

Leadership and Professional Studies

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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 resource 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 and Human Resource Development

Counselor Education

School Counseling Track

Clinical Mental Health Counseling Track

Rehabilitation Counseling Track

Educational Leadership

Higher Education Administration

International and Intercultural Education

Recreation and Sport Management

Recreation and Sport Management Track

Recreational Therapy Track

Urban Education

Educational Specialist Degree

Educational Leadership

School Psychology

Doctor of Education Degrees

Adult Education and Human Resource Development

Educational Leadership and Policy Studies

Doctor of Philosophy Degrees

Higher Education

Graduate Certificate Programs

Academic Advising
 Educational Leadership
 Teacher 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 and Human Resource Development

The M.S. in **Adult Education & Human Resource Development (AE & HRD)** program 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. The program also prepares individuals to be trainers, organizational development specialists, instructional designers, human performance consultants, and/or researchers in human resource development.

This degree meets the requirements for the state certified program in Adult Education Administration (<http://www.fldoe.org/edcert/rules/6A-4-008.asp>).

This degree also covers the content for the American Society Training and Development "Certified Learning Professional" program.

Admission Requirements

1. A bachelor's degree from an accredited institution and a minimum GPA of 3.0 or better on a 4.0 scale for the last 60 credits of upper-division undergraduate 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. Two 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. Official test scores and official transcripts are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, BT 201 Miami, FL 33199. Letters and other supporting documents are to be uploaded into the on-line application for admission.

Program of Study

The M.S. in AE & HRD program consists of 36 hours, with 33 hours of professional emphasis courses in the AE & HRD program area and 3 hours of research methods.

Required Program: (36 hours minimum)

ADE 5386	Individual and Adult Education	3
ADE 6186	Comprehensive Program Evaluation in AE&HRD	3
ADE 6195	Perspectives on Adults with Disabilities	

	(cross-listed with LBS 5155)	3
ADE 6260	Management of AE&HRD Programs	3
ADE 6360	Adult Teaching Methods	3
ADE 6945	Internship in AE&HRD	3
EDF 5481	Foundations of Educational Research	3
ADE 6476	Computer Based Training	3
ADE 5383	Instructional Analysis and Design	3
ADE 6286	Instructional Development and Implementation	3
ADE 5387	Organizational Learning and Human Resource Development	3
and		
ADE 7571	Consulting as an AE&HRD Process	3
or		
ADE 6180	Organizational/Community Processes	3

Note: The GRE is not a requirement for admission into the M.S. in Adult Education and Human Resource Development Program.

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 Program's Graduate Admissions Committee. Minimum criteria for program acceptance include an undergraduate grade point average of 3.0 for the Rehabilitation Counseling track and 3.2 for the Clinical Mental Health and School Counseling tracks. Applicants with a completed Master's degree or higher, who do not meet the undergraduate GPA, will have their graduate GPA considered, as long as it is a 3.2 or higher. An interview is required for admission into the program.

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), Clinical 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. Because internship experiences require full time work in the field, students are advised that full time employment is not compatible with successful completion of the program.

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, Clinical 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**, is nationally accredited 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 6700	Ethical, Legal, & Professional Issues in Counseling	3
MHS 6802	Personality Theories	3
MHS 6511	Group Counseling	3
MHS 5350	Educational/Vocational Counseling	3
MHS 6428	Cross Cultural Counseling	3
MHS 6200	Measurement and Appraisal in 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
SPS 6199	Family-School Consultation and Collaboration	3
SDS 5420	Counseling Students with Exceptionalities	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 school counseling clinical experiences must have faculty advisor approval and must be submitted to the Office of Student Teaching by March 1 for Fall semester placements and July 1 for spring placements.

Counselor Education: Clinical Mental Health Counseling Track (60 credits):

Students seeking admission to the track in Clinical 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 Clinical 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 4146 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 or higher 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 6450C	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 for mental health counseling must have faculty advisor approval and be submitted to the Counselor Education Programs Clinical Director by June 15 for a Fall placement, October 1 for a Spring semester placement, or March 1 for a Summer semester placement.

The students in the Clinical Mental Health Counseling track are required to take and pass all sections of the National Board of Certified Counselors, Counseling Preparation Competency Exam (CPCE). The CPCE is a requirement for graduation and is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. In the Clinical 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
RCS 6245	Psychological/Sociological Aspects of Disability	3
RCS 6080	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 for rehabilitation counseling must have faculty advisor approval and be submitted to the Counselor Education Programs Clinical Director by June 15 for a Fall placement, October 1 for a Spring semester placement, or March 1 for a Summer semester placement.

Graduation Requirements

The students in the Rehabilitation Counseling track are required to take and pass the Certified Rehabilitation Counseling examination (CRCE). The CRCE is a requirement for graduation and is designed to assess rehabilitation counseling students' knowledge of information viewed as important by rehabilitation counselor preparation programs. This exam provides a national professional credential for the students as well as helps the Counselor Education program meet CORE accreditation program evaluation needs.

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;
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, BT 201, FL 33199.

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 the student plans 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 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 operates as a partnership with FIU's Student Affairs division and integrates class-work with assistantships and practicums 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, BT 201 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

Choice of:

EDF 6608 Social, Philosophical and Historical
Foundations of Education

or

EDF 6636 Intercultural Studies: A Qualitative and
Quantitative Analysis

Required Courses: (15 hrs)

EDH 6633 Introduction to Higher Education
Administration
EDH 6634 Organization and Administration of
Student Affairs
EDH 6404 Legal Issues in Higher Education
Administration
EDH 6943 Practicum in Higher Education

Choice of:

EDH 6047 College Student Life and Culture

or

EDH 6055 Access and Choice in US Higher
Education

Electives: (12 hrs)

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.

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.

Electives

Electives are designed to allow students to choose a path of study that reflects their immediate career goals, while maintaining program coherence. There are opportunities for electives at the student's discretion, as long as they are graduate level courses (5000 level or above).

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.

Master of Science in International and Intercultural Education

The Master of Science degree in International and Intercultural Education (IIE) at FIU is uniquely 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.

Our program includes face-to-face, hybrid, and fully-online courses. These courses provide research and analytical skills to enable students 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. Our students have worked in several countries and regions such as Spain, Andorra, South Korea, the Caribbean, Africa, Latin America, Germany, and the U.S. in a range of capacities including: K-12 social science teachers, ESL teachers in the U.S. and abroad, international education credential experts, and international education study abroad program directors. Some of our Master's students hold graduate assistantships in the School of Education as well as undertake internships across campus in various departments.

Admission Requirements

To be admitted into the Master's degree program in International and 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 other supporting documents should be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, BT 201 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 International and Intercultural Education: (12)

EDF 5481	Foundations of Educational Research	3
EDF 6850	International Development Education: Contemporary Planning Models and Techniques	3

One course on teaching and learning (3):

ADE 5386	Individual Learning and Adult Education	3
TSL 5245	Developing ESOL Language and Literacy	3

SSE 5381	Developing a Global Perspective	3
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One course on the Social and Psychological Foundations of Education (3):

EDF 6608	Social, Philosophical and Historical Foundations of Education	3
EDF 6211	Psychological Foundations of Education	3

International and Intercultural Education Core: (6)

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: (3)

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 one course that relates to his/her geo-cultural interest. Any upper level course (5000 level or above) in an area of the world is eligible. Course must be approved by the student's advisor.

Policy: (3)

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

EDH 7401	Higher Education and Public Policy	3
EDA 7288	Politics of Education (must be taken with EDA 7069 Educational Policy)	3
EDG 7692	Politics of Curriculum	3
EDF 7656	International Development Education: Innovative Approaches in Educational Planning	3

Area of Interest: (9 hours)

Students in IIE go into a number of areas for work and study. Primary among these are Internationalization and Intercultural Studies, International and Comparative Education, and Globalization, Development, and Sustainability. The areas of interest courses are designed to allow students to develop their area of concentration. 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. Internationalization and Intercultural Studies

EDF 5851	Socio/Cultural Conflict in Educational Change	3
EDF 5880	Intercultural Education: National and International Perspectives	3
EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis	3
EDF 6365	Cultural Identities and Conflict	3

EDG 5707	Cross-Cultural Studies in Education	3
RLG 5106	Religions, Latinos/as and Immigration	3

2. International and Comparative Education

EDF 5812	National Educational Systems: A Comparative Analysis	3
EDF 5820	Latin American Education	3
EDF 7656	International Development Education: Innovative Approaches in Educational Planning	3
EDF 6906	Directed Study in International Development Education	3
ANG 6303	Comparative Feminisms	3

3. Globalization, Development, and Sustainability

EVR 5320	Environmental Resource Management	3
INR 5036	Politics of Globalization	3
SYD 6236	International Migration and Refugees	3
EDF 7937	Advanced Topics in Social Foundations of Education	3
EDF 6766	Education, the Environment, and Sustainable Futures	3

Master of Science in Recreation and Sport Management

Degree Program Hours: 33

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, healthcare 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, BT 201 Miami, FL 33199.

*A student who did not complete a Parks, Recreation, Leisure, Sports, or Recreational Therapy 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	3-6
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Degree Program: (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
	or	
PET 5256	Sociology of Sport	3
EDF 5481	Foundations of Ed. Research	3

***RT students are not required to take LEI 5595**

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 Recreational Therapy	3
LEI 6816	Advanced Recreational Therapy Facilitation Techniques	3
LEI 6726	Trends, Issues, and Managerial Aspects of Recreational Therapy	3
EDF 6472	Research Methods in Education: Introduction to Data Analysis	3

or approved research elective

Options to complete the degree:

Thesis Option: (3-6)

LEI 6970	Thesis: Therapeutic Recreation	
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Non-Thesis Option: (3-6)

Total Hours: 30-36

****Corequisites 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 Recreational Therapy
- Client Assessment, Documentation, and Evaluation in Recreational Therapy
- Abnormal Psychology
- Human Anatomy & Physiology
- Human Growth and Development

Master of Science in Recreation and Sport Management (Online)

Degree Program Hours: 33

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, healthcare 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, BT 201 Miami, FL 33199.

*A student who did not complete a Parks, Recreation, Leisure, Sports, or Recreational Therapy 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	3-6
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Degree Program: (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
	or	
PET 5256	Sociology of Sport	3
EDF 5481	Foundations of Ed. Research	3

***RT students are not required to take LEI 5595**

Recreational Therapy Track: (15)**

LEI 5716	Program Planning in Recreational Therapy	3
LEI 6816	Advanced Recreational Therapy Facilitation Techniques	3
LEI 6726	Trends, Issues, and Managerial Aspects of Recreational Therapy	3
Advised Research Course		3
Advised Elective		3

Options to complete the degree:

Thesis Option: (3-6)

LEI 6970	Thesis: Therapeutic Recreation	3-6
	or	

Non-Thesis Option: (3-6)

LEI 5907	Directed Study in Parks and Recreation Management	3-6
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Total Hours: 33

****Corequisites 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:

- LEI 3703 Introduction to Recreational Therapy
- LEI 4711 Client Assessment, Documentation, and Evaluation in Recreational Therapy
- DEP 2000 Human Growth and Development: Introductory Developmental Psychology
- CLP 4146 Abnormal Psychology
- ZOO 3731 Human Anatomy
- ZOO 3731L Human Anatomy Demonstration
- PCB 3703 Human Physiology I
| | **or** | |
- APK 3110 Exercise Physiology

*Students may transfer in a lower division section of Human Anatomy & Physiology in place of the above listed Anatomy and Physiology courses.

Combined BS/MS in Recreation and Sports Management: Recreational Therapy Track

To be considered for admission to the combined Bachelor's/Master's degree program, student must have completed 75-90 credits in the Bachelor's degree program to which they are applying. Students need only apply once to the combined degree program, but the application must be submitted to Graduate Admissions before the student starts the last 30 credits of the Bachelor's degree program. A student admitted to the combined degree program will be considered to have undergraduate status until the student applies for graduation from their Bachelor's degree program. Upon conferral of the Bachelor's degree, students will be granted graduate status and be eligible for graduate assistantships. Only 5000-level or higher courses, and no more than the number of credits specified by the program catalog may be applied toward both degrees.

Admission Requirements

1. Current enrollment in the Bachelor's degree program in Recreation and Sports Management, Recreational Therapy Track.
2. Completed at least 90 credits of coursework.
3. Current GPA of 3.2 or higher.
4. 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 on the IELTS is required.

General Requirements

Recreational Therapy Track: (27)

The FIU Bachelor's degree in Recreation and Sports Management, Recreational Therapy Track, must be awarded before the Master's degree.

Degree Program: (33)

Required Core: (*12)

LEI 5510	Program Administration in Parks, Recreation and Sport	3
LEI 5605	Philosophical and Social Bases of Parks and Recreation Planning	3
or		
PET 5256	Sociology of Sport	3
EDF 5481	Foundations of Educational Research	3

***RT 4+1 & MS students are not required to take LEI 5595**

Required Courses: (18)

LEI 6726	Trends, Issues, and Managerial Aspects of Recreational Therapy	3
LEI 5716	Program Planning in Recreational Therapy	3
LEI 6816	Advanced Recreational Therapy Facilitation Techniques	3
LEI 6725	Administrative Aspects of Therapeutic Recreation	3

EDF 6472	Research Methods in Education: Introduction to Data Analysis	3
or		
	An approved graduate level research course	3
	Advised Elective	3

Options to complete the degree:

Thesis Option: (3-6)

LEI 6970	Thesis: Therapeutic Recreation	3-6
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Non-Thesis Option: (3-6)

LEI 5907	Directed Study in Parks and Recreation Management	3-6
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Total Hours 30-33

Overlap

Nine (9) of the credits (LEI 6726, LEI 5716, LEI 6816) taken during their senior year will be graduate level courses in RT and will transfer into the master's degree program.

*Although the BS/MS 4+1 program is a combined degree track, students accepted into this program may discontinue their education upon completion of the B.S. degree.

Master of Science in Urban Education

The Master of Science in Urban Education is designed for educators and other professionals who are interested in addressing issues in urban settings and schools and who want to clarify their understanding of theoretical foundations, engage in critical dialogue, and broaden their expertise in action research. This degree emphasizes a social justice theoretical foundation and draws on the belief that students become reflective professionals by developing an understanding of formal and informal education within diverse sociocultural, linguistic, political, and economic contexts. The curriculum requires candidates to produce an Action Research or community-based research project related to justice-oriented urban education. Students will cultivate knowledge and skills to advocate for children and communities both locally and globally. The Master's program requires the completion of 33 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 instructional and foundational-areas of concentration from which students can select.

Admission Requirements

A decision on admission to the Master's degree in Urban Education is based on consideration of the following student 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, BT 201 Miami, FL 33199.

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

Program of Studies

Urban Education Studies Core: (9)

Required (6):

EDF 6211	Psychological Foundations of Education	3
EDF 6608	Social, Philosophical, and Historical Foundations of Education	3

Choose one of the following (3):

EDF 6636	Intercultural Studies	3
EDF 6689	Contemporary Issues in Urban Education	3
EDG 5707	Cultural/Cross-Cultural Studies in Education	3

Action Research Core: (9)

EDF 5481	Foundations of Educational Research	3
EDF 6487	Action Research for Educators	3
EDF 6941	Practicum in Action Research	3

(prerequisite of EDF 6487)

Areas of Concentration: (15)

The Areas of Concentration within the Urban Education degree allow the candidates the opportunity to critically examine and deepen their understanding of related content. These areas are designed to allow students to choose a path of study that reflects their immediate career goals while maintaining program coherence.

TESOL Concentration

This area of concentration develops the skills of educators to work with linguistically and culturally diverse populations.

EDG 5707	Cultural/Cross-Cultural Studies in Education	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

Bilingual Concentration

This area of concentration equips educators with theoretical background and practical skills to work in teaching environments that promote language development in two or more languages.

Required Courses: (9)

FLE 5895	Bilingual Education Teaching Methodologies	3
FLE 6938	Seminar in Second Language Testing	3
EDG 5707	Cultural/Cross-Cultural Studies in Education	3

Electives: (6)

One (1) of the following:

TSL 6348	Task-Based Language Teaching	3
TSL 5142	Curriculum Development in TESOL	3
TSL 6925	Special Topics in Second Language Education (Curriculum Development in the Spanish Language Classroom)	3

and

One (1) of the following:

SPN 5736	Spanish as a Heritage Language: Acquisition and Development	3
LIN 5625	Studies in Bilingualism	3

*For those students interested in the Bilingual Graduate Certificate, course modification may be made with advisor approval.

Instruction Concentration

This area of concentration emphasizes the deeper development of pedagogical practices that encourages candidates to advocate for children in urban settings.

Required Courses: (6)

EDG 5325	Analysis of Teaching	3
EDG 5707	Cultural/Cross-Cultural Studies in Education	3
	Advisor approved content area or elective courses	9

Foundations Concentration

This area of concentration allows candidates to explore urban education from a broader theoretical perspective. Candidates can design their program of study in consultation with their advisor.

EDE 5267	Education of the Child in Urban Society	3
EDF 5851	Socio/Cultural Conflict in Education	3
EDF 6850	International Development Education: Contemporary Planning Models and Techniques	3
EDF 6852	Educational Development Issues in Context: A Multidisciplinary Perspective	3
EDF 6658	Selected Topics in International Development Education: Current Policy Issues and Problems	3
EDF 6684	Building Home School Community Partnerships in a Context of Justice and Civic Engagement	3
EDF 6689	Contemporary Issues in Urban Education	3
EDG 6627	Seminar: Issues and Trends in Curriculum and Instruction	3
EME 6405	Computers in the Classroom	3

or
Advisor approved courses for this area of concentration

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, BT 201 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 ESOL standards required of school administrators.

Educational Specialist in School Psychology

The program in School Psychology requires a minimum of 70 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:

1. Submit all transcripts,
2. Have a 3.2 grade-point average in their last 60 semester hours of upper division coursework,

3. Have a minimum of 15 semester hours of credits in psychology,
4. Submit a curriculum vitae/resume,
5. Write an autobiographical sketch (see application packet),
6. Submit a minimum of three letters of recommendation,
7. One of the following:
 - a) Passing scores on all sections of the Praxis I: Pre-Professional Skills Assessments,
 - b) Passing scores on all sections of the Florida Teacher Certification General Knowledge Test; students who passed all sections of the College-Level Academic Skills (CLAS) exam prior to July 1, 2002 may submit these scores in lieu of this requirement,
 - c) Submit official Graduate Record Examination (GRE) scores,
8. Submit a writing sample if deemed necessary, and
9. Participate in an interview with the admissions committee.

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

Degree Hours: (70)

Psychological Foundations: (12)

SPS 7195	Child Psychopathology: Assessment and Intervention in the Schools	3
SPS 7705	Neuropsychological Issues in School Psychology	3
EDF 6211	Psychological Foundations of Education	3
EDP 6276	Human Development: Childhood and Adolescence	3

Educational Foundations: (6)

EEX 5259	Literacy in Special Education	3
SDS 5420	Counseling Students with Exceptionalities	3

Professional School Psychology: (3)

SPS 6805	Professional Problems in School Psychology	3
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Assessment: (12)

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

Interventions: (18)

SPS 7407	Behavioral Interventions in the Schools	3
MHS 5400	Counseling Skills and Techniques	3
SDS 6411	Counseling Children and Adolescents	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: (6)

EDF 5432	Measurement and Evaluation in Education	3
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EDP 7058	Behavioral Intervention Research and Evaluation in Education	3
Supervised Field Experience: (13)		
SPS 6941	Supervised Practicum in School Psychology	3
SPS 6678	Supervised Field Experience in School Psychology (1200 clock hours)	10

Co-requisites for Non-Education Majors:

Students who have an undergraduate degree in an area other than education must complete an additional 9 credits of professional education courses covering classroom management, general methods of teaching, and TESOL. These courses are required to meet certification requirements in the state of Florida. Listed are the recommended courses:

Classroom Management

EDF 5255	Classroom Management
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General Methods of Teaching

EDG 5414	Instructional Strategies for the Classroom Teacher
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TESOL

TSL 5361C	TESOL for Secondary Teachers
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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.

For students entering the program with a Master's degree in School Psychology or a related field, the Ed.S. program may accept a maximum of 27 credits, and must be approved by program faculty on an individual basis.

Graduation Requirements:

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

Doctor of Education Programs

Common Minimum Admission Requirements

The School 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, BT 201 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. Official GRE scores.
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 School of Education doctoral programs.

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

¹Prerequisite: 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. Two cognate options are available within the doctoral program in Adult Education and Human Resource Development. The first option is an open cognate custom designed for the student's research needs. The second option is a directed cognate in one of six areas: (1) International and Intercultural Education, (2) Labor Studies, (3) Urban Education, (4) Entrepreneurship, (5) Hospitality and Tourism Management, and (6) Recreation and Sport Management.

Graduates are equipped to administer, design and facilitate programs for adult clients, employees, volunteers, students, and associates of profit and not-profit organizations. Graduates are professionals who 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. Graduates are competent researchers and scholars with problem solving and investigative skills in evaluation, qualitative, and quantitative methods.

Participants in the Adult Education and Human Resource Development doctoral program and its affiliated cognates 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 School 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 and human resource development;
2. Successful professional experience in one or more of the above fields;
3. Potential for leadership in the above fields; and
4. A master's degree.
5. Applicants must arrange individual interviews with each faculty member in the program to discuss the applicant's research interests and the faculty member's research.

Candidates for admission to the programs will be judged not only on the basis of quantitative criteria (e.g., 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

A typical program will require a minimum of 93 semester hours beyond the baccalaureate degree and will involve the categories of courses noted below.

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

The adult education and human resource development core includes courses in areas such as comprehensive adult education and human resource development planning, program development, instructional design, adult teaching and 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 Adult Education or Human Resource Development, the minimum is 24 hours.

ADE 6074	Writing for Publication in Adult Education and Human Resource Development	3
ADE 6186	Comprehensive Program Evaluation in AE/HRD	3
ADE 6360	Adult Teaching Methods	3
ADE 6674	Trends and Issues in AE/HRD	3
ADE 7920	Colloquium in AE/HRD	1-6
ADE 7772	Review of Research in Adult Education and Human Resource Development	3

Will be required only if master's degree is not in Adult Education and Human Resource Development or related filed:

ADE 5386	Individual Learning and Adult Education	3
ADE 5387	Organizational Learning and Human Resource Development	3

Research and Statistics: (minimum 15 hours)

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

Required Courses

EDF 5481	Foundations of Educational Research (Required only if not taken in Master's program as prerequisite)	3
EDF 6472	Research Methods in Education: Introduction to Data Analysis	3
EDF 6475	Qualitative Foundations of Educational Research	3
EDF 6481	Educational Research Methodology	3
EDF 6486	Advanced Data Analysis in Quantitative Educational Research	3
And either		
EDF 7403C	Data Analysis in Multivariate Educational Research	3
or		
EDF 6476	Advanced Methods of Qualitative Educational Research	3
or		
EDP 7058	Behavioral Intervention Research and Evaluation in Education	3

Cognate: (9 semester hours minimum; 18 recommended)

Electives, in the cognate area, vary according to the participants' background and professional goals and are selected with the guidance of the participants' program of studies supervisory committee.

Two cognate options are available:

1. The first option is an open cognate custom designed by the committee and the student.
2. The second option is a directed cognate in one of six areas: (1) International and Intercultural Education, (2) Labor Studies, (3) Urban Education, (4) Entrepreneurship, (5) Hospitality and Tourism Management, and (6) Recreation and Sport Management.

International and Intercultural Education Program Cognate (recommended 18-24 credit hours)

Courses include areas such as educational systems, comparative methodology, educational development issues, intercultural & cross-cultural education, conflict theory and resolution, planning in education, educational technology transfer, knowledge and development,

education organizational behavior, international organizations and NGOs, and social, psychological and political contexts of international education.

Labor Studies Program Cognate (recommended 18-24 credit hours)

Courses include areas such as conflict resolutions, labor movements, workers' rights, workplace diversity, economic development, and employment law.

Urban Education Program Cognate (recommended 18-24 credit hours)

Courses include areas such as urban adult education activities, economic development, workforce development, and equitable educational, living, and workplace conditions special urban populations, family literacy, and immigration.

Entrepreneurship Cognate (recommended 18 credit hours for certificate)

Courses include areas such as product development and innovation, intuition in management, social and non-profit entrepreneurship, and organization in management.

Hospitality and Tourism Management Cognate (recommended 18-24 credit hours)

Courses include areas such as organizational behavior in the hospitality industry, feasibility studies in the hospitality industry, tourism studies, leadership training for team building, and hospitality management.

Recreation and Sport Management Cognate (recommended 18-24 credit hours)

Courses include recreational therapy (RT) topic areas such as problems, issues and trends; philosophical and social foundations; assessment, documentation, and evaluation; program planning; law and liability, leisure services; and related core courses in recreation and sports management.

Prospectus and Dissertation: (15 semester hours minimum)

Participants are responsible for a minimum of 15 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 Adult Education and Human Resource Development 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 Leadership and Policy Studies

The Doctor of Education (Ed.D.) program in Educational Leadership and Policy Studies 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 or Leadership; 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 Leadership and Policy Studies.

Additional Admission Requirements

In addition to the common admission requirements for doctoral programs in the School 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 75 semester hours of academic work beyond the baccalaureate degree. Program requirements include the following:

Educational Administration and Leadership Core: (12)

EDA 7069	Educational Policy	3
EDA 7103	Theories of Educational Administration	3
EDA 7233	Ethics and Educational Leadership	3
EDA 7288	Politics of Education	3

Cognate or Minor Area (12)

The cognate area requires a minimum of 12 semester hours of course work. 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 used as an extension of expertise in the major and courses may be taken at any academic unit at the university.

Professional Education Core: (6)

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

Research and Statistics Core: (12)

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
And one other advisor approved research course		3

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

Doctoral Dissertation (EDA 7980): 15 hours minimum

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. A candidate for the doctorate in Educational Leadership and Policy Studies 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.

Doctor of Philosophy Programs

Higher Education

The program culminating in the Doctor of Philosophy 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 résumé/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, BT 201 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. Official GRE scores.
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 Doctoral Admissions Committee.
9. Letters and any other supporting documents are to be sent to FIU Graduate Admissions Office, 11200 SW 8th Street, BT 201 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 Ph.D. Program in Higher Education requires a minimum of 81 semester hours of coursework. Course work requirements for the degree, while subject to individual variations, consist of the following:

Professional Education Core (6)

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

Research Core (15)**

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
and		
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.

Higher Education Policy Core (3)

EDH 7401C	Higher Education and Public Policy	3
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Higher Education Core (21)

EDH 7635	Administration of Higher Education	3
EDH 7040	Advanced Seminar on the College Student	3
EDH 7065	Higher Education: Philosophical/Historical Perspectives	3
and		

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 School 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
and

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
and

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

Dissertation (15 hours minimum)

EDH 7980 Ed.D. Dissertation 15

The student is responsible for a minimum of 15 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 SOE 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 School 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 School of Education, and the University Graduate School.

The 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 Ph.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 Academic Advising

The graduate certificate program in academic advising is designed for those wishing to enter the field of academic advising or those working in academic advising with a degree in another discipline. The master's degree is typically the entry-level requirements for an advising position at the university level. For those with a graduate degree in another discipline, the certificate can provide a foundation in the theory and practice of advising. For those interested in the field, a certificate can be a concentration within a master's degree in higher education. The advising certificate consists of 15 hours or required courses and electives. This certificate program is open to non-degree-seeking students only.

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, BT 201 Miami, FL 33199.
7. Note: The GRE is not a requirement for admission into the Certificate in Academic Advising program.

Program Requirements: (15 semester hours)

In consultation with their advisor, the certificate student will select a set of courses that align with their career goals and professional development needs.

Required Courses

EDH 6045	College Student Development Theory	3
EDH 6041	Foundations of Academic Advising	3

Choose two of the following courses

EDH 6943*	Practicum in Higher Education Administration	3
MHS 5400	Counseling Skills and Techniques	3
MHS 6428 ¹	Cross Cultural Counseling	3
MHS 5350 ¹	Educational-Vocational Counseling	3
EDH 6047	College Student Life and Culture	3

Choose one advisor approved elective

*EDH 6943 Practicum in Higher Education is required if the student is not employed in academic advising or a related field.

¹MHS 5400 is a prerequisite and must be completed prior to enrollment in MHS 6428 and MHS 5350.

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. This certificate program is open to non-degree-seeking students only.

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.

Graduate Certificate in Teacher Leadership (Online)

The graduate certificate program in teacher leadership is designed for those wishing to enter the field of educational leadership or those working with a degree in another discipline. For those with a graduate degree in another discipline, the certificate can provide a foundation in the

theory and practice of teacher leadership. The teacher leadership certificate consists of 15 hours of required courses.

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. A minimum of three years of teaching experience in PK-12 education is 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, BT 201 Miami, FL 33199
7. Note: The GRE is not a requirement for admission into the Certificate in Teacher Leadership program.

Program Requirements: (15 semester hours)

EDA 6192	Leadership in Education	3
EDA 6503	Instructional Leadership	3
EDA 6195	Communication in Educational Leadership	3
EDF 5481	Foundations of Educational Research	3
EDA 6943	Administrative Internship	3