants must possess the following qualifications:

1. Evidence of commitment to a career in the broad field of adult education, human resource development or International and Intercultural Development Education.
2. Successful professional experience in one or more of the above fields.
3. Potential for leadership or research in the above fields.

Candidates for admission to the programs will be judged not only on the basis of quantitative criteria (e.g., GRE scores and GPA, as listed elsewhere in this catalog) but also in terms of prior experience and future career goals.

### **Adult Education and Human Resource Development Program of Study**

Doctoral programs of study vary according to the individual needs of the students their academic backgrounds, and their current or anticipated professional goals. A typical program will require a minimum of 96 semester hours beyond the baccalaureate degree and will

involve the categories of courses noted below. The list should be considered as a sample program rather than an absolute delineation of exact requirements. Actual programs of study are planned by the students, his or her major professor, and committee members who compose the program of studies supervisory committee.

### **Adult Education and Human Resource Development Program Core: (18 - 24 hours)**

The adult education and HRD core includes courses in areas such as comprehensive adult education and HRD planning, program development, instructional design, individual and organizational learning, trends and issues, strategies, and research in the disciplines. For students with a master's in adult education or human resource development, the minimum is 18 semester hours. For students whose master's is not in AE or HRD, the minimum is 24 hours.

### **Research and Statistics: (9 hours minimum)**

Although some courses are required for all doctoral students, others are selected with the guidance of the students' program of studies supervisory committee.

### **Cognate: (3 - 18 semester hours minimum)**

Electives in the cognate area vary according to the students' background and professional goals and are selected with the guidance of the students' committee. For students with a master's in AE or HRD, the minimum is 9 semester hours. For students whose master's is not in AE or HRD, the minimum is 3 hours. For students electing the IIDE specialization, the minimum is 18 hours. IIDE specialization students will select courses in the cognate with the guidance of an IIDE-affiliated faculty member on their committee.

### **Prospectus and Dissertation: (24 semester hours minimum)**

Students are responsible for a minimum of 24 semester hours of dissertation credits. The dissertation must be an original contribution to knowledge in an area of adult education or human resource development. Students are expected to complete the dissertation within nine years from their date of admission to the AE/HRD doctoral program. A minimum of three credit hours of dissertation are to be undertaken each term the dissertation is being prepared. Continuous enrollment in dissertation study is required, including summer terms.

## **Educational Administration and Supervision**

The Doctor of Education (Ed.D.) program in Educational Administration and Supervision is designed for students who wish to pursue leadership roles in educational institutions. The program of studies prepares students for careers as school superintendents, principals, directors and supervisors; administrators in state, federal, and international agencies; professors of Educational Administration; and administrators in institutions of higher education.

The curriculum is designed to enable students to become familiar with and utilize effectively both theoretical and technical knowledge. The program of study is multidisciplinary and integrates broad intellectual perspectives into the study and practice of Educational Administration.

**Additional Admission Requirements**

In addition to the common admission requirements for doctoral programs in the College of Education, an applicant must:

1. Provide evidence of at least three years of successful and appropriate professional experience.
2. Engage in an interview with a committee of program faculty.
3. Receive a positive endorsement of the program faculty.

**Program of Study**

The program requires the completion of a minimum of 99 semester hours of academic work beyond the baccalaureate degree. Program requirements include the following:

Educational Administration and Supervision	33
Minor/Cognate Area	15
Professional Education Core	6
Research and Statistics Core	12

Upon completion of the coursework, each student must pass a doctoral candidacy examination and be advanced to candidacy.

**Doctoral Dissertation (EDA 7980) 24**

A candidate for the doctorate in Educational Administration and Supervision is required to prepare and present for faculty approval a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to educational issues and problems.

**Higher Education**

The program culminating in the Doctor of Education in Higher Education is designed to provide the opportunity for students to enhance analytical and research skills for leadership roles in institutions of higher education. Graduates are prepared for academic and administrative positions, as faculty, or as policy analysts in federal, state, or institutional roles. The program is designed to stimulate research related to higher education, particularly in urban settings.

**Admission Requirements**

Applicants to the program must submit the following records and documents to the Office of Graduate Admissions:

1. A completed online application for Graduate Admission with appropriate fees;
2. An official copy of the Graduate Record Exam (GRE) scores;
3. Official transcripts of all higher education institutions attended;
4. Three letters of reference attesting to the applicant's ability to succeed in doctoral study;
5. A current resume/vitae;
6. A statement that sets forth the applicant's career goals and relates these goals to the completion of the doctoral program; and
7. A writing sample illustrating research skills (such as a thesis, journal article, paper submitted for academic credit; etc.).

8. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

No action will be taken on incomplete files. A file is considered incomplete if any of the above is missing.

The application and all supporting documentation are reviewed by program faculty using the criteria noted below. Exceptions to one or more of the stated criteria may be granted on the basis of other compelling evidence that the applicant is likely to be successful in this doctoral program.

1. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper level undergraduate credits;
2. A 3.25 GPA in all graduate work attempted.
3. A master's degree from an accredited institution, preferably in a related field.
4. A minimum combined verbal and quantitative score of 1000 on the GRE, taken within the past five (5) years.
5. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 80 on the iBT TOEFL or 6.5 overall on the IELTS is required.
6. The evidence from the writing sample that the applicant can perform doctoral-level work.
7. Professional experience (other than a graduate assistantship) in a college or university is highly preferred.
8. An interview with the Program Admissions Committee.
9. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, PC 230, Miami, FL 33199.

Members of the program's graduate faculty will constitute the Doctoral Admissions Committee. Upon completion of the review of the applicant's file and the interview, the Doctoral Admissions Committee will make recommendations for acceptance or rejection to the Office of Graduate Studies and to the Dean of the College. The ultimate decision lies with the University Graduate School.

As admission to programs is competitive, meeting minimum admission requirements does not assure admission into the program. A candidate for admission to the program will be judged not only on the basis of quantitative criteria (e.g, GRE), but also in relation to prior experience, especially as it relates to future career goals and faculty expertise. Additional information is available from the individual program faculty.

**Program Requirements**

The Ed.D. Program in Higher Education requires a minimum of 78 semester hours of coursework. Course work requirements for the degree, while subject to individual variations, consist of the following:

<b>Professional Education Core (6)</b>		
EDF 7937	Advanced Topics in Social Foundations	3
EDP 7057	Educational Psychology: Advanced Applications	3
<b>Research Core (15)**</b>		
EDF 6472	Research Methods in Education: Introduction to Data Analysis	3

EDF 6486	Advanced Data Analysis in Quantitative Educational Research	3
EDF 6475	Qualitative Foundations of Educational Research	3
<b>and</b>		
Two other advisor approved research courses		6

\*\*Proof of completion of a graduate-level research course (e.g., EDF 5481 or some equivalent at FIU or at another accredited institution) is required before starting the Research Core.

#### **Educational Policy Core (3)**

EDA 7069	Educational Policy	3
<b>or</b>		
EDA 7288	Politics of Education	3

#### **Higher Education Core (21)**

EDG 7222	Curriculum: Theory and Research	
EDH 6047	College Student Life and Cultures	
EDH 7065	Higher Education: Philosophical/Historical Perspectives	3
<b>and</b>		

Four other advisor approved courses focusing on higher education.

#### **Cognate or Minor Area (18)**

The cognate area requires a minimum of 18 semester hours of course work in a single area. The courses should be chosen with regard to coherence and relevance to the anticipated substantive aspect of the dissertation and in consultation with the student's advisor. The cognate may be taken in the College of Education, and may be used as an extension of expertise in the major. The cognate may also be taken at any college at FIU.

#### **Guided Cognate or Minor (18)**

In lieu of a more traditional, open-ended cognate, the student may opt to take a more focused area of study. The cognates/minors below, and the required courses, are as follows:

#### **Adult Education/Human Resources (18)**

This cognate/minor is designed to give students in the doctoral program in Higher Education preparation to facilitate individual, organizational, and career development and advancement of adults in the nation and the world.

##### **Required:**

ADE 6674	Trends and Issues in AD/HRD
<b>and</b>	

Five other courses approved by the program leader in AE/HRD and the student's advisor.

#### **International and Intercultural Education (18)**

The cognate/minor is designed to give doctoral students in Higher Education an understanding of the processes of globalization, the global environment, and the responsibilities of citizenship in an increasingly interdependent world.

##### **Required:**

EDF 6812	National Education Systems: A Comparative Analysis
<b>and</b>	

Five other courses approved by the program leader in International and Intercultural Education and the student's advisor.

#### **Doctoral Seminar (3)**

EDH 7981	Seminar in Writing the Dissertation	3
----------	-------------------------------------	---

This will be a culminating experience taken prior to the defense of the dissertation proposal (or no sooner than the last term of non-dissertation coursework). Intended to be taken with doctoral students in the program, the class is geared to prepare students for the proposal and dissertation by providing students with a mutually-supportive process of inquiry.

#### **Dissertation (12 hours minimum)**

EDH 7980	Ed.D. Dissertation	12
----------	--------------------	----

The student is responsible for a minimum of 12 semester hours of dissertation credits. All doctoral students must be continuously enrolled in a minimum of three (3) dissertation credits each term following advancement to candidacy until graduation.

#### **Program of Study**

The Program of Study is the student's plan for coursework in all the required areas of program. The required sections include the professional, research, educational policy, and higher education cores, as well as the cognate or track, the doctoral seminar, and the dissertation hours. The program of study must be approved by the student's Program Advisory Committee (see below). Prior to the candidacy examination (see below), students must complete a program of study, approved by the program committee, to the COE Office of Graduate Studies.

#### **Candidacy Examination and Advancement to Candidacy**

The student must successfully pass qualifying examinations after substantially completing their non-dissertation course work. The qualifying examination consists of both written and oral portions (the latter is called the defense of the candidacy examination). The candidacy examination is written and graded by the students' program advisory committee. The chair of the program advisory committee will forward to the Office of Graduate Studies and to the University Graduate School the results of the candidacy examination. The University Graduate School admits students to candidacy.

#### **Program Advisory Committee**

After admission, but before the candidacy examination, the student must constitute the program advisory committee. This committee must be made up of three graduate faculty, one of which will be the chair and one of which must include a member of the program's faculty. The committee will approve the student's program of study, and it will develop and grade the candidacy examination. The program advisory committee ends upon the student's completion of the candidacy examination.

#### **Dissertation Committee**

Prior to defending a proposal, the students must select a dissertation committee, made up of at least 4 faculty members, one of which will be the director (or chair) of the dissertation. The chair/director of the dissertation must have Dissertation Advisor Status and all committee

members must also be members of the FIU Graduate Faculty. Further information about the dissertation is available from the student's advisor, the Office of Graduate Studies in the College of Education, and the University Graduate School.

### Dissertation Proposal

The students admitted to candidacy must successfully complete and defend a proposal for their dissertation, which constitutes the research plan for the dissertation. More information about the dissertation proposal is available from the student's advisor, the Office of Graduate Studies in the College of Education, and the University Graduate School.

### The Ed.D. Dissertation

The dissertation must be an original contribution to knowledge. The doctoral dissertation is the final component of the series of academic experiences that culminate in the awarding of the Ed.D. degree. A successful dissertation is a demonstration of the candidate's ability to use the tools and methods of basic and/or applied research in the field, to organize the findings, and to report them in a literate, logical, and compelling fashion.

### Transfer Credit

Students may apply up to 12 semester hours of previously-completed graduate credit towards their program of study if taken as part of a completed degree (only six (6) graduate credits may be applied from a non-completed graduate degree). Exceptions to this rule may only be given with the approval of the program faculty and the University Graduate School. Students may apply courses for which they have obtained a B grade or better from an accredited institution. The transfer credit cannot be used to satisfy more than one-half of the requirements in any section of the program of study.

### Time to Completion

The time to completion, from admission to graduation, is nine (9) years. Students must have completed all coursework and program requirements within that time, including a successful defense of the dissertation. Coursework applied toward completion of program requirements cannot be more than nine years old at the time of graduation, unless the coursework was transferred from a previously-earned graduate degree.

### Graduation Requirements

The following is required for successful graduation from the program:

1. Successful completion of the program of study, including all course work and comprehensive exams;
2. GPA of 3.00 or better; and
3. Successful completion, defense, and University approval of the dissertation.

## Graduate Certificate in Educational Leadership

The Graduate Certificate Program in Educational Leadership is designed for students who have a master's degree in a subject or field of Education other than

Educational Administration/Leadership. The coursework constitutes the "modified Florida program in educational leadership" at Florida International University and addresses the competencies assessed in the Florida Educational Leadership Examination. The program may be used to satisfy part of the requirements of the Florida Department of Education for certification in Educational Leadership.

### Admission Requirements

Admission to the program based on the following criteria:

1. A master's degree from an accredited institution;
2. A grade point average of at least 3.25 (on a 4.0 scale) in master's degree work;
3. A minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination (General Test);
4. At least three years of successful teaching experience and a regular Florida teaching certificate; and
5. Evidence of having satisfied the ESOL requirements of the State of Florida. (Otherwise, a student will be required to satisfy this requirement prior to completion of the program.)

### Program of Study

The program of study comprises a minimum of 30 semester hours.

EDA 6192	Leadership in Education	3
EDA 6195	Communication in Educational Leadership	3
EDA 6232	School Law	3
EDA 6242	School Finance	3
EDA 6271C	Administering Educational Technology	3
EDA 6503	Instructional Leadership	3
EDS 6115	School Personnel Administration	3
EDA 6943	Administrative Internship	3
EDA 6061	Introduction to Educational Leadership	3
	Advisor-approved elective in Curriculum and Instruction	3

In addition to the successful completion of the program's coursework, a student will be required to present evidence of having passed all sub-tests of the FELE and satisfied the ESOL requirements that demonstrate mastery of the four ESOL standards required of school administrators.