

## Educational Policy Studies

**Benjamin Baez**, *Chair and Professor, Higher Education*

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

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

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

**Ricardo Garcia**, *Clinical Assistant Professor, Educational  
Leadership*

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

**Ethan Kolek**, *Clinical Associate Professor, Higher  
Education*

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

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

**Ami Li**, *Assistant Professor, Higher Education*

**Maria Lovett**, *Clinical Associate Professor, Urban  
Education*

**Martha Meyer**, *Senior Instructor, Urban Education*

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

**Douglas Robertson**, *Professor, Higher Education*

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

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

**Rebekah Schulze**, *Clinical Assistant Professor, Higher  
Education*

**Kristen Wilcox**, *Associate Professor, Educational  
Leadership*

### General Information

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

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

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

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

### Master's Degrees

Adult Education and Human Resource Development  
Educational Leadership  
Higher Education Administration  
International and Intercultural Education  
Urban Education

### Educational Specialist Degree

Educational Leadership

### 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

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 Education Leadership.

### 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
<b>and</b>		
ADE 7571	Consulting as an AE&HRD Process	3
<b>or</b>		
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 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
EDA 6222	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 6061 History of Higher Education  
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	Comprehensive Internationalization: Practices and Applications	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

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 7692C	Politics of Curriculum	3
EDF 7656	Comparative and International Education Policy	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	Comparative and International Education Policy	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 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 30 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 6608	Social, Philosophical, and Historical Foundations of Education	3
EDF 6689	Contemporary Issues in Urban Education	3

##### Choose one of the following (3):

EDF 6211	Psychological Foundations of Education	3
EDG 5707	Cultural/Cross-Cultural Studies in Education	3
EDF 6684	Building a Home School Community Partnerships in a Context of Justice and Civic Engagement	3

##### Action Research Core: (6)

EDF 5481	Foundations of Educational Research	3
EDF 6487	Action Research for Educators	3

##### 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
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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

##### Community Engagement

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	Comprehensive Internationalization: Practices and Applications	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 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.

## 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: 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
	<b>or</b>	
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: (15 hours minimum)**

The student is responsible for a minimum of 15 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
<b>And either</b>		
EDF 7403C	Data Analysis in Multivariate Educational Research	3
<b>or</b>		
EDF 7476	Advanced Methods of Qualitative Educational Research	3
<b>or</b>		
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.

For students interested in the Higher Education Administration Track in Educational Leadership and Policy Studies, see "Higher Education Administration Track" in this catalog.

**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.

Because they differ, for admissions requirements for the Higher Education Administration Track in Educational

Leadership and Policy Studies, see "Higher Education Administration Track" in this catalog.

### 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.

## Higher Education Administration Track

### Program Description/Goals

Much like the general Doctor of Education in Educational Leadership and Policy Studies, the program culminating in the Doctor of Education in Educational Leadership and Policy Studies - Higher Education Administration Track is designed to provide the opportunity for students to enhance analytical skills for solving problems in educational institutions. The primary difference from the general doctoral degree is that the Higher Education Administration Track is designed to prepare practitioners

specifically in the field of higher education, both nationally and internationally, who will become important leaders in private and public postsecondary institutions and be able to apply evidence-based practices to improve higher-education outcomes.

The Track's program requirements include a minimum of 75 graduate credits. Students must enter the program with a master's degree and can transfer up to 36 graduate-level credits into the Ed.D. program. Thus, students must complete a minimum of 39 credits at the doctoral level at FIU.

Upon successful completion of the Ed.D., we expect each graduate will be able to:

- Promote the improvement of higher education.
- Apply scholarly research for evidence-based practice.
- Provide leadership by applying advanced theoretical and methodological perspectives problems in higher education.

While the program is designed for the working professional, students will be expected to devote significant time to the required coursework and the research necessary to successfully complete an applied dissertation (see "The Applied Dissertation" below). The program is structured in cohort format, and students are expected to finish in three years (see "Program of Study" below).

### Admissions Requirements

Admission to the program is only the Fall term. The deadline for an application to be submitted is February 15. 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. A Master's Degree in Higher Education or related field;
5. Three letters of reference attesting to the applicant's ability to succeed in doctoral study;
6. A current resume/vitae;
7. A statement setting forth the applicant's career goals and relates these goals to the completion of the doctoral program; and
8. A writing sample illustrating academic writing skills (e.g., paper submitted for academic credit; professional report using research);
9. Statement of support from supervisor (if applicant intends on being employed while in the program).

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

Admission into the program will be based on 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 cumulative 3.25 GPA in completed graduate work.
3. There is no minimum requirement for the GRE. However, candidates are advised that low combined scores can result in denial of the application.
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 overall on the IELTS is required.
5. The evidence from the writing sample that the applicant can perform doctoral-level work. • Professional experience (other than a graduate assistantship) in a college or university is highly preferred.
6. A possible interview with the Program faculty.

Members of the program's graduate faculty will constitute the Doctoral Admissions Committee, which will review the application and all supporting documentation. 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 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 and GPA), but also in relation to prior experience, especially as it relates to future career goals. Additional information is available from the individual program faculty.

**The Applied Dissertation**

Doctoral students will enter the program as a cohort and engage in a prolonged study of a critical problem or concern in higher education, selected for each cohort by the program's faculty, culminating in an applied dissertation that offers a solution(s) for this problem. This problem will thus become the underlying focus of all coursework and the dissertation research. The program is designed to be completed in three years.

During the first year in the program, students will examine the articulated problem in order to identify underlying causes and associated factors via a variety of courses intended to approach problems from different theoretical and methodological perspectives. Students will also complete their dissertation proposals by the end of the second year. In the third year, students work on their dissertations, which will entail creating solutions to the identified problems. Unlike many dissertations, which have implications for the larger body of literature and scholarship, applied dissertations have implications for the organization(s) dealing with the problem at hand. Although different from a traditional dissertation in its focus, students are nevertheless expected to excel in written and oral skills associated with reviewing scholarly literature, collecting data, and interpreting the results in light of previous studies.

Students will demonstrate mastery of the oral and written skills needed to complete their applied research through a

candidacy exam/dissertation proposal indicating readiness for conducting their studies offering solutions to their problem of practice. Students will then evaluate the effectiveness of this solution in their dissertation. The candidacy exam, proposal, and dissertation will be submitted to, and presented orally before, the student's Dissertation Committee. Typically, we expect that students will complete coursework and research in two years. It is possible that some students may need more than two years to complete their research, in which case they will be required to enroll in at least three credit hours of dissertation until they have successfully defended their applied dissertation.

**Program of Study 75 credits**

**Master in Higher Education or Related Field (36 transferred from M.S.)**

**Doctoral Seminar (3 credits):**

EDH 7981	Doctoral Seminar	3
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**Educational Administration and Leadership Core (12 credits)**

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

**Research Core (6 credits)**

Advisor Approved

**Milestone Courses (3 credits)**

EDH 7964	Doctoral Candidacy Exam	1
EDH 7983	Dissertation Proposal Seminar	1
EDH 7985	Dissertation Defense	1

**Dissertation (15 credits)**

EDH 7980	Ph.D. Dissertation	
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**Candidacy Examination and Advancement to Candidacy**

To advance to candidacy, the student must select a dissertation committee and submit a draft of his or her proposal to the dissertation committees. The dissertation committee will review the proposal and determine, by majority votes, whether or not to advance the student to candidacy and to the proposal defense. This process constitutes the candidacy exam. To continue in the program, and barring official approval by the University Graduation School of a leave of absence during this process, the student will have 1 year after completion of all non-dissertation coursework to be admitted to candidacy.

If the dissertation committee advances the student to candidacy, the student will enroll in the following term in EDH 7964 and EDH 7983. In those courses, the student will continue to work on their proposal, complete the IRB approval process, if applicable, and successfully defend his or her dissertation proposal. The student will be required to submit all documents and forms related to the advancement to candidacy and dissertation proposal, including the D-2 and D-3, to the University Graduate School at the same time.

The University Graduate School admits students to candidacy. After advancement to candidacy, students must be continuously enrolled in a minimum of 3 dissertation credits (EDH 7980) each term until graduation.

**Dissertation Proposal**

A student admitted to candidacy must successfully complete and defend his or her proposal for the applied dissertation, which constitutes the research plan for the dissertation. Because the applied dissertation proposal is part of the candidacy exam process, please refer to the section on "Candidacy Examination and Advancement to Candidacy" in this catalog. More information about the dissertation proposal is available from the student's advisor.

#### Time to Completion

While this program is designed to be completed in 3 years, the University policy permits only 9 years to complete a doctoral program, counting from admission to graduation. 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:

Successful completion of all course work and candidacy exam; GPA of 3.00 or better; and

Successful completion, defense, and University approval of the applied dissertation.

## 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 research interests and career goals and relates these goals to the completion of the Ph.D. Program in Higher Education; 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.

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 cumulative 3.25 GPA for all graduate work attempted.
3. Official GRE scores.
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 overall on the IELTS is required.
5. The evidence from the writing sample that the applicant can perform doctoral-level work.
6. A possible interview with the Doctoral Admissions Committee.

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 to 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.

Admission into the doctoral program takes place once a year for entry in the Fall semester. Applicants should prepare all application materials in time for the program faculty and the Office of Graduate Admissions to receive them no later than December 1 for the following year's fall admissions.

#### Degree Requirements

##### Number of Credits Required:

A minimum of 75 credits are required for students entering the Ph.D. program without a Master's Degree, 63 credits for students entering the Ph.D. Program with a Master's Degree from an accredited institution in a nonrelated field, or 54 credits for those entering with a Master's Degree in Higher Education or related field from an accredited institution.

##### Composition of Coursework

Coursework for students entering the Ph.D. Program with a Master's Degree in Higher Education or related field are as follows:

EDH 7981	Doctoral Seminar	3
EDH 7964	Doctoral Candidacy Exam	1
EDH 7983	Dissertation Proposal Seminar	1
EDH 7985	Dissertation Defense	1
Research Methods/Methodology (12 credits minimum)		

Higher Education Core (21 credits minimum)  
Dissertation (15 credits minimum)

Coursework for students entering the Ph.D. Program with a Master's Degree in a non-related field are as follows:

EDH 7981	Doctoral Seminar	3
EDH 7964	Doctoral Candidacy Exam	1
EDH 7983	Dissertation Proposal Seminar	1
EDH 7985	Dissertation Defense	1

Research Methods/Methodology (12 credits minimum)

Higher Education Core (30 credits minimum)

Dissertation (15 credits minimum)

Coursework for students entering the Ph.D. Program without a Master's Degree are as follows:

EDH 7981	Doctoral Seminar	3
EDH 7964	Doctoral Candidacy Exam	1
EDH 7983	Dissertation Proposal Seminar	1
EDH 7985	Dissertation Defense	1

Research Methods/Methodology (12 credits minimum)

Higher Education Core (42 credits minimum)

Dissertation (15 credits minimum)

### Dissertation (15 hours minimum)

All doctoral students must be continuously enrolled in a minimum of three (3) dissertation credits (EDH 7980) each term following advancement to candidacy until graduation.

### 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. Further information about the dissertation is available from the student's advisor, and the University Graduate School.

### Candidacy Examination and Advancement to Candidacy

To advance to candidacy, the student must select a dissertation committee and submit a draft of his or her proposal to the dissertation committees. The dissertation committee will review the proposal and determine, by majority votes, whether or not to advance the student to candidacy and to the proposal defense. This process constitutes the candidacy exam. To continue in the program and barring official approval by the University Graduation School of a leave of absence during this process, the student will have 1 year after completion of all non-dissertation coursework to be admitted to candidacy. If the dissertation committee advances the student to candidacy, the student will enroll in the following term in EDH 7964 and EDH 7983. In those courses, the student will continue to work on their proposal, complete the IRB approval process, if applicable, and successfully defend his or her dissertation proposal.

The student will be required to submit all documents and forms related to the advancement to candidacy and dissertation proposal, including the **D-2** and **D-3**, to the University Graduate School at the same time.

The University Graduate School admits students to candidacy. After advancement to candidacy, students must be continuously enrolled in a minimum of 3 dissertation credits (EDH 7980) each term until graduation.

### Dissertation Proposal

A student admitted to candidacy must successfully complete and defend a proposal for their dissertation, which constitutes the research plan for the dissertation. Because the dissertation proposal is part of the candidacy exam process, please refer to the section on "Candidacy Examination and Advancement to Candidacy" in this catalog. More information about the dissertation proposal is available from the student's advisor.

### Master of Science in Higher Education Administration

Doctoral candidates in Higher Education who have not previously earned a master's degree in the field, who have completed 36 credits deemed appropriate by the program faculty (up to 6 credits can be applied from a previously master's degree), and whose D-2 has been approved by the University Graduate School, can receive a Master of Science in Higher Education Administration en route to the PhD.

### 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. In addition to EDH 7980, students must enroll in EDH 7985 in the term in which they will defend their dissertation.

### 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 all course work and candidacy 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 <sup>1</sup>	Cross Cultural Counseling	3
MHS 5340 <sup>1</sup>	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.

<sup>1</sup>MHS 5400 is a prerequisite and must be completed prior to enrollment in MHS 6428 and MHS 5340.

## 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
EDA 6222	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.

## Course Descriptions

### Definition of Prefixes

ADE - Adult Education/Human Resource Development; EDA - Education: Educational Leadership; EDF - Education: Foundations; EDH - Education - Higher; EDS - Education: Supervision; F-Fall semester offering; S-Spring semester offering; SS-Summer semester offering; ALT-alternate years; AR-as required.

**ADE 5383 Instructional Analysis and Design (3).** This course includes analyzing models for instructional analysis and design. Identifying the target population, instructional needs, job and task analysis. Developing learning objectives and related design. Prerequisites: ADE 5386, or ADE 5387, or permission of the instructor. (F)

**ADE 5386 Individual Learning and Adult Education (3).** Students differentiate learning theories related to teaching adults, contrast characteristics of adults relative to youth, and evaluate the implications of these relative adult learning situations. (F)

**ADE 5387 Organizational Learning and Human Resource Development (3).** Developing rationale and philosophy of human resource development and understanding theories of workplace and organizational learning. Understanding and applying models of organizational learning. (S)

**ADE 6074 Writing for Publication in Adult Education and Human Resource Development (3).** Students develop an understanding of the scholarly writing process and produce scholarly work for submission. Topics include

topic selection and manuscript organization, preparation, and review. (SS)

**ADE 6180 Organizational and Community Processes in AE/HRD (3).** This course analyzes human resource and community development programs, the processes and implemental strategies; needs assessment objectives, curricula, recruitment, implementation, and evaluation. (SS)

**ADE 6186 Comprehensive Program Evaluation in AE/HRD (3).** This course incorporates development of a comprehensive strategy for evaluating complex educational, training, human resource and organizational development programs. (F)

**ADE 6195 Perspectives on Adults with Disabilities (3).** In this course the student will distinguish the various perspectives of the employment, inclusion, and education of adults with disabilities; analyze forces that inhibit solutions; and develop programs, curricula, materials, recruitment strategies, and evaluation designs.

**ADE 6260 Management of AE/HRD Programs (3).** This course is composed of analyzing regulations affecting adult education/human resource development, selecting and training staff; selecting organizational patterns; executing managerial responsibilities; administering supportive services; relating training to organization development. (F)

**ADE 6286 Instructional Development and Implementation (3).** The course includes the following: 1. a systematic approach to developing instructional materials and strategies appropriate to adult and organizational needs and 2. implementation strategies including instructional delivery skills for adult learning. Prerequisite: ADE 5383 or permission of the instructor. (S)

**ADE 6360 Adult Teaching Methods (3).** Students explore adult teaching philosophy and methods and prepare to teach in a variety of adult learning environments such as higher education, community education, ABE, TESOL and adult literacy. Prerequisites: ADE 5386 or permission of instructor. (S)

**ADE 6476 Computer Based Training (3).** This is a basic course in computer based instruction and training which includes the application of instructional design to CBT, and proficiency in an authoring software. Prerequisites: ADE 5383 and working knowledge of personal computers are recommended. (S)

**ADE 6674 Trends and Issues in AE/HRD (3).** This course is comprised of presentation and analysis of state-of-art trends impacting development of human resources in specific organizations including educational agencies/business & industry/public sector and commerce. Prerequisites: ADE 6180 or equivalent. (F/Odd years)

**ADE 6906 Directed Study in Adult Education and Human Resource Development (1-3).** This is a course of specialized intensive study in areas of interest to the student. Prerequisite: Permission of the instructor. (AR)

**ADE 6925 Workshop in Adult Education and Human Resource Department (1-6).** The course includes intensive development of selected competencies related to instructional, curricular and/or administrative skills of

special interest to students in adult education/human resource development. (AR)

**ADE 6930 Seminar in Adult Education and Human Resource Development (1-3).** This course consists of intensive study of instructional, curricular, and/or administrative principles and practices for the solution of problems of special interest to students in adult education and human resource development. (AR)

**ADE 6935 Special Topics in Adult Education and Human Resource Development (1-3).** These are 'Mini-courses' which provide for an examination of special facets of adult education and human resource development. (AR)

**ADE 6945 Internship in Adult Education or Human Resource Development (3 or 6).** This course is required in both masters programs. Internship in organizations are according to students' needs & interests. Supervisory visits & conferences are periodically conducted. Prerequisites: ADE 6180, ADE 6260, ADE 6286 or permission of the instructor. (F)

**ADE 6946 Teaching Practicum (3).** With faculty supervision, students deliver instruction to acquire teaching experience in an adult education environment such as higher education, community education, ABE, TESOL or adult literacy. Prerequisites: Permission of the instructor. (AR)

**ADE 7475 Comparative Systems, Strategies and Materials for Adult Education/HRD (3).** This course is a review and critique of the prevailing inventory of packaged systems on the market. Examination of assumptions and problems surrounding their actual usage in local and national organizations will be addressed. Prerequisites: ADE 6180, ADE 5383. (SS/Odd years)

**ADE 7571 Consulting as an Adult Education/HRD Process (3).** This course includes examination of use of internal/external consultation in organizations and strategies for making entry diagnoses interventions achieving internalization of processes outcomes. (SS/Even Years)

**ADE 7772 Review of Research in Adult Education and Human Resource Development (3).** This course is required in the doctoral program and is composed of a review and synthesis of research & development activities in Adult Education/HRD; Examination of resources/practices/designs & justifications; and assessment of the status of research in this field. Prerequisites: At least six doctoral research credit hours. (S)

**ADE 7920 Colloquium in AE/HRD (1-6).** Lectures & discussions are given by distinguished educators/social scientists/organizational executives/graduate faculty and students. The colloquia present specific topics related to issues/trends/designs and applications.

**ADE 7964 Comprehensive Doctoral Examination, Adult Education/HRD (0).** This course is the comprehensive doctoral examination in the Adult Education/Human Resource Development. Prerequisite: Permission of Major Professor. (F,S,SS)

**ADE 7980 Ed.D. Dissertation (1-12).** This course focuses on research for doctoral dissertation for those students approved for candidacy in the Adult Education/Human

Resource Development Program. Prerequisites: Permission of Major Professor and Doctoral Candidacy. (F,S,SS)

**ADE 7985 Dissertation Defense (0).** This course is the defense of dissertation. Prerequisites: Permission of Major Professor and ADE 7980. (F,S,SS)

**EDA 6061 Introduction to Educational Leadership (3).** This course is an Introduction to Educational Administration/Leadership as a field of both study and practice. Emphasis is placed on the social, economic, and political context of contemporary educational administration; the organization, governance, and control of American education; and Educational Administration/Leadership as a profession and career. (F,S,SS)

**EDA 6192 Leadership in Education (3).** This course includes a review, analysis and application of concepts and theories of leadership with emphasis on organizational and environmental factors, group dynamics, and change processes in education. (F,S,SS)

**EDA 6195 Communication in Educational Leadership (3).** This course consists of analysis of principles, processes, and techniques of effective communication, public relations in educational leadership, and school-community relations. (F,S,SS)

**EDA 6222 School Personnel Administration (3).** This course provides the knowledge and skills essential for exercising effective leadership in school personnel recruitment, selection, orientation, assessment, and professional development.

**EDA 6232 School Law (3).** This is a basic course in school law. (F,S,SS)

**EDA 6242 School Finance (3).** This course describes and analyzes current and emerging school finance plans; the influence of the courts and federal and state legislation on those plans; the Florida Education Finance Plan; and the budget responsibilities of the school principal. (F,S,SS)

**EDA 6271C Administering Educational Technology (3).** This course is designed to provide pre-service and in-service administrators with the theoretical and practical knowledge necessary for planning and implementing technology in schools. Students will develop a knowledge base of technology applications essential for educational administrators. (F,S,SS)

**EDA 6503 Instructional Leadership (3).** This course focuses on the role of instructional leadership in schools and the role of school administrators in promoting and sustaining instructional leadership. (F,S,SS)

**EDA 6905 Directed Study in Educational Leadership (1-3).** This course is for advanced graduate students wishing to engage in independent study under the direction of a faculty member. Prerequisites: Admission to master's program and permission of instructor. (F, S,SS)

**EDA 6925 Workshop in Educational Administration and Supervision (1-6).** This course offers an opportunity for experienced school personnel to participate in a problem-solving workshop. (AR)

**EDA 6928 Special Topics: School Improvement (1-6).** This course offers an opportunity for experienced school personnel to participate in a school improvement workshop. (AR)

**EDA 6930 Seminar in Educational Leadership (3).** This course is a review of selected concepts and competencies in the field of educational leadership. (AR)

**EDA 6941 Practicum in Educational Leadership (3).** This course consists of application of theory and research to field-based problems in educational administration/leadership. Prerequisite: Permission of the instructor. (AR)

**EDA 6943 Administrative Internship (1-6).** This course will provide supervised field experience appropriate to the student's interests and professional goals. Prerequisite: Permission of the instructor. (F,S,SS)

**EDA 6945 Colloquium in Educational Administration (3).** This course examines selected contemporary policy and practice issues in educational administration and supervision. It is repeatable with permission of the instructor. (AR)

**EDA 7069 Educational Policy (3).** This course is a review, analysis, and synthesis of various concepts and models of educational policy formation and implementation. It is for doctoral students only.

**EDA 7103 Theories of Educational Administration (3).** This course is an examination of theoretical constructs and models related to the organization and administration of educational institutions. Prerequisite: Admission to doctoral program. Doctoral students only.

**EDA 7233 Ethics and Educational Leadership (3).** This course is an exploration of ethical concepts and issues in educational administration and leadership that emphasizes the enhancement of personal and professional skills of ethical reasoning and reflection in decision-making situations. (AR)

**EDA 7288 Politics of Education (3).** This course is an analysis of the political dynamics of educational governance and the political dimension of educational administration. Doctoral students only. (F)

**EDA 7905 Directed Study in Educational Administration and Supervision (1-6).** This course is for advanced graduate students wishing to engage in independent study under the direction of a faculty member. Prerequisite: Permission of the instructor. (F,S,SS)

**EDA 7930 Seminar in Educational Administration and Supervision (3).** This course considers critical issues and problems in the administration of educational institutions. (AR)

**EDA 7961 Dissertation Research Seminar (3).** This course is designed to provide advanced doctoral students with a knowledge and understanding of the process of dissertation research and writing and of the dissertation defense. Prerequisite: Advanced doctoral standing. (AR)

**EDA 7964 Comprehensive Doctoral Examination, Educational Administration and Supervision (0).** This is the comprehensive doctoral examination in Educational Administration and Supervision. Prerequisite: permission of major professor. (F,S,SS)

**EDA 7979 Dissertation Research Seminar (3).** This course is designed to provide advanced doctoral students with a knowledge and understanding of the process of (1) dissertation research and writing, and (2) the dissertation defense. Prerequisite: advanced doctoral standing.

**EDA 7980 Ed.D. Dissertation (1-12).** This course consists of research for doctoral dissertation. Prerequisite: Permission of major professor and doctoral candidacy. (F,S,SS)

**EDA 7985 Dissertation Defense (0).** This is the defense of doctoral dissertation. Prerequisite: Permission of the major professor and EDA 7980. (F,S,SS)

**EDF 5517 History of Education in the Changing Social and Philosophical Context of the American Republic (3).** This course is an historical examination of formal education in the changing social and philosophical context of the American republic. Special focus is on school/society relationship. (F,SS)

**EDF 5851 Social/Cultural Conflict in Educational Change (3).** This course explores radical interpretations of the relationship of education to development in the Third World. Emphasis will be placed on the problem of values conflict and on the use of appropriate educational technologies. (AR)

**EDF 5880 Intercultural Education: National and International Perspectives (3).** Analysis of concepts and programs of intercultural and international education. Consideration of the role of education in fostering intercultural understanding both nationally and internationally. (F)

**EDF 5905 Directed Study in Education (1-3).** The student plans and carries out an independent study project under direction. Topics are to directly relate to content of education courses. Independent study may not substitute for regular course offerings. Prerequisites: Written permission of the chairman of the Division and the approval of the instructor. (F,S,SS)

**EDF 5942 Multicultural Seminar and Practicum in Urban Education (3).** This course includes effective methods of educating immigrant and other minority children. Prerequisite: Current Florida Teaching Certificate. (AR)

**EDF 5955 Field Study Abroad (3-6).** Development of international and cross-cultural understandings of educational philosophies and systems through planned travel and study abroad. (SS)

**EDF 6365 Cultural Identities and Conflict (3).** This course provides students with an opportunity to conduct research on the construction of cultural identities. It emphasizes the analysis of the role played by cultural identity symbols in conflict situations.

**EDF 6366 Conflict Resolution: Negotiation-Based Perspectives (3).** This course introduces students to negotiation-based perspectives on conflict resolution. It provides opportunities to learn problem-solving strategies to move from confrontation to collaboration.

**EDF 6367 Interactive Conflict Resolution: A Third-Party Perspective (3).** This is an overview of the field of interactive conflict resolution or third-party perspective. It provides opportunities to conduct research and acquire preliminary skill as third-party facilitators.

**EDF 6487 Action Research for Educators (3).** The first part of a two semester sequence providing the knowledge and skills necessary for conducting research in schools

and classrooms by teachers and administrators; using the results of this research to inform practice. Prerequisite: EDF 5481.

**EDF 6602 Social and Philosophical Foundation of Education: An Urban Perspective (3).** Conceptualization and development of education by development of social analysis and ethical decision making. Prerequisite: Admission to Focus/Masters program. (AR)

**EDF 6608 Social, Philosophical and Historical Foundations of Education (3).** This course is required of students seeking a regular Masters degree in Education. It will assist students in examining and explaining the differing social context of schooling, the diverse value orientation represented in formal and informal education and the major historical forces shaping schooling in America. (F,S,SS)

**EDF 6621 Economic Principles of Education (3).** This course covers the linkages between education and the economy. Higher education, corporate interest, and privatization are examined in light of market forces. Emerging trends in the knowledge economy, labor/skill demand also discussed.

**EDF 6636 Intercultural Studies: A Qualitative and Quantitative Analysis (3).** This course is a study of interrelationship between race, class, gender, ethnicity, and national origin and their influence in learning. Prerequisite: EDF 5481. (AR)

**EDF 6654 Macro- and Micro-Planning in Education (3).** This course is designed to study the theoretical and methodological foundations of educational planning in the U.S. and other countries. (F)

**EDF 6658 Selected Topics in International Development Education: Current Policy Issues and Problems (3).** This course is dedicated to the study of contemporary problems and issues in the fields of educational policy, planning, management, implementation, and research in developing societies. (AR)

**EDF 6684 Building Home School Community Partnerships in a Context of Justice and Civic Engagement (3).** Students study communities involved in the education of their children, especially marginalized children and families, exploring why and how these communities partner and the implications for teachers.

**EDF 6689 Contemporary Issues in Urban Education (3).** This course examines the state of urban education and contemporary urban life in America. Prerequisite: Admission to Masters program. (AR)

**EDF 6766 Education, the Environment, and Sustainable Futures (3).** This course presents an overview of issues in sustainable development, education and the modern school. Efforts will be made to explore the roles that education and culture play in environmental degradation.

**EDF 6812 National Educational Systems: A Comparative Analysis (3).** Examination of educational structures and guiding educational objectives in a limited number of both developed and developing countries. Analysis of responses of national educational systems to common educational issues. (S)

**EDF 6850 International Development Education: Contemporary Planning Models and Techniques (3).** This course is designed to explore the relationship between education and the modernization/development process. Special emphasis on historic/contemporary educational planning models and techniques. Prerequisite: EDF 5481. (S)

**EDF 6852 Educational Development Issues in Context: A Multidisciplinary Perspective (3).** This course is a critical analysis of educational reforms of the past and the present, drawing on social science research and policy issues in the Third World. Prerequisite: EDF 6850. (S)

**EDF 6906 Directed Study in International Development Education (3).** This course is a specialized intensive study in areas of interest to International Development Education majors. Prerequisite: Approval of program advisor and instructor. (F,S,SS)

**EDF 6925 Special Topics in Urban Education (1-5).** This is an opportunity for school personnel to develop special competencies in teaching in an urban environment. Prerequisite: Permission of the instructor. (AR)

**EDF 6941 Practicum in Action Research (3).** This course develops the skills of researchers who engage in the process of action research in areas associated with urban education. Prerequisite: EDF 6487. (AR)

**EDF 6972 Thesis in International Development Education (3-9).** A thesis is required of students in International Development Education which demonstrates the application of their analytical, conceptual, and technical skills to a specific educational development problem. Prerequisite: Final semester standing in the International Development Education Master's degree program. (F,S,SS)

**EDF 7493 Transcultural/Transnational Research and Evaluation Methodology (3).** This course is an in-depth examination and discussion of the issues, dilemmas, and specific design requirements in conducting transcultural and transnational research and evaluation. Prerequisites: EDF 7492 and EDP 7504.

**EDF 7656 International Development Education: Innovative Approaches in Educational Planning (3).** Introduction to educational planning approaches which stress decentralization. It focuses on new and innovative perspectives which emphasize strategic aspects of educational planning. (AR)

**EDF 7934 Seminar in the Social Foundations of Education (3).** This course provides a social and philosophical frame of reference reflecting the society in which education occurs and the resulting implications for the functioning of schools. Prerequisites: M.S. or equivalent and at least one graduate course in history, philosophy or sociology, or equivalent. (AR)

**EDF 7937 Advanced Topics in the Social Foundations of Education (3).** This course is an in-depth, advanced exploration of a specific area, issue, or practice in relation to the evolving social, philosophical and historical context of American schooling. Prerequisite: Doctoral students only. (F,S,SS)

**EDH 6041 Foundations of Academic Advising (3).** This course provides overview of developmental advising

theories and current research on academic advising, cultural issues related to advising, and delivery systems for advising.

**EDH 6045 College Student Development Theory (3).** This course is an overview of the most commonly used theories of student development in higher education including the research on which they are based and their application to practice with diverse student populations, issues, and settings.

**EDH 6047 College Student Life and Culture (3).** This course examines college students in the US from a socio-cultural perspective. Compares student life across historical contexts, various student types, and current issues related to student development.

**EDH 6050C Women and Higher Education (3).** This course focuses on the history of women in higher education and provides a gender analysis of current higher education issues.

**EDH 6051C Leadership in Higher Education (3).** This course consists of an analysis and comparison of leadership theories, followership, leadership and management, ethics of leadership, and power and gender issues in higher education.

**EDH 6055 Access and Choice in US Higher Education (3).** This course examines who goes to college, how they choose, how they pay. Issues include college choice models, types of institutions, equality of access to college, financial aid, rankings, and affirmative action.

**EDH 6061 History of Higher Education (3).** This course examines the history of American higher education.

**EDH 6066 Contemporary Issues in Higher Education (3).** Study of contemporary issues confronting higher education. Emphasis is on the identification, definition, and study of issues and how they might be addressed by educational leaders and policy makers.

**EDH 6085 Diversity and Social Justice in Higher Education (3).** An introduction to diversity and social justice, exploring racism, sexism, ableism, classism, and other related topics.

**EDH 6401 Counseling Skills for Higher Education Professionals (3).** An introduction to some of the mental health issues facing college students that can inhibit their learning process and impact their abilities to persist and graduate.

**EDH 6404 Legal Issues in Higher Education Administration (3).** This course offers a survey of legal issues of interest to practitioners in the field of higher education, including student rights, employment rights, due process, free speech, tort liability.

**EDH 6633 Introduction to Higher Education Administration (3).** This course is an overview of higher education administration through a review of its history, theoretical foundations, functional areas, administrative structures, and current and future issues.

**EDH 6634 Organization and Administration of Student Affairs (3).** This course is an exploration of organizational and administrative issues in Student Affairs including relationship to other executive areas, interrelationship of units, research, leadership and case studies.

**EDH 6637 Crisis Management in Higher Education (3).**

This course studies the theories and practical approaches to managing crises in institutions of higher education. Students learn how institutions plan for crises and respond to crises effectively.

**EDH 6905 Directed Study in Higher Education (1-6).**

Specialized intensive study in higher education and/or community college is in areas of interest to the student and is subject to approval of program advisor. Prerequisite: Permission of the instructor.

**EDH 6925 Special Topics in Higher Education (1-3).**

This course is an intensive development of selected competencies related to staff development and/or administrative skills of special interest to students in higher education.

**EDH 6935 Special Topics in Higher Education (3).** This course provides for the examination of a particular academic topic of interest to students in higher education.

**EDH 6943 Practicum in Higher Education Administration (3-6).**

Supervised practice in Higher Education offices/agencies to gain understanding of office/agency functions and role(s) of employees. Prerequisites: Fully admitted and completion of one semester.

**EDH 6970 Master's Thesis (1-3).** An individually supervised research project demonstrating the application of analytical, conceptual and technical skill to a specific higher education problem.

**EDH 7040 Advanced Seminar on the College Student (3).**

This seminar provides a critical understanding of the research on the college student by examining the demographic, psychological, sociological, and interpretive literature.

**EDH 7052 Student and Support Services (3).** This is a comprehensive introduction and overview of student affairs in higher education including history, evaluation and growth, philosophical underpinnings, educational significance, administrative aspects and understanding of individual student service areas.

**EDH 7053 Higher Education: Community College (3).**

This course examines the structure of the community college including: curriculum; administration and legal aspects; the community college concept; technical and career programs and current issues and problems.

**EDH 7058 International Comparative Higher Education (3).**

The course provides a broad survey of international comparative higher education, including a cross-cultural perspective on historical and contemporary issues related to the structure and governance of higher education systems in various world regions and individual countries.

**EDH 7065 Philosophy of Higher Education (3).**

This doctoral seminar examines philosophical positions in higher education.

**EDH 7209 Interpretive Inquiry in Higher Education (3).**

Examines methods of inquiry in higher education including narrative, life history, phenomenology, hermeneutics, critical, feminist, and poststructural inquiry.

**EDH 7225 Higher Education: Developmental Programs (3).**

This course examines the spectrum of developmental programs in higher education. Special attention is given to

program structure, academic support systems and curricula designed to increase student achievement.

**EDH 7307 Higher Education: Instructional Methods (3).**

This course will develop knowledge of and skill in the use of higher education instructional methods, such as lecture, discussion, demonstration, TV instruction, and computer assisted instruction.

**EDH 7308 Higher Education: Occupational Programs (3).**

This is a core course in the doctoral program in higher education: Instruction. It is designed to help students develop an in-depth knowledge of occupational programs in higher education and the students it serves. Prerequisite: Graduate standing.

**EDH 7401C Higher Education and Public Policy (3).**

This course examines the general topic of the relationship between the federal government and higher education is developed. Major attention is given to developments since WWII.

**EDH 7402C State Policy and Higher Education (3).**

The general topic of this course is the relationship developed between the state government and higher education. Major attention is given to developments since WWII.

**EDH 7405 Advanced Seminar on Law and Higher Education (3).**

This course offers students advanced study, research and writing on legal issues, including governance, faculty, and regulation by all levels of governments. Prerequisite: EDH 6404 (or equivalent).

**EDH 7505 Higher Education: Finance (3).**

This is an intermediate course in Higher Education. Presents the economic and financial issues of Higher Education providing base for administrators and practitioners.

**EDH 7635 Administration of Higher Education (3).**

Analysis of colleges and universities as social organizations with special emphasis on issues of administration, organization, and governance in higher education.

**EDH 7931 Seminar on Class, Gender, and Race in Higher Education (3).**

Examines historical and contemporary interrelationships of hegemony, domination, and power undergirding sociocultural viewpoints, institutional forces, and policy discourses in higher education.

**EDH 7937 Special Research Topics in Higher Education Administration (3).**

This doctoral seminar is devoted to the in-depth treatment of selected theories and research topics in the field of higher education.

**EDH 7939 Critical Texts in Higher Education (3).**

Thematic seminar devoted to the in-depth reading of key texts defining the field of higher education. Theme changes every term and may be taken more than once.

**EDH 7964 Doctoral Candidacy Examination (1).**

Prerequisite: Permission of Major Professor.

**EDH 7980 Ph.D. Dissertation (1-12).**

This course consists of research for doctoral dissertation. Prerequisites: Permission of Major Professor and Doctoral Candidacy. Course may be repeated as needed.

**EDH 7981 Doctoral Seminar (3).**

This course offers doctoral students understanding of doctoral study, including skills necessary for successfully completing

dissertation. Admission into doctoral program in Higher Education necessary. Prerequisite: Admission into the doctoral program in Higher Education.

**EDH 7983 Doctoral Proposal Seminar (1).** This course is a defense of the dissertation proposal. Instructor consent required. Prerequisite: Major Professor Approval.

**EDH 7985 Dissertation Defense (1).** This course is the defense of dissertation.

**EDS 6050 Supervision and Staff Development (3).** This course consists of the study of competencies in supervision and staff development.