

Educational Leadership and Policy Studies

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General Information

The Department of Educational Leadership is substantially directed toward masters and doctoral level preparation. The department offers programs and courses for students interested in working in a wide range of organizational, urban, multicultural, and international contexts of education and training. Academic preparation focuses on educational leadership, management, planning, design, evaluation, policy development and analysis, and instruction. In addition, the department provides core undergraduate and graduate curricula in historical, comparative, cultural, social, and philosophical foundations of education. The department's academic inventory consists of six master's degrees and/or master's tracks, six doctoral degrees and/or tracks, an educational specialist degree, and professional certification programs. Approximately 19 faculty members, all with terminal degrees and substantial and diverse academic and practical experience, offer students a rich opportunity for study and research in many of today's most interesting and challenging areas of education.

The following pages describe the various graduate offerings of the department. 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 Leadership and Policy Studies offers the following degree programs:

Masters Degrees

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

Educational Specialist Degree

Educational Leadership

Doctor of Education Degrees

Adult Education and Human Resource Development
Educational Administration and Supervision
Higher Education
International and Intercultural Development
Education¹

¹Track within Adult Education and Human Resource Development and within Higher Education

Graduate Certificate Program

Conflict Resolution and Consensus Building
Educational Leadership

Master of Science Programs in Adult Education and Human Resource Development

The Graduate Programs in Adult Education and Human Resource Development (AE/HRD) are designed for the individual who chooses to serve as AE/HRD director/manager, instructional designer, teacher, instructor, trainer, counselor, and/or researcher. Graduates are working in AE/HRD programs in business and industry, public schools, hospitals, governmental agencies, community colleges, universities, civic associations, military service, and other agencies. Graduate programs of study are designed with regard to an individual's specific interests, needs, and career goals. Two master's degree programs are offered: Adult Education and Human Resource Development.

Admission Requirements

1. A 3.0 GPA or higher in the last 60 hours of upper-division coursework;
2. A resume of professional experiences and responsibilities;
3. A statement of intent (encompassing career goals and aspirations and their projected fulfillment as a result of participation in the program); and
4. Three letters of recommendation (combining professional and academic sources).

Adult Education (AE)

The program in Adult Education is designed for persons interested in working in public school or higher education adult and continuing education. It consists of a minimum of 36 hours, with 21 hours required, and a minimum of 15 hours of electives.

Required Program: (36 hours minimum)

Required Core: (21-24):

ADE 5081 Introduction to Adult Education and Human Resource Development

ADE 5385	Adult Teaching and Learning	3
ADE 6180	Organizational/ Community Processes in AE/HRD	3
ADE 6186	Comprehensive Program Evaluation in AE/HRD	3
ADE 6260	Management of AE/HRD Programs	3
ADE 6945	Internship in AE/HRD	3-6
EDF 5481	Foundations of Educational Research	3

Advised Electives (15 hours minimum)

Human Resource Development (HRD)

The program in Human Resource Development is designed for persons interested in working in business and industry, government, health, and other similar organizations. The program consists of a minimum of 36 hours, with 24 hours required, and a minimum of 12 hours of electives.

Required Program: (36 hours minimum)

Required Core: (24)

ADE 5081	Introduction to Adult Education and Human Resource Development	3
ADE 5385	Adult Teaching and Learning	3
ADE 6180	Organizational and Community Processes in AE/HRD	3
ADE 5383	Instructional Analysis and Design	3
ADE 6286	Instructional Development and Implementation	3
ADE 6260	Management of AE/HRD Programs	3
ADE 6945	Internship in AE/HRD	3
EDF 5481	Foundations of Education Research	3

Advised Electives (12 hours minimum)

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; and
5. A brief written statement (approximately 250 words) articulating the applicant's professional career goals and aspirations.

Program of Study

The program of study comprises a minimum of 39 semester hours.

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	Microcomputer Application for Administrators	3
EDA 6930	Seminar in Educational Leadership	3
EDF 5481	Foundations of Educational Research	3
EDS 6115	School Personnel Administration	3
EDF 6608	Social, Philosophical and Historical Foundations of Education	3
EDF 6211	Psychological Foundations of Education	3
	Advisor approved electives	6

Six semester hours of approved electives must be earned in one of the following areas: Early Childhood, Middle School, Secondary School, or Exceptional Student Education. The selection of courses to meet this requirement requires the approval of a faculty advisor.

Master of Science in Higher Education Administration

The Master of Science in Higher Education Administration prepares graduates to serve in a variety of roles at colleges and universities and related institutions. The academic program is run as a partnership with FIU's Student Affairs division, and integrates class-work with assistantships 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.

Program Requirements: The program of studies (15 courses/45 semester hours) is as follows:

Professional Studies (9 hrs)

EDF 6211	Psychological Foundations of Education
EDF 5481	Analysis and Application of Educational Research
EDF 6608	Social, Philosophical, and Historical Foundations of Ed.

Required Courses (15 hrs)

EDA 7550	Administration of Higher Education
EDA 7236	Law and Higher Education
EDH 6925	Special Topics in Higher Education
EDH 6047	College Student Life and Culture (The American College Student)
EDH 6055	Access and Choice in Higher Education

Suggested Elective Tracks (9-12 hrs)

There will be no mandated elective concentrations. However, each student will work with an advisor to develop a plan of study that addresses the student's primary area of interest within higher education administration. The following tracks are suggested sequences of courses.

- **Leadership & Management**

SDS 6646	Introduction to Student Affairs Administration
EDH 6051C	Leadership in Higher Education
EDA 6943	Practicum in Higher Ed Admin

- **Student Affairs Administration**
 - SDS 6646 Introduction to Student Affairs Administration
 - EDH 6045 Student Development Theory
 - EDA 6943 Practicum in Student Personnel
- **Community College Leadership**
 - EDH 7204 Higher Education: The Community College
 - EDH 7225 Higher Education Developmental Programs
 - EDA 6943 Practicum in Community Colleges
- **Public Policy**
 - EDH 7401C Higher Education and Public Policy
 - EDH 7402C State Policy and Higher Education
 - EDH 7505 Finance in Higher Education
 - EDA 6943 Practicum in Higher Ed Policy (3hrs within FIU gov't affairs office)

Advisor Approved Electives (9-12 hrs)

In addition to the courses listed in other elective tracks, student may choose from among these and other courses.

- EDH 6050 Women in Higher Education
- EDF 6812 National Education Systems: A Comparative Analysis
- EDF 6850 International Development Education: Contemp. Planning
- EIA 5925L Special Topics in Technology Education
- EIA 6931 Analysis of Technology Education
- MHS 5400 Counseling Skills and Techniques
- MHS 6428 Cross Cultural Counseling

Comprehensive Exam

Student will sit for a three-hour written exam, answering 2-3 questions written by the Higher Education program faculty.

Core Requirements

The 5 classes in the core requirements 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.

Elective Tracks

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

Practicum Experiences

A professional degree in university administration should allow for some guided practical experience. The practicum sections allow students the opportunity to earn credit while gaining valuable hands-on experience in a variety of administrative areas. Practicum sections will include an academic component designed by the Higher Education faculty and the section supervisor.

- No more than 6 hours of practicum will count towards the overall degree requirements.
- No more than 3 hours of practicum will count towards fulfilling the elective concentration

requirement. Any additional hours will fulfill the open elective requirement.

Standards for admission include a GPA of 3.0 in last 60 semester hours of upper division undergraduate study. Some professional work experience or experience as a student leader is desirable, but not required.

The graduation requirements include successful completion of the required program of study and the comprehensive exam.

Master of Science in International/Intercultural Education

The Master of Science degree in International/Intercultural Education (IIE) is designed to provide graduate training to students interested in education within the contexts of a changing global society. The program places special emphasis on policy implementation and evaluation within this global perspective. Such knowledge and skills are developed in relation to cultural, pedagogical and ideological bases of education.

Admission Requirements

To be admitted into the master's degree program in International/Intercultural Education (IIE), a student must have (a) a bachelor's degree from an accredited U.S. institute 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.

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 project development and evaluation, training programs and understanding current and future-oriented policy issues and problems in education.

Foundations of Education (6)

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

Global Context of Education (12)

- EDF 6880 Intercultural Ed: National and International Perspectives 3
- EDF 6852 Educational Development Issues in Context: A Multidisciplinary Perspective 3
- SSE 5381 Developing a Global Perspective 3
- TSL 5245 Developing Language and Literacy 3

Educational Research and Evaluation

Methods (3)

- EDF 5481 Foundations of Educational Research 3

Educational Policy, Implementation Evaluation**Skills (6)**

The student will select, with advisor's permission, a minimum of six semester hours from the following courses:

EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis	3
EDF 6444	Consultation and Assessment with Culturally and Linguistically Diverse Populations	3
EDF 7492	Educational Program Evaluation	3
EDF 5851	Socio/Cultural Conflict in Educational Change	3
EDF 6651	IDE: Educational Technology, Planning and Assessment	3
AFA 6325	Pedagogy in the African Diaspora: Literacy, Culture, Race and Gender	3
EDG 5707	Cross-Cultural Studies in Education	3
EDG 6943	Supervised Field Experience	1-5
EDF 5955	Field Study Abroad	3-6
EDF 6658	Selected Topics: International Development Education, Current Policy Issues and Problems	3
EDF 6906	Directed Study in IDE	3

Cognate (6)

The student will select two courses from a cognate area either within the College of Education or in Arts and Sciences such as Political Science, International Relations, Anthropology, Women's Studies and Geography.

Thesis Option (6 credit hours)

A student can elect to do a thesis instead of a cognate. The thesis should facilitate the integration of theoretical and practical knowledge acquired throughout the program. The thesis topic is selected and developed in consultation with a faculty advisor and an appointed Graduate Faculty thesis committee. The thesis demonstrates the student's ability to apply analytical, conceptual and technical skills to a specific educational development problem of domestic, regional or international significance.

Non-Thesis Option

A student shall complete 33 credit hours of coursework, approved by her or his supervisory committee. The candidate is required to write a comprehensive/interdisciplinary paper to test the student's general ability in integrating the disciplinary sources of International/Intercultural Development Education. The topic for the paper is given near the end of the candidate's final semester by a committee composed of three faculty members appointed by the IIE Graduate Program. The student has one week to accomplish the task. If the committee considers the paper insufficient, the student may rewrite the paper only once until one semester has elapsed or until additional work prescribed by the committee is completed.

Dual Specialties

Students have the opportunity to gain basic expertise in other fields such as: 1) economics, sociology, anthropology, international relations, business administration, etc. 2) adult education, administration and supervisions, community college and higher education, curriculum and instruction; 3) comparative education; 4) intercultural communication and systems consultation; 5) the social contexts of education and development; or 6)

any other field of interest approved by the faculty advisor. The student shall complete 24 hours in IDE and he/she will select, with advisor's permission, a minimum of 12 semester hours from courses available in one of the following areas:

- A content area of educational specialization
- Comparative/Intercultural Education
- Social, Cultural, Technological, Scientific, Economic and/or Political Context of Development
- Course in any other area of special interest to the student.

Master of Science in Urban Education

The Master of Science in Urban Education is a program designed to provide specialized knowledge and practice in areas related to urban/multicultural contexts. It aims at enhancing the effectiveness of teachers serving in diverse urban settings. The program represents a collaboration among the Miami-Dade County Public schools, the United Teachers of Dade (UTD) and the College of Education. It places special emphasis on developing the skills of teachers as researchers by engaging in action research projects at individual school sites. The Master's program requires the completion of 36 semester hours of course work at the graduate level with a minimum 3.0 GPA. A maximum of six graduate hours may be transferred from another institution, upon approval from an advisor.

Admission Requirements

To be admitted into the Master's degree in Urban Education, a student must have: (a) a 3.0 GPA for the last 60 hours of upper-division coursework, and (b) an interview with faculty, (c) an autobiographical statement, (d) a letter of intent, and (e) three letters of recommendation (academic and professional sources).

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

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

Research and Development Project Core (9)

EDF 5481	Foundations of Educational Research	3
EDF 6925	Special Topics in Urban Education: Qualitative Research in Urban Education	3
	or	
EDF 6475	Qualitative Foundations of Educational Research	3
EDE 5941	Practicum: Urban Elementary/Secondary Schools (Action Research Project)	3

Specialty Track #1: Multicultural/TESOL (18)

This specialty track develops the skills of educators to work with linguistically and culturally diverse populations while providing an opportunity to fulfill State requirement for add-on ESOL endorsement.

TSL 5142	Curriculum Development in TESOL	3
TSL 5245	Developing ESOL Language and Literacy	3
TSL 5371	Special Methods of TESOL	3
TSL 5938	Principles of ESOL Testing	3

EDE 5942	Multicultural Seminar and Practicum in Urban Education	3
EDG 5707	Cultural/Cross-cultural Studies in Education	3

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

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

EDG 5325	Analysis of Teaching	3
EDF 7215	Application of Learning Theory to Instruction	3
EME 5602	Multimedia in the Classroom or	3

Interdisciplinary Electives: (select three)

EDG 5707	Cultural/Cross-cultural Studies in Education	3
EDF 6444	Consultation and Assessment with Culturally and Linguistically Diverse Populations	3
TSL 5142	Curriculum Development in TESOL	3
TSL 5245	Developing ESOL Language and Literacy	3
TSL 5371	Special Methods of TESOL	3
TSL 5938	Principles of ESOL Testing	3

Specialty Track #3: Learning Technologies (18)

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

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

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

Specialty Track #4: Urban Education (15)

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

Guided Electives in Urban Education (6)

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

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

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

Six hours of electives may be taken in lieu of courses above with approval of academic advisor.

Educational Specialist in Educational Leadership

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

Admission Requirements

Admission to the program is based on the following criteria:

1. A master's degree (or equivalent) and a grade point average of at least 3.25 (on 4.0 scale);
2. At least three years of successful full-time teaching experience prior to application for admission to the program;
3. Two letters of recommendation from individuals who can comment on the applicant's leadership potential and qualifications for successfully participating in the program;
4. A current resume (curriculum vitae), including education, professional preparation, and employment history; and
5. A brief written statement (approximately 250 words) articulating the applicant's professional career goals and aspirations.

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/M Measurement and Evaluation	6

Doctor of Education Programs

Common Minimum Admission Requirements

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

1. A completed 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.

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

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

1. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper level undergraduate work.
2. A 3.25 GPA in all graduate work attempted.
3. A master's degree from an accredited institution, A bachelor's degree from an accredited institution may be accepted for Admission.
4. A minimum combined verbal and quantitative score of 1000 on the GRE.
5. International graduate student applicants whose native language is not English are required to submit a score for the Test of English as a Foreign Language (TOEFL) or for the International English Language Testing System (IELTS). A total score of 80 on the iBT TOEFL or 6.3 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 Coordinator of Doctoral Programs or program faculty.

Professional Education Core

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

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

Research and Statistics Core (9 hours minimum)

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

STA 6166	Statistical Methods in Research I	3
EDF 6486	Research Methods in Education: Experimental Design and Analysis ¹	3

¹Prerequisite: EDF 5481 and STA 6166.

And one of the following:

EDF 6403	Quantitative Foundations of Educational Research	3
	or	
EDF 6475	Qualitative Foundations of Educational Research	3

Candidacy Examinations and Advancement to Candidacy

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

Program Core (24-36 hours minimum)

Advised Electives

Dissertation (24 hours minimum)

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

The student is expected to complete the dissertation within five 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 are to be undertaken each semester the dissertation is being prepared. Continuous enrollment in dissertation study is required (including summer semesters).

Adult Education and Human Resource Development (AE/HRD)

Two options are available within the doctoral program in Adult Education and Human Resource Development (AE/HRD): (1) the major (code 0177) in AE/HRD, and (2) a track (code 0256) specializing in International and Intercultural Development Education. Each option prepares advanced professionals to facilitate individual, organizational, and career development and advancement of adults in the nation and the world.

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

Participants in the AE/HRD doctoral program and its affiliated tracks 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 College of Education's common minimum admission requirements, applicants must possess the following qualifications:

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

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

Adult Education and Human Resource Development
(code 0177)**Program of Study**

Doctoral programs of study vary according to the individual needs of the participants and their current or anticipated professional goals. A typical program will require a minimum of 101 semester hours beyond the baccalaureate degree and will involve the categories of courses noted below. The list should be considered as a sample program rather than an absolute delineation of exact requirements. Actual programs of study are planned by the participants, their major professor, and their program of studies supervisory committee.

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

The adult education and HRD core includes courses in areas such as comprehensive adult education and HRD planning, program development, instructional design, adult teaching and learning, trends and issues, strategies, and research.

Research and Statistics (9 hours minimum)

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

Electives (3 - 9 semester hours minimum)

Electives vary according to the participants' background and professional goals and are selected with the guidance of the participant's program of studies supervisory committee.

Prospectus and Dissertation (24 semester hours minimum)

Participants are responsible for a minimum of 24 semester hours of dissertation credits. The dissertation must be an original contribution to knowledge in an area of adult education, human resource development, and/or vocational-technical education (workforce development). Participants are expected to complete the dissertation within nine years from their date of admission to the AE/HRD doctoral program. A minimum of six 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.

International and Intercultural Development Education
Track (code 0256)**Program Description**

The Doctor of Education (Ed.D.) degree program in Adult Education and Human Resource Development with a

specialization in International and Intercultural Development Education (IIDE) is designed (a) to serve the advanced professional development needs of individuals concerned with the improvement of education and development, planning, research, training, evaluation and other types of developmental programs, distance learning and innovative practices which focus on adult learners and (b) to provide technical assistance, consultation, and other professional services to organizations which conduct, sponsor and/or promote adult education and human resource development programs in the context of intercultural and international areas and/or projects.

Program of Study

Doctoral programs of study vary according to the individual needs of the participants and their current or anticipated professional goals. A typical program will require a minimum of 101 semester hours beyond the baccalaureate degree and will involve the categories of courses noted below. The list should be considered as a sample program rather than an absolute delineation of exact requirements. Programs of study are planned by the participants, their major professor in IIDE, and their program of studies supervisory committee.

Adult Education and Human Resource Development
Program Core (15 hours)

The adult education and human resource development core includes courses in areas such as comprehensive adult education and HRD planning, program development, instructional design, adult teaching and learning, trends and issues, strategies, and research.

International and Intercultural Development Education
Program Core (18-24 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 NGO's, and social, psychological and political contexts of international development education.

Research and Statistics (9 hours minimum)

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

Electives (3 - 9 hours minimum)

Electives vary according to the participants' background and professional goals and are selected with the guidance of the participant's program of studies supervisory committee

Prospectus and Dissertation (24 hours minimum)

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

Educational Administration and Supervision

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

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

Additional Admission Requirements

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

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

Program of Study

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

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

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

Doctoral Dissertation (EDA 7980)

24

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

Higher Education

The doctoral program in Higher Education is practitioner oriented designed to provide the opportunity for specially selected individuals to enhance instructional, administration, and research skills for leadership roles related to the continuing development and operation of higher education institutions. The program is offered in a format to make it attractive and available to place bound professionals in Southeast Florida. The program is designed to stimulate research related to higher education, particularly in the development of innovative administrative and instructional approaches appropriate for urban settings. 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.

Post-baccalaureate course work minimum requirements for the degree, while subject to individual variations, consist of the following:

Higher Education Core: (21)

EDH 7065	Higher Education: Philosophical and Historical Perspectives	3
EDH 7204	Higher Education: Community College	3
EDG 7222	Curriculum Theory and Research	3

Additional courses in Education that will enhance the student's instructional and/or administrative abilities and skills.

In addition to one of the above specialties the following are required:

Professional Education Core (6)

Cognate Area: (18)

The cognate area may be taken in one or more subject areas and may include graduate or undergraduate (post-baccalaureate) courses. The design of the cognate for Higher Education Instruction should assist the student in developing into a well-rounded teacher, one who is able to adapt to changing conditions of instruction. The design of the cognate for Higher Education Administration should assist the student in developing essential administrative leadership skills.

Research and Statistics Core: (9)

The research and statistics requirement is designed to assist the student in expanding the capacity to use research related to instruction.

Dissertation: (24)

The dissertation should be on a topic of importance to higher education and should reflect the student's professional interests and goals.

The student is expected to complete the dissertation within five years from the date of advancement to candidacy (i.e. successful completion of all written and oral examinations, favorable recommendations of the supervisory and guidance committee, and an approved dissertation proposal). All program requirements must be completed no later than nine years from the date of admission. A minimum of six credit hours of dissertation are to be undertaken each semester the dissertation is being prepared. Continuous enrollment in dissertation is required (including summer semester).

Educational Leadership Certificate Program

The Certificate Program in Educational Leadership is designed for students who have a master's degree in a subject or field of Education other than Educational Administration/Leadership. The coursework constitutes the "modified Florida program in educational leadership" at Florida International University and addresses the competencies assessed in the Florida Educational Leadership Examination. The program may be used to satisfy part of the requirements of the Florida Department of Education for certification in Educational Leadership.

Admission Requirements

Admission to the program requires:

1. A completed online graduate certificate application.

2. A completed application form submitted to the Program Leader in Educational Leadership;
3. A master's degree;
4. A regular Florida teaching certificate;
5. A grade point average of at least 3.0 (on a 4.0 scale) in master's degree work;
6. A minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination (General Test);
7. At least three years of successful teaching experience.

Program of Study

The program of study comprises a minimum of 24 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	Microcomputer Applications for Administrators	3
EDA 6503	The Principalship	3
EDS 6115	School Personnel Administration	3
	Advisor-approved elective in Curriculum and Instruction	3

Conflict Resolution and Consensus Building Professional Certificate Program

Margaret Wilson, *Certificate Director, Labor Studies*

Coordinating Committee

Dawn Addy, *Labor Studies*

Carlos Alvarez, *Educational Leadership/Policy Studies*

Fred Becker, *Public Administration*

John Clark, *International Relations*

Paul Draper, *Master Liberal Arts*

Suzanna Rose, *Psychology*

Marvin Dunn, *Psychology*

Guillermo Grenier, *Sociology/Anthropology*

Joel Heinen, *Environmental Studies*

Thomas Humphries, *Labor Studies*

Nathan Katz, *Religious Studies*

Paul Kowert, *International Relations*

K. Galen Kroeck, *Management*

Karl Magnusen, *Management*

Virginia McCoy, *Public Health*

Diann Newman, *Hospitality Management*

Bruce Nissen, *Labor Studies*

Nicol Rae, *Political Science*

Joan Remington, *Hospitality Management*

Terry Rey, *Religious Studies*

Dian Weddle, *Dietetics and Nutrition*

The Conflict Resolution and Consensus Building Certificate Program offers students at the post-baccalaureate level the opportunity to obtain an interdisciplinary concentration in the study of conflict resolution and to obtain an intellectual background in the theories and methodologies of conflict resolution and consensus building.

In modern society, the ability of various sectors to understand one another's perspectives, to learn methods to reduce potential conflicts, and to develop mechanisms to work toward building consensus is extremely critical. The issues that may be explored in this area of study are

multi-disciplinary and lend themselves to a broad-ranging interdisciplinary certificate which will allow students both to gain an understanding of the major concepts and issues in the field and also concentrate in a more specific area of study such as the workplace, the community, or the international arena.

The certificate enhances interdisciplinary connections among Labor Studies, Management, International Relations, Latin American Studies, Sociology, Anthropology, Political Science, Education, Hospitality, Public Administration, Public Health, Dietetics and Nutrition, Environmental Studies, Religious Studies, and Psychology and complements studies in other fields, including the newly approved Law School.

Prescribed Courses and Other Requirements

The certificate program requires 18 credit hours (6 courses) of study at the graduate level from the following certificate program course listing, or others approved by the certificate program advisor. Three tracks of study are offered. For each track there are two required core courses and four additional electives. The courses should be understood to be a partial list; students should consult with the Director of the certificate program about current course offerings. Students are required to take courses from a minimum of two departments.

Core Courses: All Tracks

(6 hours)

LBS 5485	Fundamentals of Conflict Resolution	3
LBS 5931	Topics in the Philosophy and Methods of Conflict Research	3

or

A research or methods course from related disciplines to be chosen from various disciplines in consultation with advisor.

Track I: Workplace Conflict Resolution (12 hours)

Labor Studies

LBS 5406	Collective Bargaining and Labor Relations
LBS 5464	Labor Arbitration
LBS 5465	Introduction to Mediation
LBS 5155	Workplace Diversity
LBS 5507	Labor and Employment Law
LBS 5930	Topics in Labor Studies

Management

MAN 6066	Business Ethics
MAN 6121	Interpersonal Behavior and Analysis
MAN 6209	Organizational Design and Behavior
MAN 6295	Conflict in Organizations
MAN 6405	Labor Relations
MAN 6411	Collective Bargaining Topics

Education

EDA 6225	Labor Relations in Education
EDA 6232	School Law
EDA 7233	Education Law and Ethics
EDA 7236	Law and Higher Education
EDF 5851	Social/Cultural Conflict
EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis
EDS 6050	Supervision and Staff Development

Hospitality

HFT 5545	Leadership Training for Team Building
HFT 6225	Multicultural Human Resources Management in Hospitality

HFT 6226	Motivation and Leadership		
HFT 6246	Organizational Behavior in the Hospitality Industry		
Public Administration			
PAD 5043	Government and Minority Group Relations		
PAD 5427	Collective Bargaining in the Public Sector		
PAD 6028	Policy Analysis and Planning		
URS 6130	Human Resource Policy and Management		
URS 6436	Professionalism and Ethics		
Public Health			
PHC 6589	Health Promotion in Institutional Settings		
Dietetics and Nutrition			
HUN 6259	Management of Nutrition Services		
Track II: Community Conflict Resolution (12 hours)			
Education			
EDF 5851	Social/Cultural Conflict		
EDF 5880	Intercultural Education: National and International Perspectives		
EDF 6608	Social, Philosophical and Historical Foundations of Education		
EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis		
EDG 5707	Cultural and Cross-Cultural Studies		
Environmental Studies			
EVR 5355	Environmental Resource Policy		
Labor Studies			
LBS 5930	Topics in Labor Studies		
LBS 5465	Introduction to Mediation		
LBS 5466	Family Mediation		
LBS 5467	Civil Mediation		
Political Science			
POS 5045	Seminar in American Politics		
POS 5146	Seminar in Urban Politics		
POS 5326	Seminar in Class Analysis		
POS 5932	Topics in Urban Politics		
Psychology			
CYP 5534	Groups as Agents of Change		
CYP 6766	The Psychology of Cross-cultural Sensitization in a Multi-cultural Context		
SOP 6752	Psychology of Juries		
Public Health			
PHC 6311	Environmental Health and Risk Management		
PHC 6355	Occupational Health and Safety		
PHC 6356	Fundamentals of Industrial Hygiene		
PHC 6315	Public Health and Environmental Management		
Religious Studies			
REL 5149	Religion, Violence and Conflict		
Sociology/Anthropology			
ANT 5318	American Culture and Society		
ANT 6302	Gender Identity in Comparative Perspective		
ANT 6319	The African Diaspora		
SYD 6236	International Migration and Refugees		
SYD 6325	Seminar in Comparative Sociology of Gender		
SYD 6616	Comparative Stratification Seminar		
SYD 6625	South Florida Socio-Cultural Systems		
SYD 6705	Comparative Systems of Ethnicity and		
			Race
		SYO 6135	Families and Social Change
		SYP 6907	Seminar in Comparative Social Change
		Track III: Global Issues and Conflict Resolution (12 hours)	
		Education	
		EDF 5880	Intercultural Education: National and International Perspectives
		EDF 5881	Social/Cultural Conflict
		EDF 6636	Intercultural Studies: A Qualitative and Quantitative Analysis
		EDF 6658	Selected Topics in International Development Education
		EDG 5707	Cultural and Cross-Cultural Studies
		Environmental Studies	
		EVR 5350	International Organizations and Environmental Politics
		International Relations	
		INR 5xxx	International Negotiations and Conflict Resolution
		INR 5086	Islam and International Relations
		INR 5087	Ethnicity and Politics of Development
		INR 5409	International Relations Law I
		INR 5507	International Organizations I
		INR 6089	International Relations and Human Rights
		Labor Studies	
		LBS 5465	Introduction to Mediation
		LBS 5658	Labor Movements and Economic Development
		Political Science	
		INR 5105	American Foreign Policy
		INR 5087	Ethnicity and the Politics of Development
		INR 5007	Seminar in International Politics
		INR 6080	Seminar on Non-State Actors
		INR 6705	Seminar in International Political Economy
		Management	
		MAN 6601	International Management
		MAN 6615	International Labor-Management Relations
		MAN 6xxx	Colloquium In Managing Organizational Ethics
		Psychology	
		CYP 5534	Groups as Agents of Change
		CYP 6766	The Psychology of Cross-Cultural Sensitization in a Multi-Cultural Context
		Public Health	
		PHC 6115	International Public Health
		Dietetics and Nutrition	
		HUN 5195	International Nutrition: Problems, Policies and Management
		Religious Studies	
		REL 5149	Religion, Violence and Conflict
		Sociology/Anthropology	
		ANT 6302	Gender Identity in Comparative Perspective
		ANT 6319	The African Diaspora
		SYD 5447	Sociology of International Development
		SYD 6236	International Migration and Refugees
		SYD 6325	Seminar in Comparative Sociology of Gender
		SYD 6616	Comparative Stratification Seminar

SYD 6705	Comparative Systems of Ethnicity and Race
SYP 6907	Seminar in Comparative Social Change

Course Descriptions

Definition of Prefixes

LBS-Labor Studies

F-Fall semester offerings; S-Spring semester offerings;

SS-Summer semester offerings.

LBS 5155 Workplace Diversity (3). Students examine theoretical debates surrounding workforce participation of women and minorities; historical position of these groups in labor force; social phenomena that contributes to discriminatory practices and development of policies to eliminate discriminatory practices.

LBS 5215 Women in the United States Workplace (3). Students explore womens' changing role in U.S. workplace and development of workers' organizations from Colonial era to modern day. Special attention given to role of class, race, and ethnicity within context of gender.

LBS 5406 Collective Bargaining and Labor Relations (3). A comprehensive study of major issues and themes in American collective bargaining. Includes origins of collective bargaining, labor law, unionization, contract negotiation, patterns in contract content, impact of external laws, public sector unions, grievance arbitration and interest arbitration. Prerequisite: Permission of Instructor.

LBS 5464 Labor Arbitration (3). Study of labor dispute resolution with emphasis on grievances, fact-finding, and arbitration.

LBS 5465 Introduction to Mediation (3). Examines the role of mediation in resolving civil, commercial, family, public, and workplace disputes. Incorporates mediation principles and skills, different approaches to mediation, and current research in mediation. Prerequisite: Permission of Instructor.

LBS 5466 Family Mediation (3). Provides a comprehensive understanding of conflict resolution, Power and balances, emotional and psychological issues, negotiation techniques as well as the development of practical skills in the field of family mediation. Prerequisite: Permission of Instructor.

LBS 5467 Civil Mediation (3). A comprehensive understanding of the field of civil mediation as well as the development of the practical skills to be a civil mediator. Prerequisite: Permission of Instructor.

LBS 5485 Fundamentals of Conflict Resolution (3). Survey of the major contemporary theories of organizational functioning and the management of conflict within and among organizations in a globalized world. Theories that center primarily within the fields of dispute resolution, sociology, and social interaction/ group theory will be emphasized. Prerequisite: Permission of Instructor.

LBS 5486 The Dynamics of Conflict Management (3). Investigate conflict and violence, and help students to develop strategies to defuse them in the classroom.

LBS 5507 Labor and Employment Law (3). Familiarizes the student with the legal issues and rules regarding unionization of employees, the collective bargaining process, the relationship between the employee and

his/her union, and the administration of collective bargaining agreements. Examines the legal framework within which collective bargaining occurs and also familiarizes students with additional issues of rights in employment. Prerequisite: Permission of Instructor.

LBS 5658 Labor Movements and Economic Development (3). Relationships between union and economic development strategies in developing/recently developed countries; emphasis on social movement unionism and unions in Latin America and Asia. Prerequisite: Permission of Instructor.

LBS 5930 Topics in Labor Studies (1-3). Selected topics or themes in Labor Studies. Themes will vary from semester to semester. With a change in content, course may be repeated. May include field work. Prerequisite: Graduate standing.

LBS 5931 Topics in the Philosophy and Methods of Conflict Resolution (3). Provides an examination of the philosophy, methods, and research in the field of conflict resolution. The particular content and orientation of the course may vary according to the particular focus examined. Prerequisite: Permission of Instructor.

LBS 6906 Directed Individual Study (3). Specialized intensive study in areas of interest to student. Student plans and carries out independent study project under the direction of faculty member. Topics must relate to content of Labor Studies or ADR. Prerequisite: Permission of instructor.

LBS 6945 Internship Labor Studies / Alternative Dispute Resolutions (3). Practical training and experience in organization according to students needs and interests. Reports and papers required. Prerequisite: Permission of instructor.