



Nicole Wertheim College of Nursing and Health Sciences (NWCNHS)

PhD in Nursing Program Handbook

This handbook is intended as a supplement to the Graduate School handbook. For the most part, the information provided in this publication specifies in more detail the policies and procedures relevant to PhD in Nursing students both at the post graduate and BSN-PhD levels.

The PhD in Nursing and the BSN-PHD program is designed to prepare its graduates for leadership roles and research careers in academia, the health care industry, and government and private organizations focused on health care. The program purpose is to develop individuals who will be leaders in generating and applying the science needed to guide nursing practice, and who have the knowledge and skills to direct and guide application of other evidence-based health care findings to improve the health of people from diverse cultures. Students in the program will pursue individualized courses of study under the mentorship of research active faculty. A major program emphasis is the preparation of PhD educated minority-nurse leaders and focused research on health issues for minority and underserved populations.

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*** Faculty with Dissertation Advisor Status (DAS)**

All PhD and Affiliated Faculty have graduate faculty status meaning they can serve on doctoral committees.

Important Links:

University Graduate School:

<http://gradschool.fiu.edu/>

Academic Calendar and Deadlines:

<http://gradschool.fiu.edu/student-forms.shtml>

Your personal portal to academics, finances, etc.:

<http://my.fiu.edu>

OTHER HELPFUL RESOURCES/SERVICES

Panther Tech @ FIU

Located in the Graham Center.

Store Hours: Monday – Thursday, 8:30 a.m. – 6:00 p.m.; Friday 8:30 a.m. – 5:00 p.m.
(305) FIU-TECH (305-348-8324); <https://panthertech.fiu.edu>

Green Library

The Circulation Desk is located on the second floor (305) 348-2000.

Hours: Monday – Thursday: 7:30 a.m. - 1:00 a.m.; Friday: closes at 10:00 p.m.

Saturday: 8:00 a.m. - 8:00 p.m.; Sunday, 10:00 a.m.– 1:00 a.m.

<https://library.fiu.edu/about-us/library-hours>

FIU OneCard Center

The FIU OneCard is a debit and access identification card. You can use the FIU OneCard at campus dining facilities and health services, in copy machines at the campus library, and also to access the computer lab. For more information about the FIU OneCard call 305-FIU-CARD / (305) 348-2273.

The FIU OneCard Office is located in Gold Garage room 100. Hours Monday-Thursday 8:30am-6:00 pm and Friday 8:30am-5:00pm

<https://shop.fiu.edu/onecard/>

Library Liaison Services

This page is intended to acquaint faculty with some of the library's services. Take advantage of what we have to offer and offer suggestions for how we can better assist you and your students. If you have questions or comments please contact your departmental library liaison at:

<https://library.fiu.edu/using-the-library/faculty-services-portal>

Photocopying/Printing

Student photocopying machines are located in the Graham Center in the Ricoh shop. Printing is available Graham Center computer lab. The FIU ID card may be used in these machines.

If course packets are required, they are available at the University bookstore. The School adheres to U.S. copyright law and to Florida International University policies on copying.

Copy centers are also located in the Green library on campus, and in the Health Sciences building.

Campus Map

The Florida International University campus map can be viewed on the web at:

http://facilities.fiu.edu/Documents/mmc_map.pdf

Mission Statement

To prepare diverse healthcare professionals who are researchers, educators and leaders in the delivery of high quality, accessible, culturally-competent, and compassionate care within a highly technological and global environment.

To teach, conduct research and practice in service to the community through inter-professional collaboration.

To create, promote, expand and validate scientific knowledge and evidence-based practice through interdisciplinary research.

Vision Statement

To be globally recognized as the higher education destination organization that is innovative, inquiry-driven and technologically advanced; drawing diverse top-class faculty, students, staff and others for positive transformation of society with a focus on the health care needs of underserved populations.

Registration

The Director of the PhD Program and the Director of Admissions and Student Services provide program-specific information on registration. Students are required to register for courses and/or Dissertation each semester (per their Plan of Study) until the Dissertation is concluded. Before registering, students must meet with their advisor/committee chair to determine the appropriate courses for coming semester. Registration dates are announced through general University-wide communication channels, such as the web site.

Each student is assigned a unique 7 digit Panther ID that is necessary and needed for enrollment, registration, transcript request, application for scholarships and other curriculum activities. If you do not have your Panther ID, you can get your Panther ID online by going to the MyFIU webpage, <http://my.fiu.edu>, and clicking on the Panther ID Look Up link. All you need to do is input the required information as it appears in your University records. If your Panther ID does not come up, you can call the Office of the Registrar at 305-348-320.

Before registering for classes, you should be able to first log into the university computer system (PantherSoft). To set up your account you can go to the following link:

<https://myaccounts.fiu.edu/itim/self/Login/Logon.do>

Registering for Classes

To register for classes follow these steps:

1. Log onto <http://www.my.fiu.edu>
2. Click on Academics.
3. Click on Enroll/Drop a Class.
4. Click on the Term of your choice.
5. To Add, Drop or Swap classes, links are provided at bottom.

Full-time Status

The University requires (9) credit hours, or its equivalent, for Fall and Spring and six (6) credit hours, or its equivalent, for Summer of graduate enrollment for full-time status. The number of hours which a graduate student may carry without special permission is 15. A heavier load must be approved by both the Director of the PhD Program and the Dean.

Dropping and Adding Courses

To drop and/or add a course, the student must use the online registration system. Students must notify their advisors prior to dropping any course. Students who fail to notify their advisors may jeopardize their progression in the doctoral program.

Time Limitations for Completion of Degree

All requirements, including the successful Defense of a Dissertation, must be completed within nine years of first enrollment in the doctoral program. The student is expected to successfully complete and defend the Dissertation within five (5) years from the date of advancement to Dissertation Candidacy (i.e., successful completion of written Candidacy Examination, favorable recommendation of the supervisory/guidance Committee, and an approved Dissertation Proposal).

Establishing a plan of study and a timetable at the outset and closely adhering to it will help to ensure steady progress. This is especially important at the Dissertation stage, when the only structure is that created by the student. Many adult students have family and employment obligations that compete for the time and effort needed for doctoral study. It is expected

nevertheless that they will sustain the focus and momentum necessary to complete the studies within the nine year limit.

Leave of Absence

Lapses in enrollment for three consecutive semesters require that the student apply for readmission subject to the admission procedures, criteria and policies in effect at the time the reapplication is made. A student who finds it necessary to be excused from registration while in the PhD program must formally request a leave of absence. Prior to requesting a leave of absence, students must discuss this with his/her advisor. Leave time must be approved by the Director of the PhD Program and the Dean of UGS. Leave will be granted only under exceptional circumstances. When there is no mutual agreement between student and committee the decision will be made by the Dean of the College. When a student returns from a leave of absence, decisions concerning previous or current program of studies will be mutually agreed upon by the student's dissertation committee and the student.

Withdrawal from the University

Students who withdraw from the University must file the appropriate paperwork. See the *FIU Graduate Catalog* for additional policies/procedures related to withdrawal.

Health Insurance

For those graduate students receiving Assistantships, a university subsidized health insurance plan is included. The payments for the plan are deducted over several salary payments. If you have your own health insurance and plan to use it you must fill out a waiver form through the university insurance provider. For step-by-step instructions and to fill out the electronic form, visit

<http://gradschool.fiu.edu/current-students-grad-assistants.shtml>

This opt out form must be submitted each semester.

All international students in F1 status must have medical insurance that meets certain requirements in order to register and continue their studies at FIU. You may purchase medical insurance through University Health Services with a cashier's check or money order or you may go online to <http://www.collegiaterisk.com/students/fiu/fiu.html> and purchase with a Visa or MasterCard credit card. If you have your own insurance, your insurance company must complete an Alternate Insurance Form. The Alternate Insurance form is available in the University Health Center Office on the Biscayne Bay Campus (HWC) and on the Modesto Maidique Campus (UHSC 101). It is also available in the ISSS office on the Biscayne Bay Campus (WUC 363) and on the Modesto Maidique Campus (GC 355). If your policy meets the University's minimum medical insurance requirements, it will be approved.

Information for International Students

ISSS Orientation

All students at FIU in F1 or J1 student status are required to attend a **MANDATORY** Immigration Orientation conducted by ISSS. This is a separate orientation from other academic, departmental, or university-wide orientations and it will cover information specific to international students that you **MUST** be aware of. This orientation is offered at both the Biscayne Bay Campus and the Modesto Maidique Campus every semester.

During the fall semester only, an ISSS Immigration Orientation will be offered as part of the Graduate Student Orientation offered by the Graduate School at the Modesto Maidique Campus.

If you are not a graduate student or if you do not attend this orientation, you will be expected to attend a separate ISSS Immigration Orientation offered for all new international students. If you are unable to attend an ISSS Immigration Orientation before the semester begins, you must schedule an appointment with an ISSS advisor at your earliest convenience to receive counseling related to your immigration status.

For more information, please visit: <http://issf.fiu.edu/>

Fellowship/Scholarship Information

NWCNHS Scholarships

Each year the College offers a variety of “donor” scholarships for deserving students across our programs. Admitted students to the College will be invited to apply during the **summer semester** using the University’s scholarship website <https://fiu.academicworks.com/> using the Academic Works system by logging into fiu.academicworks.com. It is important to continuously access this site, as it is updated with **all** University scholarships, along with specific application deadlines.

Graduate Grants

All students interested in being considered for a scholarship must qualify to complete an online **Free Application for Federal Student Aid (FAFSA)** <http://www.fafsa.ed.gov> for the academic year. In order to be considered, students must complete a financial aid form (FAFSA form). The applications can be obtained in Florida International University, Financial Aid Office, PC 125. Tel. (305) 348 – 7272 or online at <http://www.fafsa.ed.gov>

Only students with financial need are eligible:

1. Monies will be awarded on a first-come, first serve basis
2. International Students are not eligible for these awards
3. Students must be enrolled on a full-time basis

Graduate Assistantships

These assistantships involve work assignments as teaching or research assistants.

Details and instructions can be found here:

[Graduate Assistantships](#)

University Graduate School Scholarships and Fellowships

There are many internal University fellowships, scholarships, and awards that are available to graduate students. See table below.

Details and instructions for applying can be found here:

[Graduate Scholarships and Fellowships](#)

There are also FIU scholarships that graduate students may qualify for. Information on those may be found here: [Graduate Funding](#)

International Student Fellowships

Fellowship opportunities for international students can be found here: [International Student Funding](#)

Ruth L. Kirschstein National Research Service Award (NRSA) Individual Pre-doctoral Fellowship (Parent F31)

The goal of the NIH Ruth L. Kirschstein National Research Service Award (NRSA) program is to help ensure that a diverse pool of highly trained scientists is available in appropriate scientific disciplines to address the Nation's biomedical, behavioral, and clinical research needs. In order to accomplish this goal, NRSA training programs are designed to train individuals to conduct research and to prepare for research careers.

Applicants for the F31 must be candidates for the PhD degree and have identified a dissertation research project and sponsor(s).

Additional information can be found at: <http://grants.nih.gov/grants/guide/pa-files/PA-14-147.html>

Research Initiative for Scientific Enhancement Program (Rise) Part of the Minority Biomedical Research Support Program (MBRS)

The Minority Biomedical Research Support – Research Initiative for Scientific Enhancement (MBRS---RISE) program is sponsored by a grant from the National Institutes of Health (NIH). The goal of this program is to increase and support students from underrepresented groups in the biomedical and behavioral research fields in the pursuit and completion of their Ph.D. Graduate students may apply at any point during their FIU graduate program.

Eligibility

Must be a U.S. Citizen or Permanent Resident with a GPA of 3.0 or better. Must be enrolled full-time at FIU in the biomedical or health sciences and have a strong desire to pursue a career in biomedical research (M.D. /Ph.D. or Ph.D.) Applications are available online at <http://mbrs.fiu.edu/RISE/>

External Funding

All students are encouraged to apply for external funding for their research. This is an essential requirement for being competitive in the academic job market, and is becoming an essential component of graduate training expectations at FIU and nationally.

Resources for locating external funding can be found at:

<http://gradschool.fiu.edu/current-students-graduate-funding.shtml>

PART II: ATTAINING YOUR DEGREE

Ongoing changes in the health care system present challenges and opportunities for educators, researchers, and clinicians to transform current academic models that prepare scholars and health care professionals for the 21st century. For nursing, this requires new spheres of knowledge that integrate the bio-psychosocial sciences, health care economics, policy analysis and ethics into existing scientific foundations for nursing scholarship and practice. This expanded knowledge base will inform and support the science of nursing and care delivery within the changing health care system. This is particularly relevant given the current health care focus on providing high quality, effective, and efficient care in a culturally diverse society characterized by multiple chronic health problems. The NWCNHS PhD in Nursing Program prepares nurse scholars who can respond effectively to these challenges. Specifically, students in the PhD in Nursing Program are prepared to generate, test, and disseminate knowledge relevant to nursing and health care which enhances and promotes the health of individuals, families, and communities. As part of the curriculum, students have opportunities to develop, implement, and evaluate the efficacy of innovative nursing practice models, health care policy, and health care delivery systems. Importantly, the PhD program produces nurse scientists who are prepared for educational leadership roles and skilled in the design, and evaluation of care delivery models that are evidence-based, sensitive and responsive to the health needs of individuals, families, and diverse communities.

The program's purpose is to prepare individuals who will be researchers, educators, and leaders. In concert with the American Association of Colleges of Nursing Report on the Research Focused Doctorate, graduates have the knowledge and skills to advance nursing science, educate the next generation of nurse scientists, as well as direct and guide the application of evidence-based health care findings to improve the health of people from diverse cultures and under-served populations.

Graduates of this program will be able to:

1. Generate and disseminate knowledge obtained through the work of nurse scientists and interdisciplinary colleagues, particularly in the areas of maternal and child health, health disparities, elder care, HIV/AIDS and veteran's health.
2. Improve health outcomes through targeted interdisciplinary original research and the design and evaluation of innovative programs in clinical practice.

PhD Curriculum/Plan of Study

Specific degree requirements and plan of study can be found on the PhD program website <http://cnhs.fiu.edu/nursing/graduate/phd/program-of-study-requirements/index.html>. Additionally, a checklist of required courses can be found in Appendix A. These checklists should be used to track your progression through the program.

Students in the Post Graduate PhD Program are required to complete a minimum of 60 credit hours:

- Thirty-nine (39) credit hours of core coursework;
- A minimum of 3-9 credit hours of Candidacy Examination;
- Eighteen (18) hours of Dissertation credits.

The program can be completed in 4 years of full-time study.

Students in the BSN-PhD program are required to complete 94-97 credit hours:

- Thirty-six to thirty-nine (36-39) hours of credits toward the MSN degree (see plan of study)
- Three to nine (3-9) hours of credit for Candidacy;
- 18 hours of Dissertation credits.

The program can be completed in 4½ -5 years of full-time study or 6-7 years of part-time study. In order to be awarded a PhD in Nursing, all students must demonstrate graduate level knowledge in 4 stages:

- Stage I Core Coursework
- Stage II Candidacy Examination (written and oral)
- Stage II Proposal Defense
- Stage III Dissertation Defense.

The Role of the Academic Advisor

Upon entry into the program, the student is matched with an initial Academic Advisor based on the student's research interests. The student and the Advisor jointly plan the student's Plan of Study. The Advisor works with the student during the initial stages of the program, guiding and monitoring the student's plan of study. The student and the Advisor have joint responsibility for insuring that each step in fulfilling degree requirements is completed and that an official record is kept.

It is not uncommon for students to discover, once in the program, that another faculty member may offer a better match for the student's research interests than the Advisor initially assigned. It is entirely acceptable and appropriate for the student to change advisors.

Additional student responsibility: The student will meet with the (advisor/chair) at a minimum two times per semester to review each student's plan of study (including current courses), discuss emerging program of research and potential opportunities for pre-dissertation and dissertation research funding, and address any issues that may impede progress. These meetings will provide a formal mechanism for incorporating the students into the advisor's ongoing research (e.g., assigning the student project related activities) as well as acculturating them into the role of nurse scientist.

Students are responsible for arranging to meet with their advisors prior to registering for courses each semester. Students should see their advisors if they find they are having personal or academic difficulties that could impede their progress toward graduation. Appointments can be made directly with the faculty member.

As the student progresses through required courses, he/she needs to identify cognate courses outside of nursing which will complement the student's nursing preparation and projected area of research (refer to list of potential cognates in the appendix). After establishing contact and having course experiences with a range of faculty, the student is usually ready to select a Dissertation Chairperson who will continue to monitor the student's Plan of Study and direct the student's Dissertation research. The Dissertation Chairperson may or may not have served as the Academic Advisor. It is expected that by the end of the first year in the program, the student will have identified their dissertation chair. Moving forward the dissertation chair will serve as the student's advisor.

Selecting the Dissertation Chairperson

As soon as the student has identified a focus for their program of research, a Dissertation Chairperson (also referred to as the Major Professor) is selected. The Dissertation Chairperson must be an appointed member of the FIU Graduate Faculty and must hold Dissertation Advisor status. A current list of Graduate Faculty is available on the University Graduate School website.

The identification and selection of the Dissertation Chairperson is initiated by the student and the selection of this individual is dependent upon mutual agreement between the student and the faculty member who is asked to guide the Dissertation research. The choice of the Dissertation Chairperson should be made based on the student's proposed area of research and the faculty member's expertise and scholarly interests.

The Dissertation Chairperson must be the Committee member who can supervise the research as a whole, but need not be the primary resource person for all aspects of the study. A recommended approach for students to use in identifying a Dissertation Chairperson is to become informed about faculty members' research interests and areas of expertise. The student and Chairperson will work together, often intensively, over a protracted period, so careful selection is essential.

The Role of the Dissertation Chairperson

Specific responsibilities of the Dissertation Chair are to:

1. Interpret the doctoral program curricula, requirements and policies to the student;
2. Assist the student to define the focus of their program of research;
3. Assist the student to plan his/her program of study in accordance with program requirements, individual research interests, and career goals;
4. Monitor the student's academic progress through communication and discussion with faculty teaching doctoral courses, tracking academic progress through grades, and having regularly scheduled meetings with the student throughout their course of study;
5. Submit PhD Program of Study Plan to the Coordinator of the PhD Office by second week of fall semester. Updated record will be filed in student's file at end of each academic year;
6. Maintain documentation of the student's PhD Program of Study;
7. Assist the student in identifying appropriate cognate courses (between 6-12 credit hours). These cognate courses should belong to programs outside of nursing that will allow the student to gain the expected level of knowledge in a related field(s) that will enhance their dissertation research;
8. Assist the student in identifying other members of their committee. The Committee should include 3 faculty members with graduate status in Nursing and 1 faculty member from an outside department (also with graduate faculty status);
9. Assist the student in securing external funding to support their doctoral studies/research (e.g., NSRAs from NIH, Jonas Center for Nursing and Veterans' Healthcare, and STTI).

It is strongly recommended that students participate in research activities related to their dissertation chair's ongoing research. These activities are critical for socialization into the community of scholars and gaining the skills needed for building the foundation of a sustainable program of research.

Selecting the Dissertation Committee

The purpose of the Dissertation Committee is to guide the student's Dissertation research. Through discussion with the Dissertation Chairperson, the student selects members of her/his Dissertation Committee. Dissertation committees must have a minimum of four members: at least three from the department offering the degree (**Nursing**) and one from another academic unit at FIU. All FIU faculty who are members of the Dissertation Committee must be members of the Graduate Faculty. A fifth member from within FIU or another educational institution may be added with the approval of the Dissertation Chairperson. All Committee appointments must be approved by the Dean of the University Graduate School. A current list of Graduate Faculty is available on the *University Graduate School* website.

To formalize the Committee, signatures from all Committee members are obtained by the student and recorded on the form. To obtain a copy of the form to formalize the Committee membership, see *FIU Graduate Student Forms* and then *Form D-1 Appointment of Dissertation Committee*. The student must include a detailed description of each committee member's expertise and a summary that identifies the expected contributions of each committee member and his/her qualifications to serve in that capacity (no more than 2 pages). If a Committee member is not FIU faculty, his/her curriculum vitae must be attached to the form. Any change in the membership of the committee must be approved by the PhD Program Director and the University Graduate School.

The Role of the Dissertation Committee

The Dissertation Committee is responsible for writing the questions to be addressed in the student's Candidacy papers, assisting the student in creating and executing an original, publishable research project, assisting in the preparation of an acceptable dissertation and administering the oral dissertation defense.

The first formal Dissertation Committee meeting is during the last semester of the student's core coursework (to discuss candidacy examination papers). The full committee should meet as needed to ensure the student progresses in a timely manner. At a minimum the committee meets one time per year to discuss the student's progress and complete the annual evaluation required by UGS.

The frequency of meetings may be increased at the discretion of the committee at any time during this period. In cases where student progress is deemed inadequate, the committee may opt to identify specific goals for the following period.

Committee Meeting Summary & Progress Report

A summary of the Dissertation Committee's meetings and student progress should be prepared by the dissertation chair and placed in the student's academic file (housed in the program office). The committee chair prepares this based on outcomes of the Committee meetings. Concerns about student progress should be raised by the committee chair during the monthly PhD faculty meetings.

Changes in Dissertation Chair Person or Committee Member(s)

Changes in the Dissertation Chairperson or Committee membership must be approved by the previous and new advisor/chair, Director of the PhD Program, the student, and the Dean of the University Graduate School. To obtain a copy of the form to revise Committee membership, see *FIU Graduate Student Forms* and then *Form D-1r Appointment of Revised Dissertation Committee*. The student is responsible for obtaining signatures if Committee membership is changed.

Performance Expectations

Coursework and Grades

All students are expected to maintain good academic standing. A GPA of 3.0 or higher is required. Students who fail to maintain a 3.0 may be dismissed from the program. A grade of B or higher is considered passing. A grade below B is considered failing. Students are required to attain a grade of B or above in all courses in order to remain in good academic standing.

Incomplete Grade (IN)

An incomplete grade is a temporary designation given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence (e.g., extended illness). An incomplete must be made up as quickly as possible, but no later than two semesters or it will automatically default to an "F". See the *Graduate Catalog* for additional policies/procedures related to an incomplete grade. It is the student's responsibility to ensure that the faculty member has received the missing materials in a timely fashion and submitted the Change of Grade in PantherSoft.

Expectations for the Quality of Doctoral Dissertations

The PhD program faculty expects their students to produce outstanding dissertations. Outstanding dissertations are characterized by originality, high-quality writing, and compelling findings that make an important contribution to the exiting literature in the field. We expect that students will demonstrate a deep level of thought and insight and lead to innovative research questions/hypotheses. Students must demonstrate a sophisticated grasp and use of theory, research methodology, and statistical analyses.

An outstanding dissertation in Nursing will be at the highest levels of originality or significance in that it: 1) asks new and innovative questions; 2) addresses important gaps in the existing knowledge base; 3) addresses problems or weaknesses in current theory or methodology; 4) uses or develops new tools, methods, approaches, analyses; 5) pushes the discipline's boundaries and opens new areas for research; 6) has practical and policy implications; 7) must be of sufficient quality and value to warrant its publication in a reputable professional journal.

Annual Evaluations of Performance

All students are required to fill submit the Annual Student Evaluation and Mentoring Plan. This is required by the Department, the College, and UGS for all students in a doctoral program. It is an assessment of the ongoing scholarly activities to ensure successful program completion. The form is available here and updated each year: <http://gradschool.fiu.edu/annual-doctoral-student-evaluation-form.shtml>

All students are required to submit these forms annually. Students who do not yet have a D-1 approved and on file at UGS must have a meeting with their major professor to discuss their annual accomplishments and complete the form. Students who have a D-1 on file and approved by UGS must have a meeting with the full dissertation committee and all members of the committee must offer feedback on the student's performance and sign the form. Any meeting held after January may serve as an annual evaluation meeting.

Any student who receives "occasionally does not meet expectations" in one or more areas must have a performance improvement plan in the evaluation. The student and major professor must identify ways to address the shortcomings identified in the annual evaluation plan. The Director of Graduate Studies will summarize the evaluation and performance improvement plan in a memo that will be placed in the student's file. The student has one year to meet the requirements of the performance improvement plan and provide evidence to the advisor/chair. Students may be dismissed from the program if they are not maintaining satisfactory progress in the program and if they do not meet the expectations in the performance improvement plan.

Timelines, Forms, and Deadlines

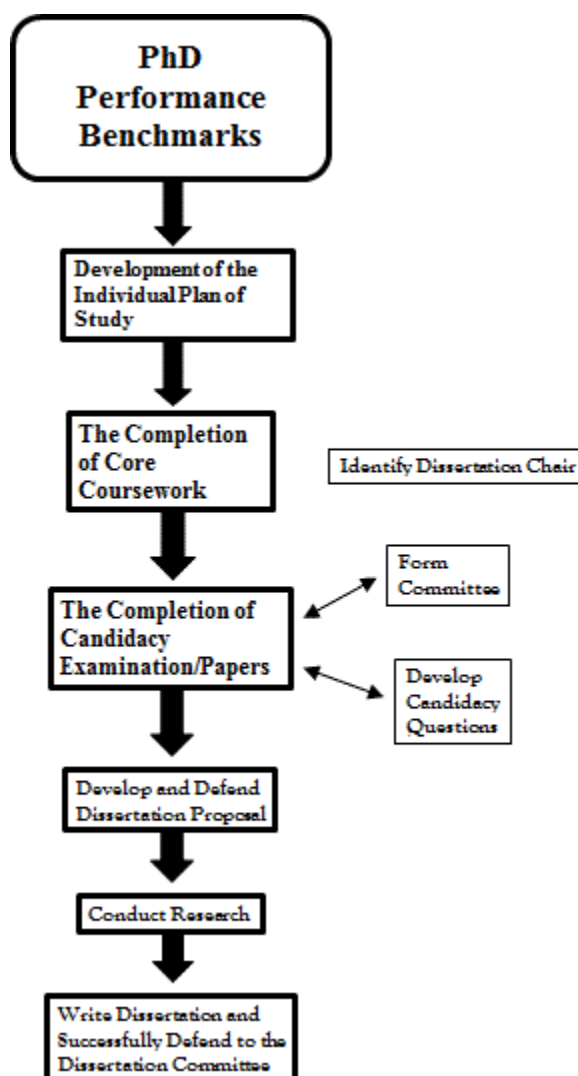
Once a student has formed a committee and submitted a D1 form, the forms, timelines and specific deadlines of the Nicole Wertheim College of Nursing and Health Sciences and the University Graduate School (UGS) apply.

Students are fully responsible for knowing and meeting the expected timelines and deadlines.

PhD Performance Benchmarks

Development of the Individual Plan of Study

Each student and academic advisor should file an individual Plan of Study with the PhD Program Office identifying all courses, cognates, and independent studies that are planned. The initial Plan of Study should be completed and submitted to the PhD Program Coordinator/Program Director and filed in the student's file by the end of the fall semester of Year 1. The Plan of Study should be reviewed by the Dissertation Chair/Advisor at the end of Year 2 and any additional course work recommended by the committee to augment dissertation studies added at that time.



The Completion of Core Coursework

Full-time students are expected to complete their core coursework in 2-2.5 years.

The Candidacy Examination

Purpose of Candidacy Examination

The purpose of the Candidacy Examination is for the candidate to demonstrate their ability to:

- 1) synthesize knowledge in the candidate's research (substantive and methods) and cognate areas;
- 2) visualize the long-term development of a program of research in the defined area; and 3) place the planned Dissertation research in the context of that program of research and the area of knowledge.

Upon successfully passing the Candidacy Examination and completing all required coursework, the candidate is admitted to Dissertation Candidacy. The Candidacy Examination is held after completion of course work requirements or in the last semester of course work as represented in the candidate's Plan of Study, and prior to the Defense of the Dissertation Proposal.

NOTE: Dissertation credits taken before advancement to Dissertation

Candidacy will not be counted toward the 18 to 24 dissertation credit minimum required for the degree.

Procedure

1. The candidate will identify a substantive area in which he or she is developing expertise and write a brief statement of the area.
2. The Candidacy Examination (4 papers and oral exam), coordinated by the candidate's Committee Chair, will be prepared and administered by the candidate's Committee consisting of a minimum of three (3) faculty members of the academic unit offering the degree plus one (1) faculty member with graduate standing from another academic unit at FIU. On consultation with the Committee Chair, a fifth member may be added.
3. Each Candidacy Examination is prepared by the Committee members, coordinated by the Committee Chair. The Committee will formulate a set of four questions that the candidate is to address in four written examination papers. While there is no prescribed length for each paper, in the view of the Committee members, the papers must demonstrate sufficient depth and breadth of the topic to be sufficient for publication. Each Committee member receives the paper the candidate has prepared for him/her. After each Committee member has approved the paper prepared for him/her, each committee member will receive a copy of all 4 papers to evaluate. Each Committee member will read the 4 papers and then inform the Committee Chair whether, in their opinion, the 4 papers are sufficient for proceeding with the oral portion of the Candidacy Examination.

The four questions and written papers will require the candidate to:

- a. Demonstrate depth and breadth of knowledge in the research topic area from a nursing perspective
 - b. Demonstrate sufficient depth and breadth of knowledge in the related cognate area
 - c. Summarize the current state of knowledge in the research topic area and identify areas in which further research is needed
4. During the Oral portion of the Candidacy Examination the candidate will:

- a. Answer questions raised by each Committee member regarding the content and issues in the paper prepared for the Committee member as well as the other 3 papers.
- b. Describe the candidate's program of research
- c. Identify the topic of the Dissertation research.
- d. Describe how the Dissertation research will contribute to knowledge development and to nursing

Posting

The oral Candidacy Examination announcement is to be posted in the College 2 weeks in advance of the Examination. The candidate's Committee Chair will inform the Director of the PhD Program that each committee member has reviewed the four papers and agreed that the candidate is ready for the oral defense. During the oral defense, while open to the public, only members of the Committee can ask questions of the candidate.

Evaluation

The candidate's responses during the Candidacy Examination are evaluated by the Committee members only. Admission to Dissertation Candidacy requires that a majority of the Committee members agree that the candidate passed the Candidacy Examination. A Candidacy Examination may not be passed conditionally. A "Pass" on the Examination cannot be made contingent upon other factors such as the completion of additional coursework or the preparation of extra research projects.

Candidates are informed in writing of the results of their performance on the examination within 30 days of the examination date, although they typically receive the results verbally that same day. If the candidate fails the Candidacy Examination, the Committee, at its discretion, may provide for reexamination at a mutually satisfactory time but no more than one year from the original date of the Examination. In this case, the Committee may identify coursework or other activities to improve the candidate's knowledge in an area and thus, their ability to pass the second and final Candidacy Examination.

Passing the Candidacy Examination is requisite to continuing in the graduate program. Candidates who fail the Candidacy Examination twice will be dismissed from the doctoral program.

Application to Dissertation Candidacy

The Director of the PhD Program and the Dean of the University Graduate School must certify that the candidate has completed all required and recommended course work, has passed the Candidacy Examination, and is applying for Dissertation Candidacy. The candidate is responsible for completing the forms and obtaining signatures. To obtain a copy of the certification form, see ***FIU Graduate Student Forms*** and then ***Form D-2 Program for Doctoral Degree and Application for Candidacy***. The form must be filed with the University Graduate School as soon as the Candidacy Examination has been passed and required coursework is completed.

Advancement to Dissertation Candidacy must be approved by the Dean of the University Graduate School. Doctoral candidates who have not been advanced to candidacy will not be allowed to register for Dissertation credits.

Dissertation Proposal

A Dissertation is the culmination of a lengthy learning process through which the candidate becomes expert on a highly focused topic. The process, however, is best understood as a partnership between the candidate and the candidate's Dissertation Committee with principal responsibility vested in the Chair of the candidate's Committee. A Dissertation consists of four essential elements:

- Conceptualization of an original research project and its relation to extant knowledge,
- Development of appropriate methodology to address the research question,
- Thorough and valid analysis of collected data, and
- Postulation of significant conclusions drawn from the research.

The responsibility of the Committee is to provide sufficient pedagogical guidance to the candidate to result in a dissertation of high quality. Ultimately, however, producing a high quality Dissertation is the candidate's responsibility. Many times the process can be viewed as an apprenticeship in which the candidate works closely with the Dissertation Chairperson, learning how to do research and how to present the results of that research while under careful supervision of the faculty.

The policies of the College and the University are intended to guarantee conformity to high standards. Toward this end there are specific forms that must be submitted during the process of completing a Dissertation. Some College of Nursing and Health Sciences requirements differ from the requirements of the University Graduate School. These variations are described in this document.

Purpose of the Dissertation Proposal

The Dissertation Proposal has several functions and benefits. One function is that a clear and lucid description of a problem and a proposed method of solving it is a learning process and helps the candidate avoid oversights and possible mistakes. The Proposal also helps the members of the Committee to provide appropriate assistance to the candidates in their task.

The Proposal should explain the problem to be investigated and convince the Dissertation Chairperson and the Committee members that the problem merits investigation. It should show that the candidate has read the relevant and recent literature on the subject and it should contain a list of materials consulted during the preliminary stages of research.

Developing the Dissertation Proposal

Although the Dissertation Committee may be formed, members should be consulted primarily on those aspects directly related to their areas of special competence after discussion with the Chair. Additional faculty or resource persons may be consulted as needed. It is the joint responsibility of the candidate and Chairperson to make the final decisions on problem and method, even if decisions are made that one or more Committee members believe to be less than optimal. The Committee's responsibility is to act in an advisory capacity rather than as directors of the research. It is up to the candidate to recognize useful advice and to integrate the study into a coherent whole.

The following provides guidelines for the dissertation proposal format:

The Dissertation Proposal should identify the major substantive and methodological issues of the research problem. Preliminary drafts of part or the entire Proposal can be very useful in individual discussions with Committee members prior to the oral Defense. Preferences regarding the format of the Dissertation Proposal may vary with the Committee members, so it is important to gain an understanding of members' expectations.

The written research proposal, which outlines the candidate's independent research plan, should be constructed in three chapters. The proposal should include the following sections:

- Chapter One: Introduction and Specific Aims. Provide an introduction, list the broad, long-term objectives and what the specific research is intended to accomplish. State the research questions to be addressed or hypotheses to be tested. Provide conceptual/theoretical framework.
- Chapter Two: Background and Significance. Provide a review of the literature leading to the research proposal, critically evaluate existing knowledge, and specifically identify the gaps which the proposal is intended to address. Concisely state the importance and relevance of the research by relating the specific aims to the broad, long-term objectives.
- Chapter Three: Proposed Research Design and Methods. Describe the research design (design, sample, variables and measures, data analysis plans) and the procedures to be used to accomplish the specific aims of the project. Include any pilot work or preliminary studies related to the proposal. Include how the data will be collected, analyzed, and interpreted. Describe any new methodology and its advantage over existing methodologies. Discuss the potential difficulties and limitations of the proposed procedures and alternative approaches to achieve the aims.
- A list of references

In general, the three chapters from the proposal defense will form the substance for the first three chapters of the Dissertation. The Proposal must be sufficient for the Committee and administrators of the College to determine the significance of the research question within the context of the existing state of knowledge and the likelihood that the proposed methods are adequate and appropriate to answer that question.

Proposal Defense and Approval

Prior to filing the Proposal with the University Graduate School, the candidate must meet with the Dissertation Committee for an oral Defense and approval of the Proposal. After the final draft of the Proposal has been distributed to all committee members, the candidate arranges a meeting of the Committee to discuss the Proposal and to rule on its acceptability. Although the candidate is responsible for arranging the meeting for the Proposal Defense and distributing copies of the Proposal, the Committee Chairperson will conduct the defense.

After the candidate has successfully completed the proposal defense and prior to submitting the D-3 to UGS, the candidate must receive IRB approval from the FIU Institutional Review Board. The IRB protocol needs to be submitted by the Dissertation Committee Chair.

UGS requires a 5 page proposal summarizing chapters 1-3 (<http://gradschool.fiu.edu/student-forms.shtml>). However, for the dissertation proposal defense the candidate is required to submit chapters one, two and three to his/her committee.

FIU Institutional Review Board (IRB) Approval

Students are required to follow the policies and procedures of the FIU Institutional Review Board (IRB) and any other IRBs required by external agencies/institutions when conducting research on animal or human subjects. There is human subjects involvement when living human beings are asked to participate physically in an activity or to donate their tissue, organs, fluids and other bodily materials; when human beings or their environment is manipulated; when information is sought from them directly (as through interview, examination, or questionnaire) or indirectly (as through observation), and when information concerning specific, individually identifiable human beings is asked for from third parties whether through access to files, data banks, or other depositories or through direct inquiry.

Animal subjects are any live, vertebrate animals used or intended for use in research, research training, experimentation, or biological testing or for related purposes. Research or experiments utilizing animal subjects, including tissue taken from live vertebrates for the purpose of research, must be submitted for review by the IACUC.

The FIU Institutional Review Board web site has up-to-date information, current policies and procedures related to research, and required forms to be completed. Since candidates may be engaged in the Dissertation project over an extended period of time, he/she must access the IRB web site on a regular basis to determine if there is new information or policies/procedures have been revised. For additional guidance on conducting research with human subjects, please visit: <http://research.fiu.edu/irb/index.html>

FIU has a Reciprocity Agreement with all of the Universities in the State University System (SUS). Candidates that wish to utilize this agreement for a multi-site human research project will need to make their request to Christopher Grayson, Director of Research Integrity at 305-348-8379 or graysonc@fiu.edu.

The IRB reserves the authority to suspend or terminate approval of research. Anyone conducting research with human subjects without the approval of the IRB may be subject to a finding of research misconduct.

Writing the Dissertation

The dissertation consists of the three chapters written as part of the dissertation proposal defense (described above). Additionally it includes:

Chapter Four: Results

Chapter Five: Conclusions

General Guidelines

The candidate's work is carried out under the direction and supervision of his/her Dissertation Chairperson and the Committee members who supervise it for the intellectual content. The Dissertation Chairperson and Committee members may specify certain aspects of style, such as footnote style and placement, and the manner in which references are cited. Candidates are urged to consult with their Dissertation Chairperson early in the preparation of the manuscript regarding both the subject and the general plan of investigation as well as style preferences. Style manuals are available for purchase at the FIU Bookstore. As to format, the regulations included in the *FIU Regulations for Thesis/Dissertation Preparation Manual* supersede any style manual instructions. Format includes manuscript arrangement, organization of specific preliminary pages, spacing, typeface, margins, page number order, page number placement, and the requirement for permission to reproduce copyrighted material. No joint authorship will be accepted.

Candidates should not use dissertations previously filed, or out-of-date FIU regulations for format examples, because changes are made from time to time, and candidates are responsible for following the requirements in effect when the manuscript is filed.

Questions that arise in the preparation of final manuscript copies, but which are not covered in the *Manual*, may be discussed with the Dissertation Chairperson. Early consultation with the Chairperson is particularly helpful if, after reading the regulations carefully, there are questions about special material or about the need for permission to reproduce copyrighted material to be used in the Dissertation.

In addition to written guidelines, the University Graduate School provides assistance through a writing consultant. Check the University Graduate School web site for further information.

Secondary Data Analysis Projects

The experience of primary data collection and analysis is invaluable, but on occasion, candidates may opt to answer a research question with an existing database. If the Dissertation committee approves this approach, the project needs to address a substantive research question for which use of the existing database provides the most feasible and strongest approach. The candidate and faculty member to whom the data set belongs will negotiate specific arrangements regarding use of the data set and dissemination of the results (See Appendix D, Sample data use agreement). If the data set is acquired from another agency (e.g. CDC), the protocol of that agency for data use will prevail.

Dissertation

The dissertation is the final milestone to be completed by a doctoral candidate to fulfill the objectives of the PhD in nursing degree. The goal of the dissertation is to engage the candidate in the research process. The purpose of the dissertation is to demonstrate the candidate's development as a scholar through implementation of the research process.

Statistical Consulting

Statistical Consulting at FIU provides free assistance to doctoral candidates on experimental design, data coding data analysis, statistical packages, and interpreting output.

Preparing for the Dissertation Defense: Preliminary Approval

All Committee members must preliminarily approve the Dissertation document before the candidate can apply for Dissertation Defense. By their signatures on the D5 forms, Committee members certify that the Dissertation is ready for Defense.

One copy of the Dissertation, certified as complete and provisionally acceptable to the Committee and the Dean, and one copy of the Dissertation Defense Announcement must be submitted to the University Graduate School by the published deadline on the Academic Calendar. To obtain a copy of the form to be submitted, FIU Graduate Student Forms and then Form D-5 Preliminary Approval of Dissertation and Request for Oral Defense. An electronic copy of the Defense Announcement should be attached to the form in accordance with the format in the Regulations for Thesis/Dissertation Preparation Manual.

Announcement for the Dissertation Defense

The Announcement is an invitation to members of the University community to observe the Defense. NOTE: This Announcement will be posted on the University Graduate School's website and in the NWCNHS building for the academic community to view. Faculty and PhD candidates will also be notified through their respective listservs. Thus, the Dissertation abstract should be written clearly, in language accessible to non-specialists, and free of unnecessary disciplinary jargon; all acronyms should be fully identified. The Announcement must include the following information:

- I. Candidate's name
- II. Committee Chairperson's name
- III. Dissertation title
- IV. Dissertation abstract (purpose, methodology, findings/results, discussion) * College name
- V. Date, time, and place of the Defense

Format of the Dissertation Defense

The candidate should consult with his/her Chairperson on the format and the time parameters of the Defense. The material should be organized and verbally presented as a research study. The candidate should prepare visual aids, such as PowerPoint slides. The candidate should keep his/her oral presentation within the agreed time limit, and provide time for questions and comments at the conclusion of the presentation.

The Candidate should bring a copy of the Dissertation Defense Report form to the Defense in order to obtain members' signatures. To obtain a copy of the form, see FIU Graduate Student Forms (*Final Electronic Thesis or Dissertation Approval*). After the Committee determines that the Defense was successful, the candidate should obtain signatures of all Committee members on this form. Required revisions should be noted on the form. This form must be filed with the University Graduate School no later than a week after the Dean has signed this form.

Final Approval of Dissertation

When a Dissertation has been accepted and successfully defended, the signatories - the Chair and Committee members, the Dean of the College, and the Dean of the Graduate School - are affirming the originality and significance of the product for the discipline, the College and the University. In order for responsible review by the College and the Graduate School, dissertations must be submitted well in advance of the expected graduation date. The specific dates vary from semester to semester; however, this information is available on the FIU *Academic Year Calendar* and *University Graduate School* website.

Signatory Approvals

Doctoral Candidates must adhere to all deadlines but are encouraged to file for approval as early in the semester as possible. Deadlines are found on the FIU *Academic Year Calendar* or the University Graduate School website *University Graduate School*.

Candidates must also be aware of the deadline to apply for graduation.

The final Dissertation document must follow the dissertation *Regulations* exactly. The Dissertation document includes a signature page printed on bond paper. Template formats of the signature page are found on the *Signature Page Template*

The Chair of the Dissertation Committee is responsible for certifying that the final version of the Dissertation contains all revisions requested by the Committee.

Prior to submission of final copies, Doctoral Candidates should submit a complete draft of the Dissertation to the Office of the University Graduate School to check format. This informal check usually takes at least two working days, so the Candidate should allow enough time before the deadline for submission of final copy. After this informal check, the candidate must make the corrections suggested before bringing the final copies to the University Graduate School.

It is customary for Doctoral Candidates to provide a final hard copy of the dissertation with some sort of binding to the Chair and Committee members.

Submission to the University Graduate School

Once all changes have been made and approved, the Doctoral Candidate must submit the following to the Office of the University Graduate School:

- *ETD Form (Final Electronic Thesis or Dissertation Approval)*. To obtain a copy of the form, see *FIU Graduate Student Forms*. Signatures on the form include the Dissertation Chairperson, the members of the Dissertation Committee, the PhD Program Director, the Associate Dean, Academic Affairs (NWCNHS), and the Dean of the University Graduate School. The form must be submitted to the Associate Dean of the NWCNHS for approval before being submitted to the Dean of the University Graduate Program. The Dean of the University Graduate School must be the very last signatory.
- After submission of the ETD approval form to UGS, within one month of graduation, the graduate will receive instructions via email for uploading their dissertation (a hard copy of the dissertation to UGS is not required, however, it is customary to submit a bound copy to the Committee Chair and Committee Members). Additionally, all candidates are required to submit an electronic copy to the PhD Program office.
- Proquest (UMI) Dissertation Agreement. All doctoral students are required to publish their Dissertation through University Microfilms International (UMI) Dissertation Publishing. The abstract of the Dissertation is published in *Dissertations Abstracts International*. The student must complete the Proquest (UMI) Agreement form. To obtain copy of the Proquest Agreement, see *FIU Graduate Student Forms* and then *Proquest Dissertation Agreement Form*. The student must pay the fees at the FIU Cashier's Office (Fill out the *Cashier Form for Payment of Microfilming and Copyright*) and present a copy of the Cashier's receipt.
- Survey of Earned Doctorate. All doctoral students must fill out the Survey of Earned Doctorate. To obtain copy of the survey, see *FIU Graduate Student Forms* and then *Survey of Earned Doctorate (SED)*. Instructions for completing the SED are also available on the same page. The completed survey must be presented when the final approval form is submitted.

Forms

Questions on the completion of academic requirements for advanced degrees or the preparation and filing of dissertations should be addressed to the Academic Advisor or the Dissertation Chairperson. After conferring with his/her Chairperson, students must go to the University Graduate School at the MMC Campus (305-348- 2455) to receive a packet containing forms and specific information about how and when to file these forms. Most updated forms can be found using the following link: <http://gradschool.fiu.edu/student-forms.shtml>

All required forms (unless noted otherwise) must be signed by Director of the PhD in Nursing Program, the Associate Dean of the NWCNHS Academic Programs on the line for approval prior to submission to the Office of the Dean of the NWCNHS. After College approval is secured, the forms can be forwarded to the University Graduate School. Ignorance of a rule or a deadline does NOT constitute a basis for waiving that rule or deadline!

All information on forms must be typed as required. This includes the names of the Committee members, Chairperson, Director, and Deans where the signatures are to be affixed.

PART III: STUDENT CONDUCT POLICIES AND PROCEDURES

Professional Conduct and Responsibilities

In addition to meeting the academic standards of the University and College, students enrolled in nursing courses must demonstrate professionalism in classroom. Professionalism is defined as behaviors and attitudes congruent with the Codes of Ethics of their professional organization, guidelines and standards of practice, the Florida Nurse Practice Act, and policies and expectations of the School and University.

Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition or mental state. Professionalism includes, but is not limited to, satisfactory academic conduct and performance.

Administrators and faculty of the College of Nursing reserve the right to interpret, maintain, and enforce the standards of professional conduct and performance for nursing. Administrators and faculty also reserve the right to recommend dismissal of any student who has violated the standards of professional conduct or demonstrates a lack of professional development.

Repeating Nursing Courses and Dismissal

Only one course in the program can be repeated, and that course can be repeated only once. If a student fails the same course twice, he/she will be dismissed from the program. After successfully completing the repeated course, the student must obtain and submit a Repeated Course form to the Office of the Registrar. While both grades will be included on the student's transcript, only the last grade for the repeated course will be computed into the student's GPA.

Fzero Grade

Beginning Fall, 2004, the Faculty Senate approved the addition of a course grade of F0 (Fzero). An F0 will be given to students who both earn a failing grade based on course standards and who fail to complete at least 60% of the course requirements or fail to attend at least 60% of class sessions. An F0 equals zero grade points per-credit hour and is a permanent grade.

Final Examinations and Grades

Final examinations will be given during the week following the last day of classes each semester. The summer semesters do not have final examination periods and course examinations may be given at the discretion of the faculty member teaching the course.

Once submitted, end-of-semester grades (except Incompletes and NR's, which default at the end of two terms) are final. They are subject to change only through a Change of Grade form to correct an error in computation or transcribing, or where part of the student's work has been unintentionally overlooked. Final grades are available through the on-campus kiosks, or on the PantherSoft self-service system. See the *Graduate Catalog* for additional policies/procedures related to final examinations and grades.

Communicating Grades

Grades can be obtained through FIU's web site. Students will need their PantherOne Card and password to obtain grades. Otherwise, grades are communicated through a procedure designated by the faculty member. Only faculty members are authorized to report grades over the phone.

Academic Warning, Probation, and Dismissal

Academic Warning

The course faculty member, Advisor, and/or the Director of the PhD Program notify graduate students in academic jeopardy through conferences or in writing. The progress of a graduate students notified of unsatisfactory academic performance is monitored by the faculty advisor, and/or the coordinator of the PhD program. A graduate student whose cumulative GPA falls below 3.0 will be placed on Academic Warning by the University.

Academic Probation

A student on Academic Warning whose cumulative GPA remains below 3.0 in the following semester will be placed on Academic Probation by the University. To remove the Academic Probation status, a student must attain a cumulative GPA of 3.5 or above in the subsequent semester.

Dismissal

A graduate student on probation who's cumulative and semester GPAs fall below a 3.0 will be automatically dismissed from the Program and University. Students are advised to refer to the Rules and Regulations section of the FIU *Graduate Catalog* for further information about academic warning, probation, and dismissal.

Achievement of an overall cumulative GPA of 3.0 or above. A cumulative GPA of less than 3.0 will place the student on probation for one semester, and she/he may be subject to dismissal if the 3.0 GPA requirement is not met after the probationary period.

Removal of all conditions, deficiencies, and incomplete grades. Students are expected to register for courses with letter grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.

Students are expected to complete the dissertation within 5 years from the date of advancement to candidacy, which includes successful completion of written and oral examinations, favorable recommendation of the students' supervisory committee, and an approved dissertation proposal.

Additionally, Florida International University expects that all doctoral students will complete their education as competent teachers and academicians.

Students are expected to review the FIU Student Handbook for details on Standards of Student Conduct and Policies. The *Standards of Student Conduct* addresses three major areas of moral integrity: Academic Honesty, Respect for the Law, and Respect for People. Students who plagiarize, cheat and/or harass an instructor or peer may be charged with *Academic Misconduct*. Penalties for academic misconduct may include up to dismissal from the University.

Plagiarism

Plagiarism is the deliberate use and appropriation of another's work without any indication of the source and the passing off of such work as the student's own. Students who are using another person's ideas or writings must document their sources. Direct quotes must be consistent with American Psychological Association (APA) format. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism. Any student helping another plagiarize may be found guilty of academic misconduct.

Cheating

Cheating is the unauthorized use of books, notes, aids or assistance from another person with respect to examinations, course assignments, field service reports, class recitations, or possession of examination papers or courses materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Harassment

Harassment is defined as conduct that creates an intimidating, hostile, or offensive environment for another person or group. This definition includes harassment and threats through computers or electronic communication.

Course Requirements

Students are expected to adhere to the stated course requirements outlined in the course syllabus by faculty (provided at the beginning of the course), including due dates for assignments and the specified grading system. Unless prior arrangements have been made with the faculty member, work that is submitted late is downgraded one FULL letter grade for each day the paper/project is late until the grade of "F" is reached. Students are expected to be prepared for all classes and to participate in them.

Students should not ask a faculty member to change the course requirements by requesting special treatment such as "extra credit" work to raise a grade, or ask for extensions of due times for papers. These requests are unfair to other students and the faculty member.

Classroom Conduct and Responsibilities

As a matter of common courtesy, students should not enter classrooms late; carry on conversations, even whispered ones; or take up class time with questions of solely personal interest. Taping class lectures is at the discretion of each faculty member. The student must request permission before taping any classroom activity. Cell phones must be turned off during class periods.

Children or pets are never permitted in the classrooms unless for specified course experiences. Food and drinks are not permitted in the classrooms. This is a University policy. Students are expected to assist in keeping the College, and University classrooms and lounge areas in a presentable condition at all times. In consideration of others, classroom furniture or equipment that is moved during a teaching/learning activity should be returned to its original location.

Attendance

Students are expected to attend all classes. Courses include the instructional strategy of shared knowledge and experience between students during group presentations and discussions. Absence interferes with the student's ability to learn from this in class sharing.

Students are expected to read and adhere to the course syllabus regarding clinical and class attendance. Excessive absence or habitual tardiness may affect the course grade (since the stated course objectives cannot be met) and can result in failure.

Written Assignments

All written work is to be submitted on the announced due date unless the student made previous arrangements with the faculty member. Word processors are available for student use in the computer laboratories. Formal written papers (term or scholarly papers) shall follow the format using the guidelines of the American Psychological Association's (APA) *Publication Manual* (the latest edition is available for purchase at the FIU Bookstore).

Academic grievance and appeal

NWCNHS students have the right to grieve/appeal academic grading/course complaints/controversies and program progression/dismissal decisions. According to the FIU Student Policy (undergraduate and graduate) written guidelines, which can be found at <http://cnhs.fiu.edu/about-us/faculty-procedures/index.html>

Student Governance

All nursing students are encouraged to participate in the various campus activities and university governance. The NWCNHS also provides opportunities for nursing students to participate in College governance.

Pi Alpha Chapter (Sigma Theta Tau)

The purposes of this professional nursing organization are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Membership is based on GPA and class rank at graduation. Eligible graduates will receive an invitation and application from the Chapter Eligibility Committee.

FIU Graduate Students Association

The aim of the Graduate Students Association (GSA) is to facilitate and enhance the graduate student experience, to advance the reputation and assist in the expansion of graduate programs, and to promote quality teaching and research at Florida International University.

Nursing Alumni Association

The purpose of this organization is to provide a mechanism for Nursing graduates to contribute to the University community through service and professional activities.

PART IV: FEES AND FINANCES

Florida International University GRADUATE Tuition and Fees

2015-2016 Academic Year

New Students - Admit Term Fall 2006 or Thereafter

Tuition	Resident	Non-Res	GA/TA Rate (.5 FTE)	RA Rate (Grant pays tuition)	
Tuition per credit (matriculation)	\$379.95	\$900.00	Waived	\$379.95	
Per Credit Hour Fees	\$75.69	\$101.69	\$75.69	\$75.69	
Total Tuition and Fees per Credit	\$455.64	\$1,001.69	\$75.69	\$455.64	
Semester Fees					
Health	\$93.69	\$93.69	\$93.69	\$93.69	
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	
Parking Fee (Fall\Spring)	\$90.70	\$90.70	\$90.70	\$90.70	
Total per Semester Fees (Fall\Spring)	\$194.39	\$194.39	\$194.39	\$194.39	
Parking Fee (Summer)	\$84.58	\$84.58	\$84.58	\$84.58	
Total per Semester Fees (Summer)	\$188.27	\$188.27	\$188.27	\$188.27	
Total Tuition and Fees per semester Not Covered by Assistantship					
Fall 2014 (Includes \$10 Photo ID fee)†			\$885.60	\$4,305.15	9 credits
Spring 2015 †*			\$875.60	\$4,295.15	9 credits
Summer 2015 †*			\$642.41	\$2,922.11	6 credits

† add \$35 orientation fee if student's first semester.

* add \$10 Photo ID fee if student's first semester.

Continuing Students - Admit Term Before Fall 2006

Tuition	Resident	Non-Res	GA/TA Rate (.5 FTE)	RA Rate (Grant pays tuition)	
Tuition per credit (matriculation)	\$362.71	\$882.76	Waived	\$362.71	
Total Per Credit Hour Fees	\$73.97	\$99.97	\$73.97	\$73.97	
Total Tuition and Fees per Credit	\$436.68	\$982.73	\$73.97	\$436.68	
Semester Fees					
Health	\$93.69	\$93.69	\$93.69	\$93.69	
Athletic	\$10.00	\$10.00	\$10.00	\$10.00	
Parking Fee (Fall\Spring)	\$90.70	\$90.70	\$90.70	\$90.70	
Total per Semester Fees (Fall\Spring)	\$194.39	\$194.39	\$194.39	\$194.39	
Parking Fee (Summer)	\$84.58	\$84.58	\$84.58	\$84.58	
Total per Semester Fees (Summer)	\$188.27	\$188.27	\$188.27	\$188.27	
Total Tuition and Fees per semester Not Covered by Assistantship					
Fall 2014(Includes \$10 Photo ID fee)			\$870.12	\$4,134.51	9 credits
Spring 2015			\$860.12	\$4,124.51	9 credits
Summer 2015			\$632.09	\$2,808.35	6 credits

General Expenses

Some doctoral students will collect data at clinical sites. If so, most institutions require that the student must have current CPR certification, health screenings (including immunizations) and health insurance. These requirements protect students, staff, and patients. Students are responsible for providing a copy of their current CPR, health screenings, and health insurance to the Director of the PhD Program.

Background Checks

Students who collect data onsite at clinical facilities are required to submit information and fingerprints for background screening. As specific requirements may differ from institution to institution, it is the student's responsibility to obtain and adhere to each institution's requirements. Students with an arrest history must disclose such history to the Dean of the NWCNHS. Students must disclose arrests made before and after admission to the CNHS. Failure to disclose can result in removal of the student from the clinical facility.

Financial Aid

Financial assistance is available to graduate students through fellowships, assistantships, scholarships, and loans. For general and current information on financial assistance, students should first access the **FIU Financial Aid** web site. For information on financial assistance specific to graduate students see: **FIU Graduate Student Financial Aid**. For nursing scholarships, click on **NWCNHS Nursing Scholarships** on the menu.

PART V: UNIVERSITY RESOURCES

Division of Information Technology

The Division of Information Technology supports the educational goals of the NWCNHS by supplying and maintaining technology hardware, software, and services. A range of services is provided including desktop support, file and print services, and consulting.

University Technology Services

All students are eligible for a FREE, one-time download of the latest Microsoft office and McAfee Antivirus for PC and Mac. To redeem your software, log in to PantherTECH.u.edu with your MyAccounts username and password. Please note that new students must wait until the add/drop date of their first semester.

Students can receive discounted computer repair services at the FIU Panther Tech Store (GC 165) on the MMC campus & AC1-295 at the BBC campus.

Student Open Labs

Open computer labs are available to currently registered students. These labs are equipped with both PCs and Macintosh computers. Logon access to the computers uses MyAccounts credentials. The labs are setup for pay-to-print using your FIU OneCard, which can be recharged online or using any major credit card.

- Labs are closed on holidays in which FIU is closed.
- Semester break hours at MMC usually run from 9am – 6pm (Mon-Fri)
- For the most up-to-date hours of operation, please call 305.348.2568

Walk-In Support

Modesto Maidique Campus (The HUB, located in the Green Library)

Sunday – Thursday: 10 a.m. – 10 p.m.

Friday, Saturday: 10 a.m. – 6 p.m.

Biscayne Bay Campus (ASK! Center, located in the Hubert Library)

Sunday – Thursday: 10 a.m. – 10 p.m.

Friday, Saturday: 10 a.m. – 6 p.m.

Computer Lab in Graham Center

This computer lab for employees, and students is open *Monday – Thursday: 8:00a.m. -1:00a.m, Friday: 8:00a.m. -10:00p.m, Saturday – Sunday: 9:00a.m. -10:00p.m.* The Computing Center at Graham Center contains Windows computers, and printers.

FIU Panther Mail

Students are expected to use the FIU Panther email system. This is the primary form of communication between the PhD office and the students. This account can be accessed by G-mail. Students must first login to MyFIU to set up an account.

MyFIU

MyFIU is Florida International University's online student information system. Students use MyFIU to check their class schedules, access their grades, and review their student financial accounts. Please visit MyFIU at <https://my.fiu.edu>

Blackboard

Blackboard is Florida International University's online course delivery system. Every course at FIU is set up on Blackboard using information from the Registrar's system to enroll the correct students. Faculty control how much Blackboard is used in their courses. It may contain basic information about a class, for instance the course syllabus, or it may contain all the materials necessary to teach and test students. Access to Blackboard is controlled by password protected. All users must have both an FIU Network ID and password.

Academic and Personal Counseling

The Counseling Center

The staff of the Florida International University office of Counseling and Psychological Services (CAPS) provides assistance to help you have the most rewarding and successful university experience while at FIU. They offer a range of services to that end and encourage you to look through their web site and call if you have other questions. If you would like to meet with one of their highly experienced staff members in person, just visit one of the Counseling Center offices weekdays between the hours of 9:00am to 3:00pm, except on Tuesdays when "walk in" hours are between 9:00am – 12:00pm.

The services and programs offered by CAPS are provided by licensed psychologists and licensed clinical social workers that retain expertise in dealing with student concerns and development. Registered students are qualified to make use of services at no additional cost, as the center is funded by the Student Health Fee. All services provided adhere to confidentiality requirements as stipulated by the state of Florida.

For more information, please visit the following website: <http://www2.fiu.edu/~psychser/index.html>

Contact Information:

Modesto A. Maidique Campus

UHSC 270

(305) 348 – 2434

Monday to Friday, 8:00am – 5:00pm Evening appointments by request.

Biscayne Bay Campus

WUC 320

(305) 919 – 5305

Monday to Friday, 8:00am – 5:00pm Evening appointments by request.

National Graduate Student Crisis Line

The National Graduate Student Crisis Line also offers immediate Help for Grads in Crisis.

1-877-GRAD-HLP (1-877-4723-457) or visit <http://www.hopeline.com>

Wellness Center and Student Health Center

The Wellness Center and Student Health Center provides health promotion and disease prevention activities throughout the FIU community as well as professional, accessible and cost effective primary care. For information on the services provided, please visit:

<http://studentaffairs.fiu.edu/wellness/index.php>

Office of Disability Recourses Center

Students with disabilities must register with the Disability Resource Center prior to the beginning of the semester. At the beginning of the course, the student must inform the faculty member concerning his/her disability. Personnel in the Disability Resource Center will provide a written statement regarding any necessary accommodations.

Florida International University's School of Nursing is committed to ensuring that all University goods, services, facilities, privileges, advantages, and accommodations are accessible to qualified persons with disabilities in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local laws.

FIU provides all persons an equal opportunity to participate in and benefit from all programs and services. The Office of Disability Recourses Center (DRC), <http://drc.fiu.edu> assists students in receiving a variety of services including alternative testing, note taking, alternative media formats, interpreting, advocacy, and mobility/transportation assistance.

Eligibility for services is determined by DRC. Students must self-identify and provide proper documentation as outlined by DRC. It is the student's sole responsibility to initiate the process to be considered for accommodation. In order to initiate this process, students must notify the Office of Disability Recourses Center that they may have a disability that requires accommodation and they must complete the registration process in its entirety at the FIU Office of Disability Recourses Center. The DRC web page can be accessed at <http://drc.fiu.edu>. Call (305) 348-5345 (BBC) or (305) 348-3532 (MMC) for further information about disability services.

APPENDIX A
Post Master's PhD Nursing Curriculum Check List

Courses	Date completed or Expected date of completion
NGR 6123 - Knowledge Development in Nursing Science (3)	
NGR 6800 - Advanced Nursing Research Methods I (3)	
NGR 6850 - Empirical Evidence for Clinical Research and Practice I (3)	
NGR 6917 - Grantsmanship I (3)	
NGR 6801 - Advanced Nursing Research Methods II (3)	
NGR 6851 - Empirical Evidence for Clinical Research and Practice II (3)	
NGR 6857- Empirical Evidence for Clinical Research and Practice III (3)	
NGR 6918 - Grantsmanship II (3)	
NGR 7736 - Academic, Health Care and Political Systems: Function, Structure, Leadership, and Survival (3)	
NGR 7873 - Accessing, Managing, and Packaging Information (3)	
NGR 6815 - Qualitative Methods (3)	
NGR 7830 - Research in Health Care for Multicultural, Diverse, and Vulnerable Populations (3)	
NGR 6852 - Empirical Evidence for Clinical Research and Practice III (3)	
Cognate Elective (3)	
Statistics Elective (by Advisement) (3)	
Cognate Elective (3)	
NGR 7982 - Candidacy Examination (3-9)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	

APPENDIX B
BSN to PhD in Nursing Curriculum Check List

Courses	Date completed or Expected date of completion
NGR 6123 - Knowledge Development in Nursing Science (3)	
NGR 5141 - Pathophysiological Basis of APN (3)	
NGR 5810 – Research Methods in Nursing (3)	
NGR 6172 - Pharmacological Concepts in APN (3)	
NGR 5131 - Culture and Advanced Nursing Practice (3)	
NGR 6815 - Qualitative Methods (3)	
NGR 7873 - Accessing, Managing, and Packaging Information (3) (FYI: Research Project Requirement for MSN)	
NGR 6800 - Advanced Nursing Research Methods I (3)	
NGR 6917 - Grantsmanship I (3)	
NGR 7830 - Research in Health Care for Multicultural, Diverse, and Vulnerable Populations (3)	
NGR 6801 - Advanced Nursing Research Methods II (3)	
NGR 6918 - Grantsmanship II (3)	
NGR 7736 - Academic, Health Care and Political Systems: Function, Structure, Leadership, and Survival (3)	
NGR 5035C – Advanced Client Assessment (3) – Cognate Elective (3)	
NGR - NGR 6201C Advanced Adult-Gero or NGR 6601C Family or NGR 6301C Child or NGR 6503 Psychiatric Mental Health Nursing I (3-4)	
NGR - NGR 6201L Advanced Adult or NGR 6601L Family or NGR 6301L Child or NGR 6503L Psychiatric Mental Health Nursing Practicum I (3-4)	
NGR 6851 - Empirical Evidence for Clinical Research and Practice II (3)	
NGR 6857- Empirical Evidence for Clinical Research and Practice III (3)	
NGR - NGR 6202L Advanced Adult-Gero or NGR 6602L Family or NGR 6302L Child or NGR 6504L Psychiatric Mental Health Nursing Practicum II (3-4)	
Stats Elective by Advisement (3)	
NGR - NGR 6700L Role Synthesis in Advanced Adult or NGR 6619L Family or NGR 6337L Child or NGR 65056L – Psychiatric Mental Health (4)	
NGR - NGR 6209 Clinical Decision Making Adult-Gero or NGR 6748 Family or NGR 6337 Child or NGR 6560 Psychiatric Mental Health (3)	
NGR 7982 - Candidacy Examination (3-9)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	
NGR 7980 - Dissertation I (3-18)	

APPENDIX C

General contents for dissertation and research proposal*

TABLE OF CONTENTS

Chapter

I. INTRODUCTION

Statement of the Problem
Purpose of the Study
Theoretical Framework
Theoretical Propositions
Specific Aims of the Study
Research Questions/Hypotheses
Definition of Terms and Operationalization
Significance of the Proposed Study
Assumptions of the Study
Summary

II. REVIEW OF THE LITERATURE

Introduction
State of the Science
Discussion of relevant aspects of the specific health problem, its etiology, and treatment
What is known about the problem in the population that is the focus of the study with an emphasis on prior research conducted and research results
State of the science related to each specific independent, dependent, and control variable specified in the aims, research questions, and hypotheses
Scientific Gaps and Issues Addressed within this Study
Summary

III. RESEARCH DESIGN AND METHODOLOGY

Description of the Research Design
Setting
Population
Sample (Describe the proposed sample, sample size and power analysis, inclusion/exclusion criteria, and sample recruitment)
Control Variables (If appropriate)
Procedures
Instrumentation
Data Management and Analysis Procedures
Human Subjects Considerations
Study Limitations
Summary

IV. RESULTS

Specific Aims, Research Questions and Hypotheses
Sample and Sample Attrition
Sample Characteristics
Findings
Aim 1:

Research Question/Hypothesis 1

Research Question/Hypothesis 2

Aim 2:

Research Question/Hypothesis 3

Research Question/Hypothesis 4

Research Question/Hypothesis 5

Summary

V. Discussion

Findings

Limitations

Implications and Recommendation for Practice

Implications and Recommendations Policy

Implications for Further Research

Conclusions

Summary

References

Appendices

*Note: The first three chapters indicate the general outline of the dissertation proposal. In essence, the research proposal is the draft of the first three chapters of the dissertation.

Biomedical Engineering

Ranu Jung, Chair and Professor

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http://catalog.fiu.edu/2015_2016/graduate/College_of_Engineering_and_Computing/Graduate_Biomedical_Engineering.pdf

***BME 4007 Principles of Bioengineering – GL (3).** Medical instrumentation and design, regulations for medical devices, application of computers in medicine, biomaterials, bio-communications, artificial implants; clinical engineering. Prerequisites: BME 3403 or permission of the instructor. **NOTE=** this is an undergraduate course, however, it is required before taking many of the master level courses.

BME 5005 Applied Biomedical Engineering Principles (3). Biomedical engineering applications to instrumentation, transport phenomena, mechanics, materials and imaging. Prerequisite: Permission of the instructor.

BME 5105 Intermediate Biomaterials Science (3). Materials used in prosthesis for skin and soft tissue, vascular implant devices, bone repair, and artificial joints. Structure-property relationships for biological tissue. Prerequisite: Permission of the instructor.

BME 5340 Introduction to Cardiovascular Engineering (3). Quantitative cardiovascular physiology, engineering applied to cardiovascular system: mechanics, materials, transport, and design.

BME 5410 Biomedical Physiology and Engineering I (3). Introductory course on cardiovascular and respiratory physiology and associated engineering concepts frequently encountered in the Biomedical Engineering field.

***BME 5505C Engineering Foundation of Medical Imaging Instrument (3).** Engineering basis of medical imaging systems, including radiology, X-Ray CT, SPECT, PET, MRI, and laser and ultrasound based imaging, as well as instrument quality assurance procedures. Prerequisite: Permission of the instructor.

***BME 5573 Nanomedicine (3).** Nano-scale tools and nanomaterials that result in new medical products and applications with special emphasis on imaging, diagnosis, drug delivery, regenerative medicine as well as new biomaterials. Prerequisites: BME 5105 or permission of the instructor.

BME 6501 Applied Biomedical and Diagnostic Measurements (3). Fundamentals of biomedical measurements and the design of biomeasurement systems and devices. This includes transducers and electrodes, EMG, EEG, ECG and medical imaging techniques, and electrical safety. Prerequisites: BME 4007 or permission of the instructor.

BME 6715 Mathematical Modeling of Physiological Systems (3). Engineering modeling, design, and measurements related to cardiovascular system, disease and diagnosis. Prerequisite: Permission of the instructor.

EEE 5261 Bioelectrical Models (3). Engineering models for electrical behavior of nerve and muscle cells, electrode-tissue junctions, volume conduction in tissue and the nervous system as an electrical network. Prerequisites: EEE 4202C or permission of the instructor.

EEL 6816 Electronic Neural Systems (3). This course bridges electronics to the understanding of neurobiologically inspired models. Biological tasks and neural computations are studied in the context of networks and processing elements. Prerequisite: Permission of the instructor.

EEL 6836 Computer Visualization of Brain Electrical Activity (3). Computer techniques for the visualization of brain electrical activity. Analysis of the origin of this activity as it relates to its measurement and visualization through computerized systems. Prerequisites: EEL 4510 or permission of the instructor.

College of Business

MAN 605 - Management of Healthcare Organizations in the 21st Century (3).

This course explores the use of evidence-based management for effective planning and decision-making by today's healthcare managers. Concepts and theories from the general management literature will be identified for dealing with the emerging issues of the health care industry relating to the delivery of effective, patient-centered care. Field-based examples will be used to illustrate how managers use available information and data to improve the quality of organizational decisions and processes to achieve fiscal sustainability.

HAS 6176 - Financing & Reimbursement of Health Systems (3).

In this course financing models for health delivery systems are examined. Reimbursement strategy of Medicare, Medicaid and other third party payers are analyzed.

MAN 6830 - Organization Information Systems (3).

This course provides an introduction to information systems and their role in health services organizations from a user's viewpoint. It surveys and reviews applications of the basic concepts necessary for understanding information systems. It includes study of the main activities in the development cycle used to acquire information systems capabilities.

MAN 6501 - Operations Management (3).

This course covers analysis, design, and operations organizational systems. The system approach is used to provide a framework or general model of analysis, to which specific concepts, quantitative techniques, and tools can be related.

HAS 6156 - Economic and Decision Analysis in Health Services

Using economics as a tool, this course analyzes specific world-wide health care problems and functioning of global health care markets.

Computer Sciences

http://catalog.fiu.edu/2015_2016/graduate/College_of_Engineering_and_Computing/Graduate_College_of_Engineering_and_Computing.pdf

http://catalog.fiu.edu/2015_2016/graduate/College_of_Engineering_and_Computing/Graduate_Electrical_and_Computer_Engineering.pdf

http://catalog.fiu.edu/2015_2016/graduate/College_of_Engineering_and_Computing/Graduate_School_of_Computing_and_Information_Systems.pdf This is the one I found most of the appropriate class within!

***CAP 5011 Multimedia Systems and Applications (3).** Course covers organization of multimedia systems, data representation, and quality of service, scheduling algorithms, synchronization and tele-communication of multimedia streams. Prerequisite: COP 4610.

CAP 5510C Introduction to Bioinformatics (3). Introduction to bioinformatics; algorithmic, analytical and predictive tools and techniques; programming and visualization tools; machine learning; pattern discovery; analysis of sequence alignments, phylogeny data, gene expression data, and protein structure. Prerequisites: COP 3530, or equivalent and STA 3033 or equivalent.

***CAP 5627 Affective Intelligent Agents (3).** Design and implementation methods using artificial intelligence (AI) techniques, human-computer interaction (HCI) principles, emotion theories; applications, e.g. health informatics, education, games. Prerequisites: Graduate standing or permission of the instructor.

***CAP 5701 Advanced Computer Graphics (3).** Advanced topics in computer graphics: system architecture, interactive techniques, image synthesis, and current research areas. Prerequisites: COP 3530 and CAP 3710 or equivalent, or by permission. This course will have additional fees.

***CEN 5064 Software Design (3).** Study of object-oriented analysis and design of software systems based on the standard design language UML; case studies. Prerequisite: CEN 5011.

***CEN 5087 Software and Data Modeling (3).** Essential software and data modeling methods and techniques such as UML, XML, and ER. Prerequisite: Graduate standing.

***CNT 5415 Practical Applied Security (3).** Hands-on training in practical installation and maintenance of secure systems, including such topics as security configuration, DMZs, firewalls, anti-virus software, and hardware security modules. Prerequisite: Graduate standing.

CGS 6834 Programming for the Web (3). Installation and maintenance of servers. Techniques for building secure multimedia interactive web pages. A hands-on project to develop an educational interactive multimedia web site is required. This course is not an elective for Computer Science programs.

***CIS 5027 Computer Systems Fundamentals (3).** Fundamentals concepts of IT Systems: operating systems, networking, distributed systems, platform technologies, web services and human-computer interaction. Covers design principles, algorithms and implementation techniques. Prerequisite: Graduate standing.

***CIS 5370 Principles of Cybersecurity (3).** Cybersecurity algorithms, techniques. Mathematical foundations. Symmetric and public key encryption. Authentication, key infrastructure, certificates. Covert channels. Access control. Vulnerabilities. Prerequisite: Graduate standing.

***CIS 5372 Fundamentals of Computer Security (3).** Information assurance algorithms and techniques. Security vulnerabilities. Symmetric and public key encryption. Authentication and Kerberos. Key infrastructure and certificate. Mathematical foundations. Prerequisite: Graduate standing.

***COP 5614 Operating Systems (3).** Operating systems design principles, algorithms and implementation techniques: process and memory management, disk and I/O systems, communications and security.

EGN 5644 Commercializing Innovation (3). Product development/process, innovation, commercialization; needs analysis; market segmentation; value proposition; prototyping, packaging and branding; modeling costs and margins; hands-on practice. Prerequisite: Permission of the instructor.

***EGN 6437 Manufacturing Systems Design (3).** System design for production and process planning, resource management, material handling, process control, and quality control. Prerequisite: Permission of the instructor.

EGS 5620 Enterprise Systems Configuration (3). Enterprise systems overview; major enterprise functions; standard operation procedures; system configuration and parameters; master data; user interfaces and reports; and hands-on experience. Prerequisite: Permission of the instructor.

***EIN 5256 Usability Engineering (3).** The usability aspects of software systems design and testing. The theory of interface design for usability and the methods and techniques for designing and testing technology interfaces. Prerequisite: Permission of Instructor.

EIN 5322 Engineering Management (3). Organization of engineering systems including production and service organizations. Inputs of human skills, capital, technology, and managerial activities to produce useful products and services. (F, S)

EIN 5346 Logistics Engineering (3). Concepts and tools for effective design and management of supply chain systems. Includes logistics strategies, inventory management, customer service, supply chain integration and logistics network design. Prerequisite: Permission of the instructor.

***EIN 6105 Technology Policies and Strategies (3).** Strategies and policies for managing all aspects of technology. Includes value chain integration, intellectual property, and internal processes and systems.

EIN 6246 Advanced Human-Machine Interaction Design (3). The application of human factors analysis and design methods to complex system interaction. Interface design for technological systems in workplace and consumer domains. Prerequisites: EIN 4243 or equivalent.

***EIN 6345 Inventory Control Systems (3).** Design of nontraditional inventory control systems. Development of several inventory system models. Exploration of methods of collecting appropriate demand and cost data for effective systems analysis. Prerequisite: ESI 3314.

EIN 6606 Robotic Systems (3). Basic robotic system principles, functional requirements of robotic systems, simulation of system preliminary design, and physical experimentation of robotic systems.

ESI 5010C Forecasting and Demand Management (3). Forecasting overview. Times series methods. Regression methods. Advanced forecasting models. Demand planning. Pricing and revenue optimization with capacity constraints. Case studies. Prerequisite: Permission of the instructor.

ESI 6528 Advanced Topics in Simulation Modeling (3). An examination of the role of artificial intelligence, object oriented programming, and databases as enabling technologies in the simulation modeling process. Review of the literature and case studies. Prerequisites: ESI 6524 or equivalent

Education

Program Leader: Dr. M. O. Thirunarayanan

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Phone: (305) 348-2085

http://catalog.fiu.edu/2015_2016/graduate/College_of_Education/Graduate_College_of_Education_Course_Descriptions.pdf

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 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 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)

ARE 5553 Introduction to Art Therapy (3). An overview of art therapy as a verbal and nonverbal means of communication with special emphasis on psychodynamic fundamentals inherent to the process for the purpose of diagnosis, treatment, and intervention for people with special needs. (AR)

ARE 6304 Instruction in Early Childhood Art (3). Elective in master's program in Early Childhood Education. Refines skills related to program development, methods of teaching, selection of materials, and review of research, for preschool, kindergarten and primary grades teachers. Lab fees required. (F,S,SS)

ECW 5695 Community Relations and Resources for Vocational Education (3). This course provides students with knowledge and skill in utilizing community resources and establishing public relations procedures and practices to implement vocational education programs. (SS)

***ECW 5315 Improvement of Teaching Strategies in Health Occupations and Nursing Education (3).** This course is the first in series of graduate courses designed to prepare qualified health professionals holding bachelor's degrees with professional education skills necessary to become competent teachers. It is approved for "special methods of teaching health occupations education." (AR)

***ECW 6318 Current Issues in Health Occupations and Nursing Education (3).** This course is designed to focus qualified health professionals holding a bachelor's degree with professional education skills necessary to identify and conduct research on current issues related to teaching in health occupations education. (AR)

EDF 5481 Foundations of Educational Research (3). Competencies required for critical understanding, evaluation, and use of published educational research: Understanding quantitative and qualitative methods; sampling; measurement; data collection and analysis; and inference process. (F,S,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 5881 Foundations of Bilingual Education (3). Fundamental theories and models of bilingual education, and information about the historical, philosophical, theoretical and legal background for bilingual multicultural programs in the United States. (AR)

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)

EDG 5707 Cultural and Cross-Cultural Studies (3). This is an overview of immigration patterns in U.S., discussions of theories of ethnicity, acculturation, and intercultural communication. Development of teaching strategies for multicultural classrooms. Multicultural issues in elementary, secondary, adult, vocational, and special education will also be addressed. (F,S,SS)

EDG 5417 Learning Styles Applications (3). Designed to help educators use learning styles information to change instruction and improve student achievement. Prerequisite: Tentative admission to Master's program. (AR)

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.

EDP 6277 Human Development: Across the Life Span (3). Advanced survey of life span human development. Demographic, physiological, sociological factors contributing to optimal functioning through adulthood and aging. Applications to counseling and education. (S)

***EVT 5317 Occupational Analyses in Health Occupations and Nursing Education (3).** This course provides opportunity to expand/update the knowledge base of health care system combining experiences in health care delivery system with curriculum updating. Professional licensure and liability insurance required. May be repeated. (AR)

EEX 5095 Nature and Needs of Students with Autism Spectrum Disorders (3). Students will develop knowledge and skills related to the nature and needs of students with autism including characteristics, learning goals, teaching approaches, and environmental arrangements.

EEX 5210 Assessment and Strategies for Students with Autism Spectrum Disorders (3). Students will become familiar with current formal and informal assessments used in diagnosis and instructional planning. Students will also become familiar with specific educational strategies for students with autism spectrum disorders.

EEX 5755 Working with Families and Communities of Young Children with Disabilities (3). This course includes strategies for effective communication and collaboration with families of young children with disabilities and related agencies.

FAD 5260 Family Development (3). Dynamics of family interaction and structure, including analysis of socioeconomic and cultural influences, crisis-producing situations, and current issues and trends affecting the family unit. (AR)

MHS 5400 Counseling Skills and Techniques (3). Major theoretical concepts in counseling, competencies in relationship-building, interviewing, role-playing, simulation, and micro-counseling will be explored in this course.

HEE 5365 Teaching Food and Nutrition (3). This course is designed to upgrade competency in planning, researching, and evaluating experiences that are current in content and educational strategies. (AR)

HME 5255 Independent Living for the Handicapped (3). This course explores the home and personal living skills required to empower persons with mental and physical limitations to achieve their maximum independence. Suitable for students in special education, health, physical education, recreation, social work, home economics or anyone planning to work with elderly or handicapped. Approved for certification for teachers of the mentally retarded. (AR)

LAE 6305 Instruction in Early Childhood Language Arts (3). Required in Master's program in Early Childhood Education. Refines skills related to program development, methods of teaching, selection of materials, and review of research in preschool, kindergarten and primary grades. Prerequisites: LAE 4314 or permission of the instructor

MHS 6428 Cross Cultural Counseling (3). In this course, concepts and skills involved in counseling clients with backgrounds different from the majority culture. Prerequisite: MHS 5400.

MHS 6410 Behavioral and Cognitive Modification Techniques in Counseling and Education (3). In this course, concepts and skills in using behavior modification, contingency contracting, cognitive behavior management, self-instructional training, problem solving skills and parent and/or teacher consultation.

PET 6925-27 Practicum in Physical Education (1-3). This course focuses on the production and/or application of materials and techniques for physical education in a classroom and or field setting. (F,S)

SPS 6191 Psycho-Educational Assessment I: Intellectual (3). This course addresses competencies in the assessment of intellectual ability and adaptive behavior in children. Co-requisite: SPS 6191L for School Psychology majors. No co-requisite for other majors. (F)

SPS 6930 Academic and Behavioral Interventions in the Schools (3). An introduction course to effective academic and behavioral school-based interventions including a functional assessment of behavior. (SS)

TSL 5142 Curriculum Development in English as a Second Language (3). Description, analysis, planning, design, and evaluation of curriculum in English as a second language (K -adult). (F,S)

Global and Sociocultural Studies

http://catalog.fiu.edu/2015_2016/graduate/Steven_J_Green_School_of_International_and_Public_Affairs/Graduate_Global_and_Sociocultural_Studies.pdf

Anthropology

ANG 5267 Environmental Anthropology (3). Theories of human adaptation, including environmental determinism, possibilism, cultural ecology, materialism, and evolutionary ecology. Credit for both ANT 3403 and ANT 5548 will not be granted. Prerequisites: Graduate standing or permission of the instructor. (SS)

ANG 5397 Advanced African Diaspora Cultures and Performativity (3). Examines different approaches adopted by African diaspora studies scholars in social and cultural anthropology, and recent theoretical texts and debates in Performance Studies. Prerequisite: Permission of the instructor.

ANG 6083 Theory in Anthropology (3). Examines the relationship between theory and research in the social sciences, focusing on the historical, contemporary, and philosophical foundations of anthropological thought. Prerequisites: Graduate standing in the department or permission of the instructor.

ANG 6303 Comparative Feminisms (3). Course examines feminisms and feminist movements in a global context. Taking several geocultural areas as examples, the course analyzes the discourse of cultures, feminisms, and feminist movements. Prerequisites: One graduate level course on gender or permission of the instructor. (S)

ANG 6305 Queer Lives/Queer Theories (3). Introduces key arguments, theories, and methods of queer studies through an examination of the social, economic, and cultural construction/organization of sexual identities and politics.

ANG 6472 Anthropology of Globalization (3). Examination of global economic, political, and cultural processes including the movements of people, commodities, and capital. Study of formation of identities, consumption practices, and gender dynamics.

ANG 6473 Diasporas, Migration, and Globalization (3). Examines a variety of theories of “Diaspora” that have proliferated during the last few decades, as the concept relates to processes of transnational migration and globalization.

ANT 6302 Gender Identity in Comparative Perspective (3). Comparative examination of cultural and socio-economic factors defining gender identities and relations in western and non-western societies. Includes selected cross-cultural case studies. Prerequisites: Graduate standing or permission of the instructor. (S)

ANT 6319 The African Diaspora: Anthropological Perspectives (3). History and cultures of Africans outside of Africa, with a special emphasis on the African experience in the Americas. Topics covered include slavery, class, gender, ethnicity, and religion. Prerequisite: Graduate standing.

ANT 6469 Graduate Medical Anthropology (3). Concepts and methods in the field of medical anthropology. Importance of culture in governing the type and frequency of disease in a population, the way people explain and treat disease, and responses to the delivery of modern medicine. Prerequisite: Graduate standing. (S)

ANT 7491 Contemporary Theory in Social Anthropology (3). Graduate seminar examining current theoretical issues in social anthropology. Prerequisites: SYA 6018 or permission of the instructor.

Geography: Regional Areas; Geography: Systematic

GEA 6409 Landscapes of Violence and Healing in the Americas (3). Nation building in the Americas cycles between violence (political, economic, cultural) and healing (through magic, rituals, religion or the arts). Prerequisite: Graduate standing.

GEO 5415 Topics in Social Geography (3). Topics discussed include geographic aspects of population and ethnicity, with emphasis on sources and analysis of data and pertinent concepts. Prerequisites: GEA 2000, graduate standing, or permission of the instructor.

GEO 5557 Globalization (3). Examines the transformation of the world economy and of global finance, the changing significance of sovereignty and territoriality, the effects of space-time compression on everyday life, and associated shifts in culture and identity.

GEO 6413 Feminist Geographies (3). Examines key contributions of feminist theory and scholarship to the discipline of Geography.

GEO 6603 Cities and Regions in Global Perspective (3). Examines the interplay of cities and regions with the world political economy, past and present. Emphasizes theoretical perspectives on conditions underlying inequalities between cities and regions. Prerequisite: Graduate standing.

Interdisciplinary Social Sciences

ISS 6346 Theory and Inquiry (3). First semester required core seminar. Introduces issues and controversies concerning the relationship between theory and research. Prerequisites: First year graduate standing in the department or permission of the instructor.

Sociological Analysis

SYA 5135 Sociology of Knowledge (3). The study of the theoretical basis of knowledge and the inter-relatedness of knowledge and social factors, particularly as knowledge relates to institutional forms of behavior. (F)

SYA 6018 Sociocultural Theories A (3). One of two courses designed to prepare students with a thorough understanding of the key theories and theorists of both sociology and anthropology typically offered in the fall semester. Prerequisites: Graduate standing or permission of the instructor. (F)

SYA 6127 Theory and Inquiry (3). First semester required core seminar. Introduces issues and controversies concerning the relationship between theory and research. Prerequisites: First year graduate standing in the department or permission of the instructor.

SYA 7205 Foundations of Social Theory Construction (3). Seminar exams assumptions of social theory. Topics include objectivity in the social sciences, social science concepts and explanations, reductionism, and the bases of social theory construction. (S)

Sociology of Demography and Area Studies

SYD 5708 Advanced Race, Gender, Sexuality: Entanglements Across Time and Space (3). Examines the transnational, interrelated history of race and gender from the 16th century to the present.

SYD 6236 International Migration and Refugees (3). Comparative analysis of the causes, consequences, and policies concerning population movements across national borders. Includes review of various theories of labor migration. Students will conduct research on a migration or refugee topic. Prerequisites: Graduate standing or permission of the instructor. (F)

SYD 6705 Comparative Analysis of Ethnicity and Race (3). Consideration of major theories of ethnicity and race and analysis of selected ethnic groups in various world regions. Includes the study of race and ethnic issues in Miami and the South Florida region. (S)

SYD 6796 Sex, Race, and Power in Colonial Times (3). Critical examination of sexual intimacy in colonial contexts between colonizers and colonized people. Explores the intersection between racialization and sexualization and white male power over black and brown male and female bodies. Prerequisite: Graduate standing.

SYD 6816 Advanced Sociological Theories of Gender (3). Examines sociological theory as it deals with gender from a feminist perspective. Prerequisite: Graduate standing. (S)

Sociology, General

SYG 6932 Special Topics in Disaster Studies (3). Case studies of major disasters used to explore topics such as impact of gender, class, ethnicity, and age on vulnerability, response, and outcome; effects of larger political and economic systems; and relationship to social change. May be repeated with change of topic.

Social Organization

SYO 6306 Political Sociology (3). Examines social relations of power in groups, organizations, and national and global structures; also patterns of state formation, state-society relations, and sources of political change. Prerequisite: Graduate standing. (S)

SYO 6405 Graduate Medical Sociology (3). Examination of the social significance of health, illness, and medicine in the U.S. as compared to other societies. Includes disease type and distribution as well as a critique of health care professions, organizations, and policies. Prerequisite: Graduate standing. (F)

SYO 6536 Comparative and Global Inequality (3). Addresses theoretical approaches and empirical studies concerning socioeconomic, political, and local/regional inequalities in comparative, transnational, and global perspective. Prerequisites:

Social Processes

SYP 6457 Cities and Regions in Global Perspective (3). Examines the interplay of cities and regions with the world political economy, past and present. Prerequisite: Graduate standing.

SYP 6907 Comparative and Global Social Change (3). Examines examples of social change in comparative, transnational, diasporic, and global perspective. Prerequisites: Graduate standing or permission of the instructor. (F)

Psychology

<http://dsp.fiu.edu/current-students/course-schedule/>

http://catalog.fiu.edu/2015_2016/graduate/College_of_Arts_and_Sciences/Graduate_Psychology.pdf

CLP 5007 Psychological Clinical Science I: Historical Perspectives and Current Controversies (3). This course overviews clinical child psychology, including (a) history and philosophy of psychological clinical science and (b) challenges and controversies related to bridging science and service. Prerequisite: Graduate standing.

CLP 5166 Advanced Abnormal Psychology (3). Advanced study of the causes, psychopathology manifestations, and social and personal consequences of behavior disturbance. Emphasis is placed on the critical examination of current research on the biological, psychological, and social aspects of these disorders. Clinical approaches to diagnosis, course, and prognosis in the contemporary mental health context (including 'practicum' assignments if feasible) are covered.

CLP 5175 Personality Dynamics (3). A review of different approaches to the study of personality.
Prerequisites: Successful completion of a course in theories of personality, or equivalent. Permission of the instructor.

CLP 5185 Current Issues in Mental Health (3). A critical, intensive examination of selected, important issues in mental health. Emphasis is given to the empirical study of contemporary problems related to the making of mental patients; planning, programming, and administering mental health services; political, ethical, and legal constraints on the operation of mental health facilities; interdisciplinary cooperation among helping and human service professionals; and evaluation of preventive care and treatment services. Prerequisites: Abnormal Psychology or permission of the instructor.

CLP 5931 Ethical Code in Psychological Practice (3). Ethical principles, rules, procedures of Psychologists. Clinical application and incorporation of the principles into professional interactions. Ethical reasoning is emphasized.

CLP 6426 Neuropsychology (3). Introduces students to basic foundations and some advanced concepts in Neuropsychology, with a focus on clinical applications. Topics covered will include functional neuroanatomy, brain disorders across the lifespan, and assessment of neuropsychological functions. Prerequisite: Permission of the instructor.

CLP 6432 Foundation Practicum I (3). This course provides a comprehensive introduction to the principles of psychological assessment and measurement in children and hands on practice in the administration of selected cognitive tests. Prerequisite: Graduate standing.

CLP 6436 Introduction to Psychological Assessment (3). This course provides instruction in the principles and methods underlying the administration, construction and evaluation of psychological tests and measures. Prerequisite: Graduate standing.

CLP 6437 Behavioral Assessment in Childhood (3). Standardized tests and inventories for the behavior assessment of infants, children, and adolescents will be surveyed. **Prerequisites:** Proseminar courses and second year graduate standing.

CLP 6449 Career Development in Adolescence and Adulthood (3). An overview of career development and other life factors relevant to life stages from adolescence and beyond. Issues related to theory, research and application will be reviewed. Prerequisite: Graduate standing.

CLP 6471 Assessment and Treatment I: Internalizing Problems (3). Provides an in-depth examination of the evidenced-based assessments used in the psychological evaluation and treatment for children and adolescents with **internalizing** problems. **Prerequisite:** CLP 5007.

CLP 6472 Assessment and Treatment II: Externalizing Problems (3). Provides an in-depth examination of the evidenced-based assessments used in the psychological evaluation and treatment for children and adolescents with **externalizing** problems. **Prerequisite:** CLP 5007.

CLP 6473 Assessment and Treatment III: Developmental, Learning and Pediatric Disorders (3). Provides an overview of theory, research, and evidenced-based practices relevant for evidence based assessment and intervention for use with developmental, learning and pediatric disorders. Prerequisite: **CLP 5007**.

CLP 6498 Diagnosis and Treatment of Sexual Disorders (3). Clinical examination of sexual functioning, emphasizing disorders of gender identity, paraphilias and other dysfunctions and intimacy problems. Prerequisites: Graduate standing or permission of the instructor. **Co-requisites:** SOP 3772 or equivalent.

CLP 6530 Dissemination and Implementation of Research (3). Addresses the increasing need to bridge research and practice to inform a new generation of effective services that are accessible to the large numbers of children and families in need.

***CYP 5534 Groups as Agents of Change (3).** Theory and practice in utilizing groups as agents of change or development in communities and organizations. Didactic presentation and structured exercises focus on relevant issues. Students design and implement problem-focused interventions, using class as client system.

CYP 6526 Psychological Methods of Program Evaluation (3). Development of skills for the psychological assessment monitoring and evaluation of human service programs with emphasis on the application of basic principles of behavioral science research in the field, exclusive of public school settings.

CYP 6536 Principles and Methods of Psychological Consultation (3). An analysis of the basic psychological approaches underlying consultation, with special emphasis on the practical application of the processes of learning, cognition, and interpersonal relations to techniques of consulting with various ‘target’ agencies, individual clients, and other professionals in community settings. Prerequisites: Graduate standing at FIU or permission of the instructor.

***CYP 6766 The Psychology of Cross-cultural Sensitization in a Multicultural Context (3).** A series of weekly seminars to increase student sensitivity to working with clients from different cultural backgrounds. The objectives of the course are: (1) facilitating student awareness of cultural differences and their impact on social and human services delivery systems, (2) identifying the student’s own personal cultural biases and values when interacting with culturally different persons, and (3) teaching students to develop culturally appropriate intervention skills.

CYP 6936 Current Issues in Community Psychology (3). An intensive analysis of contemporary theoretical, practical, and professional aspects of the field of Community Psychology. Topics discussed may lead to the graduate project required of each student. Prerequisites: Admission to graduate study in psychology (other graduate students admitted by permission of the instructor).

DEP 5056 Issues in Life-Span Developmental Psychology: Infancy through Old Age (3). An in-depth survey of theories, issues, methods, and data in life-span developmental psychology through the entire age range. **Prerequisites: DEP 3001 or DEP 4464, or their equivalents, are recommended.**

DEP 5058 Biological Basis of Behavior Development (3). Introduction to theory and research underlying behavioral development. Covers such pre-and post-natal determinants as evolution, genetics, neuroendocrines, as well as social development, behavioral ecology, and sociobiology. Prerequisites: Graduate standing or permission of the instructor. **Co-requisite: Proseminar courses.**

***DEP 5065 Cognitive Development (3).** An overview of cognitive development, with a focus on the theories, experimental evidence, and milestones in cognitive development. Topics include the development of attention, perception, memory, problem solving, categorization, concepts, language, and reasoning, theory of mind, metacognition, and executive function. Prerequisites: Graduate standing or permission of the instructor.

DEP 5068 Applied Life Span Developmental Psychology (3). This course is designed to acquaint the student with various applications in life-span developmental psychology. An overview of general issues and areas of application is offered, and specific applications are considered. Prerequisites: Graduate standing or permission of the instructor.

DEP 5099 Proseminar in Infancy, Childhood, and Adolescence (3). Provides a comprehensive review of issues in perceptual, cognitive, social, emotional, and personality development from infancy through adolescence. Prerequisites: Graduate standing or permission of the instructor. **Co-requisite: Proseminars.**

DEP 5118 Current Issues in Cognitive and Perceptual Development in Infancy (3). Provides an in-depth analysis of current issues, methods, research and theory of cognitive and perceptual development during the *first year of life*. Special emphasis on object and event perception, memory, and imitation. **Prerequisites: Two courses in developmental psychology -any level recommended.**

DEP 5185 Emotional Learning and its Reversal (3). Theoretical analyses and methodological issues in the study of emotional learning. Prerequisites: Graduate standing or permission of the instructor.

***DEP 5315 Proseminar in Parent-Child Relations (3).** Provides an overview of key issues in parent-child relations including culture, socialization/genetics, fatherhood, timing, adoption, work, effects of children on parents, and parent training. Prerequisites: Graduate standing or permission of the instructor.

DEP 5405 Proseminar in Psychology of Adulthood and Aging (3). A comprehensive review of topics in adulthood and aging including: biological changes, social processes, work, family, cognition, memory, personality, and psychopathology. Prerequisites: Graduate standing or permission of the instructor.

***DEP 6117 Psychology of Caregiving (3).** An advanced seminar focusing on one or more topics in depth and requiring literature reviews and research design. Topics may include timing of parenthood, adoption, and fatherhood.

DEP 6145 Psychology of Culture and Childhood (3). Extensive cross-cultural readings will serve as the focus for seminar discussion of cultural influences on children's biological, motor, perceptual, cognitive, social, and personality development. Prerequisites: Graduate standing or permission of the instructor.

DEP 6465 Psychology of Culture and Aging (3). An intensive examination of cultural influences on social and psychological aging processes including minority aging and involving seminar discussion and independent projects. Prerequisite: Graduate standing.

EAB 5655 Advanced Methods of Behavior Change (3). An intensive study of selected methods of modifying human behavior, emphasizing the applications of the principles of respondent and operant conditioning, as well as those derived from modern social learning theories. Practice and role playing opportunities are provided in behavior therapy, relaxation therapy, behavior modification, biofeedback or similar behavioral approaches. **Prerequisites:** EAB 4794, CLP 4374, CYP 4144; enrollment in an authorized program; equivalent background; or permission of the instructor.

EAB 6717 Applications of Verbal Behavior for Autism and Asperger Syndrome (3). Verbal behavior is analyzed by function. Structural and developmental issues as well as implications for language training and ethical application to autistic populations are integrated throughout. **Prerequisite:** Graduate standing.

EXP 5527 Memory and Consciousness (3). The relation of memory and consciousness is explored with emphasis on issues of current research and theoretical work from both a cognitive and a neuropsychological perspective. **Prerequisite:** Graduate standing.

EXP 5667 Cognitive Neuroscience (3). Investigation of the relation between mind and brain. Discuss literature from both patient studies and from the growing research in neuroimaging. **Prerequisite:** Graduate standing.

INP 6115 Psychology of Culture and Organizations (3). An overview of theory and research examining the psycho-social environment of organizations, including the factors that shape organizational cultures and climate, along with the implications for workplace motivation, morale, and productivity. **Prerequisite:** Graduate standing.

***INP 6611 Organizational Stress (3).** This seminar examines conceptualizations, causes, consequences, and correlates of stress, strain, and coping in the workplace.

PCO 5251 Couples and Family Systems (3). An overview of theory, research, and treatment issues related to couples and family systems. The course covers relevant techniques, training, and professional issues. **Prerequisite:** Graduate standing.

PCO 6254 Principles and Practices in Couples and Family Therapy (3). An examination of the principles and practices used in couples and family therapy. Counseling skills and practical issues related to couples and family therapy will be examined.

***PSB 6215 Human Neuroanatomy (3).** Survey of human spinal, brainstem, subcortical, and cortical neuroanatomy with reference to physiology and disease. **Prerequisite:** Permission of the instructor.

***SOP 5616 Social Psychology of Organizations (3).** The application of concepts and theories from social psychology and sociology to the organizational setting. Emphasis will be on role theory, value formation and the operation of norms, including their development and enforcement. Formal and informal organization structure, power and authority concepts, and leadership theories will be covered. Communication processes and networks and their effects on task accomplishment and satisfaction will be included.

Public Health and Social Work

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Dietetics

***DIE 5247 Trends in Therapeutic Nutrition (3).** Evaluation and interpretation of current research in dietary care of metabolic diseases. Prerequisites: Diet therapy or approval of the instructor.

DIE 6128 Dietetic Administration and Management (3). Application of management and organizational theory to dietetic systems in health and community institutions.

***DIE 6259 Management of Nutrition Services (3).** Analysis of interdisciplinary nutrition services delivery with emphasis on management models and theories regarding division of work, quality improvement and productivity, leadership, motivation and planning, organizing, staffing, directing, and controlling.

DIE 6578 Qualitative Research Methods in Dietetics (3). Application of qualitative research methods including field and case study approaches in interpreting and designing research studies. Introduction to interdisciplinary research. Prerequisite: **DIE 6568**.

DIE 6929 Specialized Short Courses in Dietetics and Nutrition (1-3). Intense courses on specialized topics in dietetics and nutrition for the advanced student or professional. Topic based on current nutrition concerns. Prerequisites: Advance graduate standing and permission of the instructor.

Food Sciences

***FOS 6236 Food Toxicology & Food Safety (3).** Discusses food and water borne bacterial, parasitic, and viral infections and intoxication. Examines food additives, and contaminants. Describes toxic food constituents as well as naturally occurring toxicants. Prerequisites: **Graduate standing and food science competency**.

Food Service System

FSS 6535 Computer Assisted Food and Nutritional Services Management (3). Advanced course in computer analysis and utilization for detection and resolution of problems of food service and nutritional care. Prerequisites: **Advanced graduate standing, DIE 6128 or equivalent, and computer competency**.

Gerontology

***GEY 5600 Physical Change and Healthy Aging (3).** Primary health care and wellness with discussion and assessment of normal physiological alterations and their relationship to common health concerns and medical problems of older adults.

Human Nutrition

***HUN 6248 Sports Nutrition (3).** The influence of exercise on specific nutrient demands and utilization of nutrients will be examined. Nutritional requirements and interrelationships between nutrition and exercise in the prevention and management of common diseases such as obesity, hypertension, diabetes and cardiovascular disease will also be discussed. Prerequisites: Human Nutrition and Intermediate Physiology. (S, odd years)

***HUN 5123 Ethnic Influences on Nutrition and Food Habits (3).** Systematic study of food habits of various cultural groups. Emphasis on methodology, analysis of data, relationship of food habits to nutritional standards, and corrective measures. Includes laboratory. Prerequisite: Competency in food preparation and nutrition. **Recommended for non-majors.**

***HUN 5195 International Nutrition: Problems, Policies, and Planning (3).** Advanced study of magnitude, causes and nature of under nutrition in developing countries; emphasis on programs, planning and policies directed toward alleviating hunger. Prerequisite: Permission of the instructor. **Recommended for non-majors.**

HUN 5611 Nutrition Education in the Community (3). In-depth study of nutrition education information and methods in the community including the nutrition education component of school food service and other congregate meal programs. Prerequisites: Recent courses in nutrition education or permission of the instructor.

HUN 5621 Food, Nutrition and Communication (3). Concepts and techniques for effective professional communication with individuals, groups and other professionals. Emphasis on communication via mass media. Prerequisites: Competency in food and nutrition knowledge.

***HUN 6254 Drug and Nutrient Interaction (3).** The interaction of drug and nutrient metabolism in relation to optimum nutrition. Prerequisites: Advanced Nutrition, Biochemistry, Physiology.

HUN 6255 Nutrition in Wellness Program (3). Examination of required factors for successful development, implementation and evaluation of wellness programs and investigation of interrelationships between nutrition/physical activities as means of chronic disease risk reduction. Prerequisites: Advanced Nutrition and Nutrition Education.

HUN 6257 Physio/Psychology of Food Intake (3). Examination of food intake regulation with applications in both research and practice. Prerequisites: Competence in nutrition and physiology.

HUN 6285 Nutrition and Metabolism I (3). Advanced study of the human nutrition of carbohydrates, lipid, fiber, thiamin riboflavin, pantothenic acid, biotin and choline. Prerequisites: Advanced Nutrition, Biochemistry, Physiology.

HUN 6307 Carbohydrates and Lipids (3). The biological, physiological and metabolic functions of carbohydrate and lipids as they relate to human nutrition. Prerequisites: Biochemistry, Advanced Nutrition and Physiology.

HUN 6327 Proteins (3). Protein metabolism, physiology and nutrition. Prerequisites: Biochemistry, Advanced Nutrition, and Physiology.

HUN 6335 Functions of Vitamins (3). Integration of chemical, biological and physiological functions of vitamins as related to human nutrition. Prerequisites: Advanced Nutrition, Biochemistry, Physiology. (S, even years)

HUN 6355 Minerals in Human Nutrition (3). The physiological and metabolic functions of selected macro and trace minerals as they relate to nutritional status in humans. Prerequisites: Advanced Nutrition, Biochemistry, Physiology. (S, odd years)

***HUN 6435 Nutrition and Aging (3).** Changes associated with aging and the impact of nutrition on these changes. Prerequisite: Permission of the instructor. (S, odd years)

***HUN 6522 Public Health Nutrition (3).** Development and assessment of nutrition programs for the general population throughout the life cycle. Prerequisites: **DIE 3310 or equivalent.**

HUN 7408 Nutrition Across the Lifespan (3). The course will explore social, economic, physiologic, and lifestyle factors that influence nutrition status across the stages of growth and development, maturation, and aging. Prerequisites: **HUN 4403, HUN 4241, DIE 5247.**

HUN 7523 Community Nutrition (3). Evaluate models and methodologies to identify public health nutrition issues; analyze current and historical research/nutrition policy; recognize necessary infrastructure to support policy. Prerequisites: **HUN 4410, HUN 6522, PHC 6500.**

HUN 7524 Nutrition Science and Implications for Community Health (3). Critical examination and synthesis of current human nutrition science topics with emphasis on implications to human health, nutrition, public health policy, and research. Prerequisites: Nutritional Biochemistry and Pathophysiology.

Public Health

***PHC 5113 Communities and Public Health (3).** This course introduces the student to the principles of Community Based Participatory Research. It builds on the principle of community as a unit of identity and local relevance.

PHC 5158C A History of United States Health Policy (3). Places contemporary health policy controversies into historical perspective by highlighting some of the major health-related issues that have drawn federal intervention during the past two centuries. **Prerequisite: PHC 6102.**

***PHC 5412 Cultural Competency for Public Health (3).** Emphasizes the socio-historical growth of South Florida's populations in relation to public health competency skills. Review and critique diverse socioeconomic and historical issues relating to public health practices.

PHC 5415 Public Health in Minority/Urban Population (3). Covers the scope of Public Health Issues related to minority and urban populations with an emphasis on health care status, utilization of the health care system and expenditures. (F)

PHC 5430C Public Health Economics (3). This course focuses on the application of basic microeconomics tools to the analysis of consumers', producers', and insurers' behavior in the market for health care. Prerequisite: PHC 6065 or permission of the instructor.

PHC 5581 Public Health Aspects of Complementary and Alternative Medicine (3). Introduction of theory, practice and scientific evidence for complementary and alternative medicine. Emphasis on regulatory issues and quality assurance; politics of use and social, cultural and historical factors.

PHC 6000 Epidemiology I: Introduction to Public Health Epidemiology (3). This course is an introduction to the study of the distribution, determinants, and measurement of health and disease in populations, including design methods and their application. (F,S)

PHC 6001 Environmental and Occupational Epidemiology (3). This course covers outbreaks; cluster analysis; cross-sectional, case-control, cohort, ecological and time series designs; surveillance programs; environmental cancer; reproductive hazards, biological monitoring and biomarkers. **Prerequisites: PHC 6315 and PHC 6000.**

PHC 6002 Infectious Disease Epidemiology (3). This course covers principles specific to infectious disease epidemiology, explores the application of epidemiologic methods to infectious disease problems, and examines surveillance, and outbreak investigation. **Prerequisites: PHC 6000 and PHC 6065.**

PHC 6003 Chronic Disease Epidemiology (3). A review of selected epidemiologic research methodology as it applies to infectious and chronic diseases and its application towards understanding selected major infectious and chronic diseases from a population based perspective. **Prerequisite: PHC 6000.**

PHC 6004 Injury Epidemiology and Prevention (3). Analyzes the impact and extent of injuries as a public health problem. Issues of prevention, sources of data, environment, social and occupational aspects are included in an epidemiological approach. **Prerequisite: PHC 6000. (SS)**

PHC 6007 Cancer Epidemiology (3). This course will provide an understanding of the epidemiological patterns, etiology and risk factors of cancer from a community and population perspective. **Prerequisite:** PHC 6000.

PHC 6008 Cardiovascular Disease Epidemiology (3). This course will increase understanding of epidemiological patterns, etiology and risk factors of selected major cardiovascular disease from a population based perspective. Prerequisites: PHC 6000, PHC 6065.

PHC 6009 AIDS Epidemiology and Control (3). Reviews the epidemiology, virology, immunology, and clinical aspects of HIV, and also examines its impact upon risk groups and the responses of society to the epidemic. **Prerequisites:** PHC 6000 and PHC 6065 or permission of the instructor. (S)

PHC 6012 Current Research in Epidemiology (3). This course will examine current areas of research in epidemiology and bring students into contact with researchers in various fields. **Prerequisites:** PHC 6000, PHC 6065. (S)

PHC 6014 Behavioral Epidemiology (3). This course will examine human behaviors as determinants of health and disease, methods of exploring these relationships, and ways of altering risk behaviors. **Prerequisite:** PHC 6000.

PHC 6016 Social Epidemiology (3). Explores the epidemiological aspects of health and medical care of the poor and disadvantaged population groups. Emphasis on the relationship of organization and delivery of health care, including health promotion, prevention, and related topics. **Prerequisite:** PHC 6000 and PHC 6065 or permission of the instructor. (F)

PHC 6020 Clinical Epidemiology (3). A course on methods in clinical epidemiologic studies, including study design, sample size, clinical measurements, clinimetric indices, casual inference, analytic issues and clinical decision making. Prerequisites: PHC 6065, PHC 6000 or permission of the instructor.

PHC 6055 Data Management and Applied Epidemiologic Analysis (3). Covers practical issues related to the management, security, and analysis of epidemiologic data by creating, managing, and analyzing an epidemiologic database using statistical software packages.

PHC 6056 Longitudinal Health Data Analysis (3). Applied longitudinal health data analysis; methods to compare different health treatments and behavioral interventions. Focus will be on models for single and multiple correlated public health outcomes. Prerequisites: PHC 6052, PHC 6091 or permission of the instructor.

PHC 6064 Models for Binary Public Health Outcomes (3). This course will offer students a focused introduction to statistical models for the analysis of binary medical and public health data. The course will provide an introduction to the application of statistical models for PH outcomes in epidemiology, dietetics and nursing. Prerequisite: PHC 6052 or permission of the instructor.

PHC 6080 SAS Computing for the Health Sciences (3). Course covers essential computer-based techniques for the SAS system for data management and statistical analysis relevant to public health. Topics include: programming techniques, macro programming, and SQL with SAS. **Prerequisites:** PHC 6052, PHC 6091 or permission of the instructor.

***PHC 6102 Introduction to Public Health Policy and Management (3).** This course introduces students to the underlying principles of public health policy and management. Emphasis is on the philosophy, and extent of public health structure; organization and administration of public health law and regulations will be analyzed.

PHC 6103 Introduction to Applied Public Health (3). This course will serve as an introduction to applied public health and provide an overview of core public health disciplines with hands-on exposure to its application in the field.

***PHC 6104C Public Health Management and Leadership (3).** This course integrates theory with practice by examining management, leadership and organizational behavior in public health organizations.

PHC 6146 Health Promotion Program Planning and Intervention Design (3). The principles of and practices of health promotion program planning and design, development, testing of behavioral interventions are described and explained in this course. Prerequisites: **PHC 6410, PHC 6706, PHC 6065.**

PHC 6148 Strategic Planning for Healthcare Organizations (3). This course introduces students to strategic planning for healthcare organizations encouraging modern business approaches, including the planning process and using data to identify growth opportunities. **Prerequisite: PHC 6102.**

PHC 6183 Disaster Risk and Emergency Management in Public Health I (3). This course meets the demand for new management strategies and skills that will permit an orderly, structured, effective, and flexible approach to health emergency preparedness and response.

PHC 6251 Disaster and Emergency Epidemiology (3). Disaster and Emergency Epidemiology studies the public health response to natural disasters, environmental emergencies and perpetuated acts of terrorism.

PHC 6310 Environmental and Occupational Toxicology (3). Theory and practice of occupational and environmental toxicology; health effects of toxins in humans; principles of toxicology; toxicokinetics; and health effects of toxins on organ systems. Prerequisite: **PHC 6315.**

PHC 6311 Environmental Health Risk Assessment (3). This course explores environmental health care management problems associated with risk to the population from exposure to particular agents and conditions. Emphasizes practical problems in risk estimation through the case method approach. **Prerequisite: PHC 6315. (S)**

PHC 6315 Introduction to Environmental Health (3). An overview of public health philosophy and government organization in the provision of official agency, environmental, and preventive medicine services, with particular emphasis on the regulatory and surveillance responsibilities authorized in the public sector. (F,S)

PHC 6316 Environmental Health Management (3). The course provides the student with skills in management of the programs dealing with food, water, waste, radiation, workplace, air, energy, human establishments, and humanitarian challenges. Prerequisites: PHC 6315 or permission of the instructor.

***PHC 6355 Occupational Health and Safety (3).** The course covers recognition of occupational hazards, injuries and diseases and the principles of occupational safety including safety regulations and standards and models of accident causation. Prerequisite: **PHC 6315.**

PHC 6410 Health Behavior and Public Health (3). The overall goal of this course is to introduce the student to the learning and behavioral science theories that provide the framework for the practice of health promotion and public health. Prerequisites: Public Health major or permission of the instructor. (F,S)

PHC 6441 Epidemiology of Health Disparity (3). This course is designed to provide an overview and understanding of Health Disparity, its indicators, measuring methods and models as well as theoretical underpinning for explanation of Health Disparity. Prerequisites: **PHC 6000 and PHC 6065.**

PHC 6442 Global Public Health (3). This graduate level course addresses global public health issues by integrating the complex molecular, biological, environmental, technological and social system interactions causing diseases. Prerequisites: **PHC 6315 or PHC 6312 or IDS 3183.**

PHC 6530 Principles of Maternal and Child Health (3). Covers the scope of the field of maternal and child health with emphasis on the needs of infants, children, youth, women and families in the reproductive cycle and programs designed to meet these needs. Prerequisites: Public Health major or permission of the instructor. (S)

PHC 6591 Reproductive Health Epidemiology (3). This course focuses on current research, methodological issues, and discusses case studies in the epidemiology of reproductive and perinatal health from domestic and international setting. Prerequisites: **PHC 6000 and PHC 6065.**

PHC 6601 Emerging Issues in Public Health (3). Investigation of emerging public health issues, such as public health informatics, genomics, global health, policy and law, and public health ethics, within the framework of ecological model.

PHC 6604 Current Issues in Health Policy (3). This course is an intervention of current public health policy issues, such as chronic disease, health disparities, and healthcare reform within a policy analysis framework.

PHC 6751 Community Organization for Health Promotion (3). Emphasis is on the diagnosis of community health problems and various organizational strategies utilized for effective solution. Review and analysis of community organization process; resources; and the role of health promotion specialist. Prerequisites: Health Promotion Concentration or permission of the instructor. (F)

PHC 6762 International Public Health (3). This course describes international differences in the distribution and determinants of disease and health, and examines interventions aimed at improving health status. (F)

PHC 7502 Health Promotion in the Workplace (3). This course emphasizes program design, management, and evaluation of health promotion in corporations. Issues in health assessment, fitness, wellness, and stress will be covered. Prerequisites: PHC 6589, PHC 6410.

PHC 7606 Tobacco Use: Causes, Consequences, and Control (3). The course will utilize a broad approach to provide a comprehensive overview of the history, epidemiology, health effects, and policy aspects of the tobacco epidemic. **Prerequisites: None for PhD students, and core courses for MPH students.**

Social Work

SOW 5109* Crises in the Lives of Women (3). An overview of special experiences in the lives of women which might lead women to seek professional assistance. Topics include pregnancy, domestic violence, rape, abortion, childbirth, sex discrimination, AIDS, climacteric, widowhood. Prerequisites: Senior or graduate standing.

SOW 5155* Social Work Practice with Sexual Problems (3). Skills applicable to sex-related concerns encountered in social work practice. Presents theories of the etiology of common sexual problems and explores treatment intervention modalities. Prerequisites: Graduate or senior level practice course or permission of the instructor.

SOW 5235 Social Welfare Policy and Services I (3). This course analyzes major social welfare policies and programs in the United States, their emergence, development, contemporary operations and how they shaped the development of the Social Work profession.

SOW 5240* Advanced Interventions in Child Maltreatment (3). This course will examine best practices in the health, mental health, and socio-emotional development of children and adolescents within the child welfare system. Prerequisites: SOW 5105 and SOW 5342 or advanced standing status.

SOW 5344 Theory and Practice with Communities and Organizations (3). Study and application of biopscho-socio-cultural dimensions, theories, techniques and intervention strategies for communities and organizations. Focuses on empowerment of populations at risk and promotion of social and economic justice.

SOW 5621* Social Work with Refugees, Immigrants, and Migrants (3). Provides skills and knowledge responsive to the needs of immigrants and refugees and addresses influences of cultural, ethnic, gender, age, and class differences in acculturation and service delivery. Prerequisites: Graduate or Senior standing with the permission of the instructor.

SOW 5629 Social Work Practice with Diverse Populations (3). Prepares students for responsive practice with diverse populations, with emphasis on South Florida. Includes knowledge and skills in interviewing, assessment interventions, termination, and follow-up. Prerequisite: SOW 5342.

SOW 5640* Foundations in Gerontology for Health Professions (3). Implications for health professions of the biological, cross-cultural, physiological, psychological, social, and societal contexts of aging.

SOW 5641* Understanding the Process of Aging (3). Study of the physical, psychosocial, and cultural factors affecting human development in late life, from a social work perspective. Prerequisites: Graduate or senior standing and permission of the instructor.

SOW 5710* Current Issues in Addiction Practices (3). An overview of chemical dependency in the social service delivery system including policy and program approaches, client assessment, treatment techniques and prevention issues. Prerequisites: Graduate or Senior standing.

SOW 5805C* Counseling the Elderly (3). Applied gerontological knowledge to counseling skills required for independent as well as frail elderly clients. Course focuses on long and short term interventions in a range of practice settings. Prerequisites: Graduate or senior standing.

SOW 6243* Child and Family Social Policy Issues (3). A comprehensive overview of the range of children and family policies, programs and issues in the U.S.A. in the context of comparing residual and institutional approaches to social service delivery, and policy implications for use of each approach.

SOW 6655* Clinical Intervention in Child and Adolescent Social Work Practice (3). This course will provide students with the opportunity to select, apply and evaluate appropriate intervention strategies in working with children and adolescents. Specific attention to socio-cultural, gender and racial differences in understanding development issues and in critically assessing the applicability of practice theories.

Prerequisites: SOW 5324, SOW 5532, or advanced standing program.

Woman Studies

<http://womenstudies.fiu.edu/academics/course-descriptions/>

WST 5253 Entangled Histories: Race, Gender, Sexuality (3). Examines the transnational, interrelated history of race and gender from the 16th century to the present.

WST 5507 Feminist Theory (3). Theories, issues and major paradigms underlying feminist scholarship. Development of women's studies as a discipline. Emphasis on multicultural approaches and perspectives. Prerequisites: One WST course or permission of the instructor.