

FLORIDA MEMORIAL UNIVERSITY



School of Education

GRADUATE BULLETIN

2019 -2021

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Catalog Number 8

Florida Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-697-4500 for questions about the accreditation of Florida Memorial University.

The University is also chartered by the State of Florida.

STATEMENT OF DISCLOSURE

The information contained in this catalog represents the current requirements, regulations, programs, fees and other charges of Florida Memorial University. Regulations and requirements stated herein, including fees and other charges, are subject to change without notice at the discretion of the Board of Trustees and the President of the University. The University further reserves the right to require a student to withdraw at any time as well as the right to impose probation on any student whose conduct is unsatisfactory. Admission based on false statements or documents will be voided. Credit will not be granted for classes taken under these circumstances. In addition, tuition or fees paid will not be refunded if a student is dismissed or suspended from the University for cause. Any balances owed the University are considered receivable and will be collected.

Florida Memorial University maintains a system of records which includes application forms, letters of recommendation, admission test scores and student transcripts. Records are made available upon written request through the Office of the Registrar. Direct access and disclosure to a third party are prohibited by law. Access is given only upon written consent by the student or if required in legal matters. Disclosure of student records to parents is not prohibited if the student is listed as a dependent on the federal income tax form of the parent. A person does not have the right of access to educational records until he or she has been admitted and has actually begun attending Florida Memorial University.

Parents of dependent students will be provided a hearing by Florida Memorial University if they wish to challenge the contents of the record. If still not satisfied, the parents of dependent students may add explanatory or rebuttal materials to the record.

Florida Memorial University practices a policy of nondiscrimination in employment and admission. It is a policy of the University to provide equal opportunity to all persons without regard to race, religion, color, national origin, citizenship, age, sex, marital status, disabilities, labor organization membership, political affiliation, height, weight, and record of arrest without conviction.



TABLE OF CONTENTS

GENERAL INFORMATION

Institutional Statement of Purpose	1
Values Statement	1
Mission	1
Vision.....	1
Accreditation.....	2
Memberships and Affiliations.....	3
Campus Facilities and Resources	4

KEY UNIVERSITY PROGRAMS AND SERVICES

Alumni Affairs.....	8
Student Support Services.....	8
University Library Services.....	8
Academic Support Services	8
Computerized academic Skills Laboratory	9
Testing Center Services.....	9
Health Services	9
Counseling Center	10
Academic Computing.....	10
Admissions.....	11
Completion Requirements and Regulations.....	13
Application for Graduation.....	15

FINANCIAL INFORMATION

Financial Aid.....	17
Estimated Schedule of Tuition and Fees and Services Charges	19
Payment of Tuition and Fees	21
Refund or Adjustment of Tuition, Fees, and other Charges.....	23

ACADEMIC INFORMATION

Academic Affairs..... 25
Academic Regulations, Procedures, and Standards..... 26
 Graduate Degree Programs 26
 Attendance Policy 26
 Grading System and Quality Points27
 Grade Reports 27
 Change of Grades 28
 Grade Appeal..... 28
 Registration 28
 Course Cancellation..... 29
 Add, Drop, and Withdrawal.....29
 Withdrawal from the University..... 29

UNIVERSITY STANDARDS

Academic Honor Code 30
Code of Conduct 31
Anti-Hazing Policy 31
Student Records 31
Directory Information 33
Veteran Affairs 33

GRADUATE PROGRAMS

Program of Study - MS, Exceptional Student Education..... 34
Program of Study – Reading..... 35
 Track I..... 37
 Track II..... 38
 Track III 39
Program of Study – Ed.S. in Exceptional Student Education 47

UNIVERSITY BOARD OF TRUSTEES..... 57

UNIVERSITY PERSONNEL 58

CAMPUS DIRECTORY..... 67

GENERAL INFORMATION

Institutional Statement of Purpose



Values Statement

We, the Florida Memorial University community, are committed to:

- ⊙ **Leadership:** Cultivating the drive to initiate and sustain change for the good of our campus, our community, and the world.
- ⊙ **Character:** Embodying the values of fairness, transparency, compassion, respect, integrity, honesty, respect for diversity, and a commitment to equality in everything we undertake.
- ⊙ **Service:** Sharing our academic and human capital as social, educational, and economic resources for the betterment of our campus and our community.
- **Scholarship:** Promoting excellence in teaching and learning through the identification and retention of quality faculty, staff, and students, who are all engaged in vigorous intellectual exchange as a part of high-quality and competitive educational programs. •
- ⊙ **Accountability:** Taking responsibility for our actions, collectively as well as individually, and delivering products and services that are of high-caliber and responsive to the needs of our community members.

Mission

The mission of Florida Memorial University is to instill in our students the values of leadership, character, and service to enhance their lives and the lives of others on our campus, in our community, and in the world through a transformational, liberal arts education.

Vision

Building upon the traditions of our past and harnessing the richness of the present, Florida Memorial University prepares our students, through innovation, collaboration and creativity, to assume leadership roles in a highly competitive, technology-driven, and increasingly global marketplace.

ACCREDITATION

Colleges and Schools Commission on Colleges to award baccalaureate and master degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-697-4500 for questions about the accreditation of Florida Memorial University. The University is also chartered by the State of Florida.

Florida Department of Education Approved Programs

Florida Memorial University, through its School of Education, offers state-approved programs in accordance with guidelines established by the Florida Department of Education. This approval process determines whether programs within the School of Education meet demanding standards for the preparation of teachers and other professional school personnel. All initial certification programs at the graduate level have state approval.

MEMBERSHIPS AND AFFILIATIONS

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association for Higher Education American Council
on Education
American Library Association (ALA)
Association of College and Research Libraries (ACRL)
Association of Collegiate Business Schools and Programs (ACBSP) Association of
Fundraising Professionals
Aviation Accreditation Board International (AABI)
Black Caucus of the American Library Association (BCALA) Council for Higher
Education Accreditation
Council of Independent Colleges
Florida Association for Students Financial Aid Administrators Florida Association of
Colleges and Universities
Florida Association of Colleges for Teacher Education Florida Cooperative
Education and Placement Association Florida Independent College Fund
Greater Miami Aviation Association (GMAA) Greater Miami
Chamber of Commerce Independent Colleges and Universities of
Florida Miami-Dade Chamber of Commerce
National Association for Students Financial Aid Administrators National Association
of College Deans, Registrars, and Admission Officers
National Athletic Intercollegiate Association
National Council of Educational Opportunity Associations National
Intramural/Recreation Sports Association National Society of Fundraising
Executives
Public Relations Society of America
Southeast Florida Library Information Network (SEFLIN) Southeastern
Association of Colleges and Employers Southeastern Library Network
(SOLINET)
Southeastern Testing Association
Southern Association for Students Financial Aid Administrators Southern Association
of College Student Affairs
Southern Association of Educational Opportunity Personnel Program Southern Regional
Honors Council
Sun Coast Conference
The College Fund/UNCF
United Way

CAMPUS FACILITIES AND RESOURCES

The campus is located on a spacious 50-acre site surrounding a quiet lake in Miami Gardens, just north of the Opa-locka Airport. The Palmetto Expressway (SR 826) is close by, offering easy access to I-95, I-75, and the Florida Turnpike. The campus complex is composed of a cluster of modern air-conditioned buildings. Each building is less than a three-minute walk from the farthest point on campus.

Andrew Anderson and Donald Bacon Center

This one-story complex houses the offices of purchasing, facilities management and administrative services, and the Duplication Center.

Sarah A. Blocker Hall

This two-story building houses the staff of the Centers for Academic Support and Retention, faculty of the Department of Humanities, classrooms, and the offices of various support services. There are multiple laboratories: The Mathematics Resource Center, the Academic Skills Laboratory and the Writing Center. The Center for Advisement and Retention and the Testing Center are also located in the facility.

Central Energy Plant

This Facility houses the general maintenance department and a 3,300 sq. ft. air conditioning system of the university.

Nathan W. Collier Library

The Nathan W. Collier Library is located at the center of the Florida Memorial University campus. The library is an attractive two-level structure, with approximately 25,000 square feet of floor space with a reading room on each level, a Group Study Room and two information Commons housing 41 computer terminals. The seating capacity is over 500. The library collection is composed of over 127,000 volumes, e-books, over 50 web-based Full-Text Databases that provide access to the thousands of scholarly journals and newspapers and 450 subscriptions to print journals in support of the academic programs. The library utilizes the Millennium Integrated Library System and it is an associate member of the Southeast Florida Library Information Network (SEFLIN). Through the SEFLIN consortium, students, faculty members and staff share book borrowing with member institutions.

Florida International University/Florida Memorial Cooperative Joint Use Facility

This facility houses the School of Arts and Sciences, and the School of Education, including deans' and faculty offices, as well as technology-enhanced classrooms, laboratories, a 200-seat

auditorium, and two conference rooms.

Susie C. Holley Religious Center

The Susie C. Holley Religious Center houses a chapel with seating for 600. The building also includes a classroom for religion and philosophy, and the offices of the Dean of Campus Ministry.

James Weldon and Rosamond Johnson Fine Arts Building

This facility houses the art and music programs, including classrooms, practice rooms for piano, organ, and other instruments, rehearsal rooms for band and choir, an art studio and offices for faculty.

JWRJ Annex

This facility houses the offices of the music faculty, as well as a conference room.

William Lehman Aviation Center

This facility, named in honor of the late Congressman William Lehman, is a three-story building that contains spacious classrooms and laboratories, simulation trainers for the Department of Aviation and Safety, a boardroom, 200-seat auditorium, electronic classrooms, Offices of the Provost, Director for Information Management and Technology, Director of Grants and Sponsored Research, Director of Institutional Research, as well as the School of Business, Departments of Aviation and Safety, and Computer Science, Mathematics, and Technology, faculty offices, and an aviation education resource center.

Royal W. Puryear Administration Building

This facility houses the office of the President and the boardroom, the offices of the Vice-President for Finance and Administration, the Vice-President for Institutional Advancement, and the central telephone switchboard.

M. Athalie Range Science Hall

This two-story building is the home of the Department of Health and Natural Sciences. Laboratories for the biology, chemistry, and physics programs are major features of this building. Space is also provided for an electronic classroom, as well as faculty offices, with adjoining laboratories to accommodate research and scientific experiments.

Science Annex

The Science Annex building is located adjacent to the existing M. Athalie Range Science Hall. The Science Annex is connected to the existing building via an open air connector. The Science Annex is a 8000-square foot, two story structure consisting of a Chemistry Lab, a

Biology Lab, a General Lab and an Interactive Lecture Room, Prep/Office Rooms, Conference Room, Electrical and Mechanical Rooms, Storage, Bathrooms and an elevator to serve the new and existing building.

Lou Rawls Center for the Performing Arts

This 12 million dollar, state-of-the-art facility houses the Matthew W. Gilbert 450-seat auditorium used for dramatic and musical productions, lectures, and assemblies.

Residence Halls

Florida Memorial University offers a variety of fully-furnished, comfortable and affordable on-campus suites. There are six residential halls on our main campus.

All residence halls offer:

- Front desk with desk attendants
- Utilities
- Air-conditioning
- Laundry Rooms
- Wifi and cable TV access
- Lounges for studying and socializing

Ray Goode Hall

Used primarily to accommodate first-year male students. Goode Hall contains individual rooms, recreation and study lounges, laundry room, storage room, and office for the residential life coordinator/resident assistants.

Willie C. Robinson Hall

Used primarily to accommodate first-year female students. Robinson Hall contains individual rooms, recreation and study lounges, laundry room, storage room, and office for the residential life coordinator/resident assistants.

Living and Learning Communities 1 & 3 (LLC #1 and LLC #3)

These residence halls for males contain suite-style rooms (private and semi-private) with bathrooms and kitchenettes, recreation and game rooms, fitness rooms, media rooms, multifunction reception rooms, study rooms, computer rooms, student lounges, laundry rooms, and rooms for vending machines.

Living and Learning Communities 2 & 4 (LLC #2 and LLC #4)

These residence halls for females contain suite-style rooms (private and semi-private) with

bathrooms and kitchenettes, recreation and game rooms, fitness rooms, media rooms, multifunction reception rooms, study rooms, computer rooms, student lounges, laundry rooms, and rooms for vending machines. In addition, LLC #2 has a “smart” classroom located on the first floor.

J. C. Sams Activity Center

The J.C. Sams Activity Center is situated by the campus lake. It contains the bookstore, counseling center, the university mailing center, school publication, game and entertainment rooms, the Sub Shop, Cyber Zone, meeting and conference rooms, space for social and cultural activities and an adjoining lakeside patio.

Albert E. and Sadie B. Smith Dining Hall and Conference Center

The Albert E. and Sadie B. Smith Dining Hall and Conference Center opened in August, 2002. The Conference Center and Banquet Hall can accommodate 400 people or be divided into three areas of 133 people each. The Dining Hall can seat 560 people and has two serving areas.

Student Services Building

This one-story complex houses the offices of the Vice President for Student Affairs, Enrollment Management, Admissions, Financial Aid, Residential Life, Student Support Services, the University Registrar, Career Development, Student Accounts, the Duplication Center and the Office of the Bursar.

KEY UNIVERSITY PROGRAMS AND SERVICES

ALUMNI AFFAIRS

The Office of Alumni Affairs is responsible for developing programs designed to increase the number of active alumni. The office works to coordinate events that keep alumni abreast of institutional progress and goals and that increase alumni contribution through various fund-raising events.

The Office of Alumni Affairs, in collaboration with the Florida Memorial University Alumni Association, organizes chapters and provides technical assistance when necessary. It enlists alumni in recruiting students. Newsworthy information is disseminated through the university newsletter and other bulletins.

STUDENT SUPPORT SERVICES

Student Support Services helps students meet the day-to-day expectations of University life by providing non-academic activities and assistance. The counseling services begin when a student registers as a freshman or new graduate student at the University. In addition to continuing advisement, counseling occurs at three levels: academic, vocational, and personal.

Counseling is an integral part of the guidance program. One form of counseling is academic advisement. Faculty advisors assist each student in designing a program of study commensurate with the student's needs, interests, and abilities. Special counseling is also available upon request to help the individual resolve typical concerns involving choice of vocation and major, study habits, and personal and social adjustment. Students, at their request, may be referred to outside agencies.

University Library Services

The mission of the Florida Memorial University Library is to provide resources and instructional material in support of the transmission and exchange of scholarly information. The library evaluates its programs, collections, technology, service delivery, and other activities on a regular basis in order to meet the challenges of a changing technological and global society. The Florida Memorial University Library seeks to be both an education resource center for the University community and a learning organization that constantly works to maximize its effectiveness in accomplishing its mission.

Academic Support Services

Academic support services include the use of tutorial and advisement services, and well-

equipped laboratories for English, Reading, Writing and Mathematics. The university has designed three particular programs that are helpful to students: they include the Academic Resource Center (ARC) Writing Center, and the Computerized Academic Skills Laboratory. ARC services including diagnosing, remediating, reinforcing, enriching, and evaluating knowledge and skills. The Skills Lab provides computerized software programs to reinforce classroom lessons and to eliminate specific academic deficiencies in mathematics, reading, and writing. In addition, to these services, the university administers a state funded (Title IV) Student Services program to provide tutorial assistance, counseling, academic advising, and peer support to students. The Graduate Support Center provides students with technical writing assistance including use of form, content, and organization as outlined by the American Psychological Association (APA) Guidelines.

Computerized Academic Skills Laboratory

The Computerized Academic Skills Laboratory provides students an opportunity to reinforce classroom lessons and to eliminate specific academic deficiencies through the use of computer software programs. The skills lab is used by students primarily to strengthen skills in mathematics, reading, and writing. Students may also develop skills in the use of computers (especially word processing).

The laboratory coordinator assists, monitors, and supervises students who are referred to the laboratory by their instructors. Instructors are informed of student's performance via written reports so that appropriate follow-up can be planned.

Testing Center Services

The Testing Center offers testing services to Florida Memorial University faculty, staff, students, and members of its surrounding communities. It operates in conjunction with the Office of Institutional Research in disseminating student assessment data.

The Center develops and distribute schedules of all major tests administered. The following tests are administered regularly on campus in the center: University level Achievement Skills Test (CLAST), Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), Multiple Assessment Programs and Services (MAPS), university Placement Test (CPT), National Teachers Examination (NTE), Scholastic Assessment Test (SAT), Test of English as a Foreign Language (TOEFL).

Health Services

A health services program covering the treatment of minor illnesses is provided for full-time students. These services are housed in the Student Health Clinic and are maintained on an outpatient basis.

Counseling Center

The Counseling Center provides comprehensive mental health services to students, faculty, and staff. These include outpatient individual and group psychotherapy as well as informative workshops on various clinical topics. The Center has a referral relationship with a psychiatrist for inpatient and psychotropic medication services when necessary. In addition, the Center provides 24-hour on call crisis intervention services as well as a variety of helpful programs such as Alcohol 101 (substance abuse); the Evaluation, Referral and

Tracking program (retention); and the Partnering for Success Program (referral and feedback). The Counseling Center's services are provided by a licensed psychologist and other professionally qualified staff. All records and sessions of the Counseling Center are confidential.

ADMISSIONS

Admission decisions are made by the Graduate Admissions Committee, which is composed of faculty from the School of Education. The Dean of the School of Education is an ex-officio member of the admissions committee.

Full Admission To be fully admitted to the Florida Memorial University Graduate Teacher Education Program, candidates must:

1. Complete the Graduate Application for Admission.
2. Have an earned baccalaureate or graduate degree, with a 3.0 GPA in the last 60 hours on a 4.0 scale, from a college or university accredited by the appropriate regional accrediting agency. *
3. Submit official transcripts from all colleges or universities attended via postal mail (an official transcript bears the institution's seal and an official signature).
4. Submit three (3) completed Recommendation Evaluation Forms.
5. Submit an essay stating goals for graduate study.

Additional Requirements for State Approved Programs (Initial Certification Programs)

Provide official passing scores for the University Level Academic Skills Test (CLAST), PRAXIS I, General Knowledge test (GK), or an equivalent basic skills test approved by the state of Florida. The Florida Professional Certificate granted will be accepted as proof of passing a basic skills test e.g., CLAST, PRAXIS I, GK. A score of one thousand (1000) on the GRE will be accepted in lieu of the basic skills test requirement. These scores are based on the old (prior to 2012) version of the GRE and thus if candidates want to determine how their *new GRE scores* align to this requirement, they are encouraged to download the conversion tables (https://www.ets.org/s/gre/pdf/concordance_information.pdf) and convert their scores. If current GRE scores are submitted, a combined score of 300 or higher will be accepted.

*International students who have completed degrees at colleges or universities outside of the United States must have transcripts evaluated by an approved transcript evaluation service. Passing the TOEFL examination may be required for students whose first language is not English.

Conditional Admission To be conditionally admitted into the Florida Memorial University Graduate Teacher Education Program, the candidate must:

1. Complete the Graduate Application for Admission.
2. Have an earned baccalaureate or graduate degree with a 2.5 GPA in the last 60 hours on a 4.0 scale from a university accredited by the appropriate regional accrediting agency.
Note: Full admission will be granted once the candidate has received a minimum of a 3.0 GPA in the first twelve (12) credit hours at the graduate level at the University.
3. Submit official transcripts from all colleges or universities attended via postal mail (an official transcript bears the institution's seal and an official signature).
4. Submit three (3) completed Recommendation Evaluation Forms.
5. Submit an essay stating goals for graduate study.

Earning a Second Master's Degree in the Graduate School of Education

Candidates admitted into a master's program who wish to pursue a second master's degree must complete the graduate application form for the program of interest. Graduate courses completed that are considered comparable to courses in the second program may be applied through an approved course exemption form. Applicants may request approval for exemptions from the Dean of Education or the Director of Graduate Programs. At a minimum, candidates must complete at least 24 credit hours in the second degree program.

Field and Clinical Experiences

The School of Education has established field experience requirements embedded in individual courses for both Initial Certification and Teacher Leadership Tracks. The School has established long-standing links and partnerships with various schools, both private and public to provide the opportunity to improve instruction and research at the University. Clinical requirements will be maintained through the Graduate Program Office. This office will place students in the Field at the appropriate time under the direction of the candidate's advisor.

COMPLETION REQUIREMENTS AND REGULATIONS

Credit Requirements

Each of the degrees offered in the Masters Program in Education requires a minimum of thirty (30) semester graduate credits for completion. A minimum of (18) hours must be in the major of concentration. All courses must be at the 500 level or above to be counted toward graduate degree requirements.

Time Limit

Candidates have four calendar years from the time of Enrollment in the graduate program to complete the degree. The Graduate Program Office may grant students who change degree programs an extension after review and approval. Courses counted toward a master's degree must have been taken within four calendar years prior to graduation.

Transfer Credit

Students may transfer a maximum of six (6) graduate credit hours with grades of "B" or higher from a regionally accredited degree granting institution. The Dean of the School of Education must approve all transfer credits.

Florida Memorial University does not accept credits from professional degree programs offered through joint, cooperative, or consortia arrangements, or through experiential learning.

Advisor/Major Professor

Every graduate student will be assigned to an advisor from the major department. As early as appropriate, the student must request a professor in the major department to serve as advisor. The responsibility of the advisor is to assist the student in planning a program of study and to ensure fulfillment of degree requirements. The advisor must approve the student's program each semester. This professor advises the student about the courses, selects questions for the comprehensive examination or supervises the student's thesis research, and facilitates communication within the major department and within other departments of the University.

Independent Study

Independent Study is available upon approval from the Dean. Students are limited to (6) credit hours. Independent study is not granted in lieu of required courses.

Grade Point Average (GPA)

A minimum cumulative 3.0 GPA is needed for the completion of each degree. Each student will be required to maintain at least a 3.0 GPA while matriculating. If a student falls below the required average in a given semester, the student will be required to bring up his or her average to the 3.0 level by the end of the following semester or be placed on Academic Suspension and removed from the program.

A student who is placed on Academic Suspension may reapply for admission to the graduate program after one year. Any credits the student earned while in the graduate program may be counted toward the new admission if the grade in the course was a “B” or better.

Admission to Candidacy

Admission to candidacy reflects agreement between the student, the advisor, and the Office of Graduate Programs that the student has demonstrated the ability to do acceptable graduate work and that normal progress has been made toward a degree. Application for candidacy should be completed at the beginning of the semester in which the last twelve (12) graduate credits will be taken.

Completing the candidacy usually denotes that the student has met all of the prerequisites for admission, the student’s program of study has been approved, and the student is in the final stages of the program’s completion.

The application for the Master’s candidacy is made as soon as possible after prerequisite course requirements have been met, a 3.0 GPA (or higher) in graduate courses completed. The Admission to Candidacy form must be signed by the student’s advisor and list all the course work to be used for the degree, including transfer courses. The Admission to Candidacy form must be submitted to the Director Graduate Programs no later than commencement day of the semester preceding the semester in which the student plans to graduate.

Comprehensive Examination

A candidate must pass a comprehensive written examination. The examination is a demonstration of the candidate's ability to integrate materials in the major and related fields. The examination must be scheduled through the Office of Graduate Programs before the deadline and will be coordinated by the student’s committee. In case of failure, the candidate may not be reexamined until the following semester. The result of the second examination is final.

APPLICATION FOR GRADUATION

Graduation applications must be filed with the Director of Graduate Programs no later than commencement day of the semester proceeding the semester in which he/she plans to graduate. See the Academic Calendar for specific due dates.

Master's Thesis Committee

The responsibility of this committee is to guide the student during the written and oral phase of the thesis process. The committee is to be composed of the major professor and at least two other faculty members at the rank of assistant professor or above with graduate status. The major professor and the student select the committee.

Comprehensive Examination or Thesis

A candidate must pass a comprehensive written examination or thesis, depending on the student's choice, as part of the completion requirements. The examination is a demonstration of the candidate's ability to integrate materials in the major and related fields. The examination must be scheduled through Program Coordinator with the approval of the Director of Graduate Programs before the deadline and will be coordinated by the student's committee. In case of failure, the candidate may not be reexamined until the following semester. The result of the second examination is final.

Students may schedule the comprehensive examination or prepare to write the thesis after 2/3 of the program is completed. Students whose performance is deemed unsatisfactory on the comprehensive exam are only permitted one (1) re-examination. All re-examinations can only be taken the following semester or after during the specified comprehensive examination period.

Practicum

Ed.S. candidate must successfully complete practical experiences in assessment and effective interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Candidates will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), develop and implement evidence-based practical strategies for supporting students with dyslexia.

Appeals Process

All graduate Program policies/procedures may be appealed through the appeals process of the individual program, the School of Business or School of Education, and the University.

Applications for Graduation

Graduation applications must be filed with the respective graduate program director no later than commencement day of the semester proceeding the semester in which he/she plans to graduate. See the Academic Calendar for specific due dates.

Exit Exams

School of Education

A student seeking initial certification through the Graduation Program must pass the Florida Teacher Certification Examination (FTCE).

The FTCE is composed of three tests: Professional Education, General Knowledge, and Subject Area Exams. Depending upon his or her background, the student may need to take one, two, or three of the tests.

- 1 **P Ed Test Professional Education** – Candidates applying to take the Professional Education Test. See your *Official Statement of Status of Eligibility*.
- 2 **SAE Test: Subject Area Exam** – These exams are for degreed academic subject areas and are usually in a multiple-choice format. Candidates for a Professional Certificate and those adding a subject area subject to a professional Certificate must pass a subject area exam in the field(s) in which they seek certification.
- 3 **General Knowledge Test (GK)** – Prior to July 1, 2002, the required basic skills test for teacher certification was the CLAST. Beginning July 1, 2002, the required basic skills for teacher certification is the General Knowledge Test for which students can register using the application in the registration bulletin. The General Knowledge Test is a basic skills achievement test containing four subtests: mathematics (multiple-choice items) reading (multiple-choice passage-based items), English language skills (multiple-choice items), and essay.

FINANCIAL INFORMATION

Financial Aid is granted to students at Florida Memorial University primarily based on financial need. The student's need is determined following the completion of the Free Application for Federal Student Aid (FAFSA).

The FAFSA is available from high school counselors or the University's Financial Aid Office. It is recommended that the student's or parents' tax return be used when completing the FAFSA on-line at www.fafsa.ed.gov.

All eligible students are required to apply for various federal and state programs by completing the FAFSA no later than March 13 for priority consideration. Each student must also complete an institutional application to provide the Office of Financial Aid with additional data required to start his/her financial aid file.

Financial Aid is available to qualifying students in the form of Federal Stafford (Subsidized and/or Unsubsidized) Loans for US citizens and eligible non-citizens with a valid Social Security Number and in the form of private loans for international students.

To be eligible to receive financial aid, students must meet the following criteria:

1. Be enrolled in a degree-seeking graduate program fulltime at Florida Memorial University,
2. Maintain satisfactory academic progress,
3. Not owe a refund of Title IV funds or be in default of any previous Stafford Loans.

To apply for Federal Financial Aid (i.e. Stafford Loans), students must complete the following.

1. **Free Application for Federal Student Aid (FAFSA).** Students may access the appropriate forms on line at www.fafsa.ed.gov. Students that do not have on-line access may call the Office of Financial Aid Office at 305-626-3745 to request a financial aid package. Processing time takes a minimum of four (4) weeks. The result of the FAFSA is called the Student Aid Report (SAR). This report summarizes the data submitted on the free application. SARs are received via U.S. postal mail or electronic confirmation. Students

can make corrections on-line by using a personal identification number (PIN) provided by the U.S. Department of Education or by submitting to the address indication on page 2 of the SAR.

Florida Memorial University's Federal School Code is 001486.

2. **A Federal Stafford Loan Master Promissory Note (MPN).** Information can be accessed and the form can be completed on-line. Students can go to www.appluonlinenow.com or www.salliemae.com and select "Apply for a Loan."
3. **Florida Memorial University Federal Stafford Loan Request Form.** This form can be requested on-line at [www.FloridaMemorial Universityniv.edu](http://www.FloridaMemorialUniversityniv.edu). The Office of Financial Aid will mail the forms via U.S. Postal Service.
4. **A Loan Entrance Interview Form and Loan Entrance Test Form.** Federal regulations governing the borrowing of Federal Student Loans require that all students receiving a Federal Stafford Loan must complete a Loan Entrance Interview Form and Loan Entrance Test, detailing the student's rights and responsibilities as a borrower. The Loan Entrance Interview can be completed on-line at www.suntrustededucation.com. This process is a onetime requirement.
5. **The Florida Memorial University Financial Aid Application (FAP).** This institutional Financial Aid Application serves as the initial documentation needed to identify if a student is going to attend Florida Memorial University and for verification of student financial aid information such as household size, untaxed income, residency.
6. **Additional Documentation.** Upon receipt of the SAR, the student may be instructed to provide the Office of Financial Aid with additional documentation. In such instances, the student should submit a signed copy of the prior year's Federal Income Tax Return as well as that of his or her spouse's W2. Forms of documentation that may also be requested are proof of citizenship or a selective service registration card.

Private Loans

Students eligible for private loans are required to complete a private loan application with a lender of their choice. The application may be requested directly from the lender or by contacting the Office of Financial Aid.

Eligibility for a private loan is based solely on the credit history of the student. The University recommends that students request copies of their credit reports before submitting loan applications so that they can check for any discrepancies.

International students are required to have a co-signer/borrower to apply for the loan who is credit worthy and a United States citizen or eligible non-citizen. In some cases, the lender may require the student to submit additional information along with the application.

Applications can be completed and submitted at www.applyonlinenow.com. For more information regarding securing a private loan, interest rates, fees and repayment options, students can contact the following: citiassist@studentloan.com (1-800-394-7580) OR suntrust@suntruseducation.com (1-866-897-9793).

Financial Aid Processing

Requests for student loans can be processed once the student's financial aid file is complete. Normal processing time for lenders to disburse loan funds is 10-15 working days from the date the loan application is submitted to the lender by the Office of Financial Aid. Award notification should be received by the student shortly after the loan application has been processed.

ESTIMATED SCHEDULE OF TUITION, FEES AND SERVICE CHARGE 2019-2021

To assist students with financial planning for graduate school, the estimated 2019-2021 Cost Attendance Schedule is based on full-time enrollment of 12 credits per semester. The schedule covers direct and minimal indirect costs to graduate educations at Florida Memorial University.

Direct Cost – Summer 2019 (6 credits)

Tuition (\$683.13 per credit hour)\$4,098.78 Books & Supplies.....\$500.00

Fees Graduate Fall/Spring. \$490.00

Summer Sessions.... \$236.00

Allowances have been made to include up to 3% student loan fees. All unpaid balances on a student's account are the responsibility of the students.

Please be sure to indicate on your Loan Request Form the semester for which you are applying. Your loan period is determined by the start date and end date of the term for

which you are requesting aid. Funds for each semester will be disbursed by the lender in two equal installments: one at the beginning of the semester and one at the midpoint of the semester. All loan proceeds will go toward your tuition costs. If your Florida Memorial

University account reflects a credit balance, a refund check will be mailed to you.

Service Charges

Admission Application	\$50.00
Course Add/Drop	\$10.00
Failure to Pre-register	\$50.00
Graduate Credit by Exam	\$683.13.00 (each credit hour)
Graduation	\$300.00
Document Photocopy	\$0.10
Late Registration Fee	\$250.00
Library Fines (per day, per book)	\$0.25
Parking Decal w/Transponder	\$15.00
Parking Citation	\$15.00 & up
Promissory Note Fee	\$50.00
Replacement Diploma	\$10.00
Replacement ID Card	\$25.00
Returned Check Fee.....	25.00
Tuition Installment Plan –Late Payment Fee	\$25.00
Transcript–Regular US Mail	\$3.00
Transcript, Certified Mail	\$6.75
Transcript, Next Day Delivery	\$22.95
Transcript (Overseas Mailing).....	\$18.00 & up

*NON-REFUNDABLE

The schedule of tuition, fees and service charges is reviews and published annually. Current information on these amounts is available at the Student Accounts Office.

The University reserves the right to change without notice its tuition, fees, service charges, rules, and regulations at the beginning of any semester and during the year should conditions so warrant. This right will be exercised judiciously.

Description of Service Charges

Books, school supplies, travel expenses, medical expenses other than those provided on-campus and through the Student Health Insurance Program, and miscellaneous personal items are additional expenses which must be considered when preparing a student’s budget.

Admission Application: A fee of \$50 must be sent to the University with each application for admission. This fee is non-refundable and is not credited to the student’s account upon admission.

Course Add/Drop: A fee of \$10 is charged for each course added or dropped from a student's schedule after the close of registration.

Parking Decal: A fee of \$10 per year is charged for a parking decal to register a vehicle for campus roadways and parking facilities. An additional fee of \$10 per is required for the purchase of a replacement decal or a second-car decal. A valid ID, driver's license, car registration, and proof of insurance are required.

Replacement Diploma: A fee of \$10 is charged to replace a diploma. Requests must be made through the Registrar's Office.

Replacement I.D. Card: A fee of \$25 is charged to replace a lost or stolen University "Lion Express" identification card.

Returned Check: Students with approved University check cashing cards may cash one personal check per week for an amount not to exceed \$25 at the Cashier's window during normal business hours. A fee of \$0.25 will be charged for each check cashed. Pursuant to Florida law, any check issued to the University for which sufficient funds are not available to ensure payment upon presentation, is subject to a returned check fee of \$25. If two checks are returned because of insufficient funds, check cashing will be revoked, and disciplinary action taken.

Promissory Note Fee: A processing fee of \$50 is charged to defray the cost of providing a deferred payment plan for students who are unable to pay the full amount of their bill at the time of registration.

TOEFL: A fee of \$28 is charged to defray the University's cost to administer the institutional Test of English as a Foreign Language.

Transcript Fee: A fee of \$3 is charged for each requested copy of a transcript. Transcripts will be sent by regular mail. If requested, transcripts may be sent by Certified US mail or by next day delivery for an additional fee.

PAYMENT OF TUITION AND FEES

1. All tuition and fees are due and payable at the time of registration.
2. Students who receive financial aid must pay the difference between their financial aid awards and their total charges for the semester before being permitted to attend classes for a given semester.
3. Financial Aid classified as "pending or "applied for" will not be accepted toward meeting the requirements for registration unless a positive evaluation is given by the Director

of Financial Aid or his/her designee.

4. Students may choose to pay charges owed for an upcoming semester through a University-approved 10-month installment plan. All inquiries and applications should be made directly to Tuition Management Services (TMS), Tuition Installment Plan. Students can call toll free 1-800-722-4867. Notification of awards and scholarships from outside sources used to pay a student's account must be send directly to the Student Accounts Office from the sponsor. The notice must either accompany the payment or state the manner in which the sponsor is to be billed.

How to Make Payments

The University accepts cash, certified checks, money orders, VISA and MASTERCARD in payment of university expenses. Payments may be made in person at the cashier window during posted business hours or by mail. Mail should be addressed to:

**Bursar
Florida Memorial University
15800 NW 42nd Avenue
Miami Gardens, Florida
33054**

When payment is made in cash, the payer must receive a receipt and retain the receipt for future reference as evidence of the cash payment.

Please do not send cash in the mail. Do not pay cash to any person other than the University's Cashier. Ask for a receipt at the time of payment if one is not given. Personal checks are not accepted.

Deferred Payment Plan

If parents or student desire to defer payment of a portion of the basic charges for tuition, fees, room and board, arrangements should be made directly with the Student Accounts Office. A deferment processing fee of \$50 per plan will be charged for this privilege.

Each student must satisfy all financial obligations to the university in accordance with the Deferred Payment Plan in order to (1) retain campus housing, (2) take midterm and final examinations, and (3) continue matriculation in the following semester.

Special Stipulations

Students are not considered registered until they have been cleared financially and their forms have been stamped and signed by the Student Accounts Office. The release of

transcripts or diplomas is prohibited if any unpaid balances are owed to the University.

Students are expected to meet their payment obligations promptly and without notice from the Student Accounts Office. Students must follow up with the Student Accounts Office on a regular basis to ensure that payments are received and credited to their accounts.

REFUND OR ADJUSTMENT OF TUITION, FEES, AND OTHER CHARGES

Tuition refunds are based on the total tuition charges and on the amount paid. Board charges are refundable on a priority basis to students who have properly withdrawn.

Financial Aid programs which provide awards to students will be refunded in accordance to the formula required by local, state, or federal law. Balances due as a result of the refund are the responsibility of a student who withdraws.

Fees paid for application, processing charges, mailbox rental, room charges, etc. are not refundable. No portion of a scholarship from Florida Memorial University is refundable.

When a student is assigned a Florida Memorial University student network account, space is automatically allocated to the student on a Florida Memorial University central server for storage of personal data. This is called a “student shared folder” and it is the student’s personal workspace. It can be accessed with the student’s Florida Memorial University network account ID and from any computer on campus.

A student may withdraw or cancel from Florida Memorial University within three (3) working days, pursuant to S.246.D.41 (1) (n) 3.e of Florida status and receive a full refund with the exception of non-refundable charges. All refunds shall be made within thirty (30) days of the date that the university determines that the student has withdrawn. Tuition and general fees shall be refunded in full, less an administrative fee not to exceed 5% of the semester’s tuition, if notice of withdrawal from the university is received prior to the end of the first calendar is received from the student. Tuition and general fees shall be reduced in full in any of the following circumstances: (1) courses canceled by the university; (2) involuntary call to active military duty; (3) documented death of the student or (4) exceptional circumstances, with the approval of the President of the university or his or her designee. The student must execute the required forms in order to be officially withdrawn from the University. The student will receive tuition and general fees refunds, less an administrative fee not to exceed 5% of the semester’s tuition at the following rates.

Refund Schedule

Students enrolled in the graduate program in Education will be allowed to drop a class and receive a full (100%) refund if they drop the class by the end of the second week of the class meeting. For example, if the class first meets on Monday, October 7, 2019 the student will be entitled to a full refund if they dropped the class on or before Friday, October 18, 2019. Classes dropped after this time period will result in no (0%) refund being given to the student.

ACADEMIC INFORMATION

ACADEMIC AFFAIRS

Academic Affairs at Florida Memorial University is administered by the Office of Provost and Vice President. This Office consists of the following academic schools and support units.

School of Arts and Sciences

Department of Arts and the Humanities

Department of Aviation and Safety

Department of Computer Sciences, Mathematics and Technology

Department of Health and Natural Sciences

Department of Social Sciences

School of Business

Graduate Program (Business)

School of Education

Undergraduate Teacher Education Programs

Graduate Programs (Education)

Department of Freshman Studies

Center for Advisement and Retention

Testing Center

Grants and Sponsored Research

Honors Program

Institutional Effectiveness

Institutional Assessment

Institutional Research

Study Abroad Program

University Library and

Services University Registrar

The Department of Freshman Studies does not offer degrees. Other schools offer majors in subject areas leading to Bachelors' degrees, and the School of Education offers both Bachelors and Master of Science degrees. The School of Business offers the MBA degree.

Academic programs are designed to broaden the intellectual experiences and abilities of students while also supporting intellectual diversity.

ACADEMIC REGULATIONS, PROCEDURES, AND STANDARDS

The academic year consists of two semesters, fall and spring, of approximately sixteen weeks each. Each semester is divided into two eight-week sessions. Students are allowed to register for two courses for each eight weeks. Students are limited to a maximum load of twelve credit hours each semester and six credit hours during the summer session.

Graduate Degree Programs

Thoughtful consideration must be given to the selection of a major. Upon declaration of a major by the student, a faculty advisor will be assigned. Florida Memorial University offers the following graduate majors:

Master's Level

- Exceptional Student Education
- Reading (K-12)

Specialist Level

- Exceptional Student Education

Attendance Policy

Students are required to attend all classes for which they registered and are not authorized to attend classes for which they are not registered. Students are responsible for all coursework and may not use university-sponsored activities as pleas for extension of time to complete assignments or for permission to take makeup examinations or quizzes. A calculation of absences begins from the first day of class meeting for students whose names appear on the initial class roster. Students will be allowed a maximum of one (1) absence per course. Any absences after the first one requires written permission from the Director of the respective Graduate Program.

Grading Systems and Quality Points

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
F	0.00

W	Official Withdrawal from the university
WP	Withdraw Passing
WF	Withdraw Failing
I	Incomplete
P	Pass

Students may be given an "I" only if a small part of the course is missed because of unavoidable circumstances and there is a reasonable chance of obtaining a "C" or better if that part is complete. Students must complete this work within the established period of time (see the Academic calendar) without further registration or class attendance. Failure to adhere to this policy within one semester after receiving a grade of incomplete will result in the grade of "I" converting to the grade of "F." Students who have field for graduation may not receive an "I" during the semester in which they plan to graduate. If a grade of "I" is received, student must reapply for graduation at the next scheduled application period. Students receiving a grade below a "C-" must retake the course.

Grade Reports

Within fifteen working days after the end of an academic term, each student will receive a grade report showing grades for courses completed for the term. The report will also reflect the term grade point average and a cumulative grade point average. Grade reports are unofficial records.

Change of Grades

Final grades can be changed only in instances of documented error. Grade changes must be reported by the professor on the Change of Grade Form. The form must be signed by the instructor and submitted with appropriate documentation to the Dean of the appropriate program who in turn will submit it to the Office of the Registrar where the grade change is recorded. A student whose grade is changed will receive a student copy of the transcript reflecting the grade changed. A grade may not be changed after two (2) semesters have elapsed.

Grade Appeal

Students may appeal grades if it is demonstrated that a faculty member has made a capricious or prejudicial evaluation in grading. To resolve grade grievances, students must adhere to the follow procedures:

1. Discuss the problem with the instructor with whom they have the grievance.
2. Meet with the Dean of the School or Director of Grad Programs if the problem cannot be resolved with the instructor.
3. File a grade appeal with the Graduate Grade Dispute Committee if the School Dean cannot resolve the problem.

An appeal must be appropriately filed in the semester following the one in which the disputed grade was given.

Registration

Students must comply with student load requirements as explained in the Academic Regulations section of this catalog. Students must register in accordance with the published schedule for pre-registration, and late registration for the Fall, Spring, and Summer semesters.

Schedules of classes are available in the advisors' offices and on the University's web site. Students are urged to study course selections carefully and, in conjunction with their advisors, plan courses of study on the official registration worksheet form. This form is available in the academic advisor's office.

Students currently enrolled will be charged a late registration fee if not pre-registered. Students have not completed registration until cleared by the Business Office. Registration

will be canceled if not completed by the published deadline. Students will not be permitted to register after the late registration period.

Course Cancellation

Course(s) may be canceled by the Dean of each program in the event of insufficient enrollment or lack of an instructor.

Add, Drop and Withdrawals

Courses may be added during the designated add period at the beginning of each semester. Students may not register or add after this period. Courses may be dropped through the second week of the semester. (See appropriate date on Graduate calendar). Students may not drop a course after this period but may only withdraw from the course or the university. Dropped courses are not reflected on student's transcript.

Withdrawal from courses at the end of the drop period, students may withdraw from one or more courses during the withdrawal period indicated on the academic calendar. Grades of "WP" (Withdrew--Passing) or "WF" (Withdrew--Failing) will be given to reflect academic progress at the time of withdrawal.

Withdrawal from the University

Students may withdraw from the University as late as one week before the last week of the first eight sessions. Beyond this time, official documentation should support an emergency beyond the control of the student. An official withdrawal form must be executed during the term that the student wishes to withdraw from the university. Students who wish to withdraw from the University should contact the Office of Register for procedural information. The effective date of the withdrawal is the student's last day of attendance according to faculty records.

Students can also be administratively withdrawn from the University at any time by the Registrar upon recommendation by the Deans of each School, the Director of Graduate Program for the respective school, the Vice President for Student Affairs, the Vice President and Provost, or the President. Such withdrawals may be for disciplinary reasons, for failure to meet financial obligations, or for failure to follow academic regulations. Students whose enrollment at Florida Memorial University is interrupted for more than one semester are required to submit an application for re-admission. The application must be sent to the Deans of the appropriate School and the Director of Graduate Programs for each respective

program. Students placed on academic suspension must remain in that status for one semester (fall or spring) before being considered for re-admission. Students who voluntarily withdraw from the University for one or more academic years are required to apply for re-admission. Degree requirements stated in the University Catalog for the academic year a student is readmitted must be satisfied.

UNIVERSITY STANDARDS

Academic Honor Code

Florida Memorial University recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The University, therefore, expects a high standard of individual honor in all academic endeavors from each student.

Academic dishonesty includes cheating, plagiarism, forgery, collusion, and credential misrepresentation. Students found guilty of academic dishonesty are subject to disciplinary action including loss of credit, suspension, or immediate dismissal from the university.

Cheating- The use or attempt to use unauthorized materials, information, study aids, or computer-related information. This includes giving or receiving, offering or soliciting information on test or written assignments, and / or using notes or books other than those explicitly permitted by the instructor during an examination.

Plagiarism- Representation of words, or data, works, ideas, computer programs, or anything not generated in an authorized fashion properly cited one's own.

Forgery - Willful misrepresentation or altering of documents with intent to defraud. It is a crime punishable by law. Its most common occurrence among students includes, but is not limited to, the misrepresentation of signatures (especially that of an academic advisor on official documents of the university or the attempt to cash checks that are not lawfully their own.

Collusion- Cooperation of students(s) with staff personnel in securing confidential information / material (tests, examinations, etc.); bribery by students or staff personnel to change examination grades and or grade point average(s); cooperative efforts by students and student assistant(s) in gaining access to examinations or answers to examinations for distribution; and resubmission of term papers and / or reports that have been submitted previously and graded, but have been secured and re-circulated among students.

Credential Misrepresentation- Use of untrue written statements regarding matters of fact in order to gain admission to or employment at Florida Memorial University. This also includes

misstatements of fact, distribution of false printed material, and conduct manifest intended to deceive or mislead.

Code of Conduct

When students enroll at Florida Memorial University, they subscribe to the standards of personal conduct which the University considers fundamental to group living. It is assumed they will take advantage of the opportunities to learn how to make prudent decisions regarding their own conduct.

Students assume total responsibility for their actions as they relate to the rules, regulations, and policies of the University, and maintain high standards of courtesy, integrity, and personal attire.

The University does not permit the use or possession of illegal drugs, alcoholic beverages or firearms of any kind on the campus, at any University sponsored activity, or when representing the university.

The University reserves the right to notify civil authorities whenever a student is guilty of or charged with a violation of law.

The University reserves the right to suspend or dismiss students when such action seems indicated in the best interest of the University or the overall student body.

Anti-Hazing Policy

Hazing of student will not be a part of any initiation practices, whether for new students, social clubs, or Greek-letter organizations. Hazing done in the name of an organization can result in the organization's loss of privileges, including suspension of its operating privileges on campus. Hazing done by a student as an independent act can result in the student's dismissal from the University. Violation of this regulation must be reported to the Vice President for the Student Affairs. All cases involving hazing will be referred to the Judicial Affairs Committee.

Student Records

Florida Memorial University does not release student record information except as permitted under the Family Education Rights and Privacy Act of 1974 (Buckley-Pell Amendment).

Student records are confidential and information which can identify a student will not be

released to a third party unless authorizations will be kept in the student's file.

Students may request, in writing, access to personal official records and may challenge the accuracy of records maintained by the university. The Office of Registrar will respond to any request within ten working days.

Requests for official or unofficial Florida Memorial University transcripts are made to the Office of the Registrar or in person by the U.S mail. Telephone or third-party requests will not be honored.

The following information is necessary to process a transcript: -Student name -Student identification number or Social Security number -Date of birth -Dates of attendance - Degree(s) obtained (if any) -The request must be signed and dated by the student -The request must also include the full address of the person or institution receiving the transcript.

Transcript requests should be addressed to:

Registrar's Office
Florida Memorial University
15800 NW 42nd Ave.
Miami Gardens, FL 33054

Students who are negotiating with co-op employers who require grades should request a transcript in the usual manner and allow the usual time.

Rights Granted to Students under the Family Education Rights and Privacy Act of 1974 (FERPA)

Access to Student Records

Under the provision of the Family Educational Rights and Privacy Act of 1974, students have the right to inspect and review educational records.

In addition, they have the right to an explanation and interpretation of those records, including the right to have a hearing to challenge the contents of such records. Request for an explanation concerning a record should be addressed to the university official in charge of the record. Academic records, supporting documents and general education records are maintained by the Registrar and academic Schools and Departments and advisors; records of disciplinary proceedings are maintained by the Vice President for Student Services; financial records are maintained by the Business Office; medical records are maintained by the Health Center; financial aid records are maintained by the Financial Aid Office; and counseling

records are maintained by the Counseling Services Center. All such records are the property of the University.

The following records are not available for student inspection: Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof and which are not accessible to other persons; records created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional which are used only in connection with the provisions of treatment of a student and are not available to persons other than those individuals providing such treatment; records and documents of a law enforcement unit, including those of the university's Department of Public Safety; financial records of students' parents; confidential letters and statements of recommendation placed in a student's file prior to January 1, 1975, or those received after January 1, 1975, for which the student has signed a waiver of his / her right to access.

Information in student's education records will not be released to third parties without the student's written consent, except to the following: officials of this University, including instructional staff who have legitimate educational interest; officials of other schools if the student seeks to enroll; accrediting organizations; parents of a student who qualifies as a dependent under the Internal Revenue Code; federal and state educational authorities and organizations conducting studies for such authorities in the areas of testing, student aid and instruction; people seeking information pursuant to a judicial order subpoena; and appropriate people in connection with an emergency involving health or safety.

Directory Information

A student's name, address, telephone number, date, and place of birth, major field of study, class year, dates of attendance, degree's and awards received, enrollment status, past and present participation in officially recognized sports and activities, height and weight of student athletes, and most recent previous educational institution attended may be made public by the university unless the student submits a written request to the Registrar at the beginning of each semester that such information be released only upon his/her consent.

Veteran Affairs

Florida Memorial University maintains a Veterans Affairs Office in the Office of the Registrar to assist veterans and dependents of veterans who are entitled to V.A. educational benefits under Chapter 30, 32, or Chapter 35 of the Title 38, U.S. Code and Chapter 106, Title 10, USC.

GRADUATE PROGRAMS

Program of Study

MS, EXCEPTIONAL STUDENT EDUCATION

The Master of Science Degree in Exceptional Student Education is designed to meet the needs of candidates who want to advance their current teaching certificate. The Teacher Advancement path, which requires a minimum of 30 credit hours, is designed for candidates with an undergraduate degree in Exceptional Student Education or related area. However, candidates who are interested in becoming ESOL endorsed will need to take an additional 6 credit hours. In addition to the coursework for the program, candidate will have the option of completing either a comprehensive exam or a thesis at the end of their course work. The Thesis (ESE 599) requires a minimum of 3 credit hours to graduate. If the thesis is not completed and successfully defended, candidates can register for additional credit hours by taking ESE 599 for 1 to 3 credit hours until the process is completed.

Master of Science

EXCEPTIONAL STUDENT EDUCATION

Program Guide for Master of Science in Exceptional Student Education

(Teacher Advancement)

AREA I: REQUIRED MAJOR AREA – 24 credit hours

ESE 601 Trends and Issues in Special Education
ESE 628 Advanced Behavioral Support and Management of Exceptional Students

ESE 630 Intensive Instructional and Behavioral Interventions
ESE 632 Advanced Language Development and Communication Skills
ESE 641 Advanced Curriculum and Instruction for K-6 ESE
ESE 642 Advanced Curriculum and Instruction for K-12 ESE

- ESE 643 Advanced Curriculum and Instruction for Severe Disabilities
- ESE 645 Advanced Curriculum and Instruction for Exceptional Student Education
- ESE 647 Advanced Assessment of Exceptional Students for
Instructional Planning
- ESE648 Advanced Effective Communication, Consulting, and Collaboration
- ESE 649 Special Education Leadership Seminar

AREA II: REQUIRED RESEARCH CORE – 6 credit hours

- EDR 551 Educational research & Measurement
- EDR 555 Action & Applied Research in Urban Education

AREA VI: THESIS – 3-6 credit hours

- ESE 599 Thesis

Master of Science

READING

Program Guide for Master of Science in Reading

The Master of Science Degree in Reading is an initial certification program, and is designed to meet the needs of individuals from three different career paths. Track I which requires 36 credits is designed for candidates with certification in education and ESOL endorsement by the Florida State Board of Education. Track II which requires 42 credits is designed for candidates with only certification in education and require ESOL endorsement. Track III which requires 48 credits is designed for candidates with an undergraduate or graduate degree in an area other than education, and/or who are not certified to teach. . In addition to the course work for both career paths, candidate in the program have the option of completing either a comprehensive exam or a thesis at the end of their course work. The Thesis (ESE 599) requires a minimum of 3 credit hours to graduate. If the thesis is not completed and successfully defended, candidates can register for additional credit hours by taking ESE 599 for 1 to 3 credit hours until the process is completed.

TRACK I

Master of Science

READING

**Program Guide for Master of Science in Reading
(for Certified Teachers who are ESOL endorsed)**

AREA I: REQUIRED MAJOR AREA – 27 credit hours

- REA 505 Literacy development & Instruction in Early Reading K-3
- REA 506 Literature-based Language Arts in Elementary Schools
- REA 508 Reading Instruction in Elementary Schools
- REA 523 Content Reading: Middle and High School
- REA 525 Adolescent Literature & Multicultural Connections
- REA 530 Techniques & Strategies in Reading Assessment

- REA 531 Reading Diagnosis
- REA 532 Remedial Reading
- REA 534 Supervision & Administration of Reading Programs

AREA II: REQUIRED RESEARCH CORE – 6 credit hours

- EDR 551 Educational Research & Measurement
- EDR 555 Action & Applied Research in Urban Education

AREA V: PRACTICUM/FIELD EXPERIENCE – 3 credit hours

- REA 580 Practicum in Reading

AREA VI: THESIS – 3-6 credit hours

- REA 599 Thesis

TRACK II

Master of Science

READING/ESOL

Program Guide for Master of Science in Reading/ESOL (for certified teachers who need ESOL endorsement)

AREA I: REQUIRED MAJOR AREA – 27 credit hours

- REA 505 Literacy development & Instruction in Early Reading K-3
- REA 506 Literature-based Language Arts in Elementary Schools
- REA 508 Reading Instruction in Elementary Schools
- REA 523 Content Reading: Middle and High School
- REA 525 Adolescent Literature & Multicultural Connections
- REA 530 Techniques & Strategies in Reading Assessment
- REA 531 Reading Diagnosis
- REA 532 Remedial Reading
- REA 534 Supervision & Administration of Reading Programs

AREA II: REQUIRED RESEARCH CORE – 6 credit hours

- EDR 551 Educational Research & Measurement
- EDR 555 Action & Applied Research in Urban Education

AREA III: ESOL ENDORSEMENT – 6 credit hours

- ESO 501 Applied Linguistic
- ESO 506 Methods of Teaching ESOL

AREA V: PRACTICUM/FIELD EXPERIENCE – 3 credit hours

- REA 580 Practicum in Reading

AREA VI: THESIS – 3-6 credit hours

- REA 599 Thesis

TRACK III

Master of Science

READING/ESOL

Program Guide for Master of Science in Reading/ESOL (for seeking initial certification)

AREA I: REQUIRED MAJOR AREA – 27 credit hours

- REA 505 Literacy development & Instruction in Early Reading K-3
- REA 506 Literature-based Language Arts in Elementary Schools
- REA 508 Reading Instruction in Elementary Schools
- REA 523 Content Reading: Middle and High School
- REA 525 Adolescent Literature & Multicultural Connections
- REA 530 Techniques & Strategies in Reading Assessment
- REA 531 Reading Diagnosis
- REA 532 Remedial Reading
- REA 534 Supervision & Administration of Reading Programs

AREA II: REQUIRED RESEARCH CORE – 6 credit hours

- EDR 551 Educational Research & Measurement
- EDR 555 Action & Applied Research in Urban Education

AREA III: ESOL ENDORSEMENT – 6 credit hours

- ESO 501 Applied Linguistic
- ESO 506 Methods of Teaching ESOL

AREA IV: PROFESSIONAL EDUCATION – 6 credit hours

- EDU 509 Human Growth and Development
- EDU 528 Theory and Analysis of Classroom Behavior and Management

AREA V: PRACTICUM/FIELD EXPERIENCE – 3 credit hours

REA 580 Practicum in Reading

AREA VI: THESIS – 3-6 credit hours

REA 599 Thesis

Education Specialist Degree
Exceptional Student Education
Program Guide for Education Specialist Degree in ESE

The Education Specialist in Special Education (Ed.S.-ESE) degree is designed to meet the needs of teachers certified in Special Education who have completed a Master of Education degree (or the equivalent) in special education or a related field. The Scholar will develop their skills as educational leaders in research, teaching and service. The program consists of a rigorous curriculum that addresses current issues and trends in the field of special education with a minimum of 36 graduate credit hours including a culminating exit examination and Research Project or the Thesis. In this program, candidates will be required to read, write, and research the issues and trends in Special Education. Candidates enroll in 24 hours of special education Content Specialization courses, 6 hours of Research Core Courses, and 6 hours of special education research. Program Guide for Education Specialist Degree in Exceptional Student Education

AREA I: REQUIRED MAJOR AREA – 24 CREDIT HOURS

ESE 701 Foundations of Early Literacy Development and Dyslexia
ESE 710 Evidence-Based Practices for ESE Interventionists
ESE 728 Intensive Interventions for Behavior
ESE 732 Neurological Foundations of Language and Dyslexia
ESE 737 Literacy Intervention for Students with Dyslexia
ESE 740 Intensive Interventions for Reading
ESE 747 Assessment in Intervention for Dyslexia
ESE 780 Practicum in Dyslexia Assessment and Intervention

AREA II: REQUIRED RESEARCH CORE - 6 CREDIT HOURS

EDR 750 Data Based Individualizations/Single Subject Design
EDR 785 Capstone Research for Intervention Specialist

AREA III: REQUIRED ELECTIVES - 6 CREDIT HOURS

ESE 705 Comprehensive Supports and Services for Students with Disabilities
ESE 748 Multidisciplinary Family-School Consultation & Collaboration

Total Credits 36

COURSE DESCRIPTIONS

All course descriptions listed below are arranged alphabetically by subject area, alphabetically by prefix and then numerically for those descriptions with the same prefix. The digits in parentheses immediately following the course titles represent the respective semester credit hours given for a course. The abbreviated codes F, Sp, Su represent the term(s) in which course is offered, Fall, Spring and Summer respectively.

<u>Subject Area</u>	<u>Course Prefix(es)</u>
Education.....	EDU
Education Research.....	EDR
English for Speakers of Other Languages.....	ESO
Exceptional Student Education.....	ESE
Reading Education.....	REA

Education

EDU 509: Human Growth and Development (3) F, Sp, Su

This course is an advanced study of the nature of learning, development, growth, and behavior; and of applying modern principles for diverse learners.

EDU 528: Theory and Analysis of Classroom Behavior Management (3) F, Sp, Su

A course designed to provide a comprehensive study and analysis of classroom management from the sociological and psychological perspectives as well as the physical environment. It is presented from both the theoretical and applied perspectives and addresses the broad issue of classroom management including legal and ethical issues of classroom management.

Educational Research

EDR 551 Educational Research and Management (3) F, Sp, Su

This course focuses on the common methods and techniques of research in the social and behavioral sciences. Basic orientation to quantitative and qualitative procedures used in the analysis and interpretation of research data.

EDR 555 Action and Applied Research (3) F, Sp, Su

Prerequisites: EDR 551

This course guides students to learn and apply research skills to address real and persistent problems existing in urban educational settings. Students will complete an applied action research study.

EDR 750 Data Based Individualizations/Single Subject Design (3) F, Sp, Su

This course presents DBI as a framework for providing Intensive Interventions to students with persistent and significant academic and behavioral challenges. An overview of DBI, and progress monitoring techniques (academic and behavioral) using Single Subject Research designs will be presented. The advantages and the disadvantages of using general outcome measures versus mastery measures for progress monitoring will also be explored.

EDR 785 Capstone Research for Intervention Specialist (3) F, Sp, Su

The capstone research project will encompass a research study using quantitative, qualitative, or mixed methods research. Scholar practitioners should be able to conduct research or program evaluation studies in the area of Special Education. This culminating research project is intended to teach scholars how to carry out research and to evaluate their own research skills. Scholar practitioners also learn scholarly writing skills for presentation to a professional audience, and to be consumers of good research. Participants conduct focused education research studies within their own schools and/or district setting related to aspects of student achievement and reflective practice for school improvement. Individually designed research projects will demonstrate the ability to support K-12 urban school personnel in the systematic implementation and use of data to determine early learning outcomes, student achievement, or growth in student achievement in order to evaluate the effectiveness of services provided to students with disabilities.

English for Speakers of Other Languages

ESO 501 Applied Linguistics/ 2nd Language Acquisition (3) F, Sp, Su

An overview of second language acquisition theories in general, the principles of linguistics applied to language teaching and learning. Emphasis on constructive analysis of native and target languages applied to teaching bilingual/ESOL of foreign language students.

ESO 506 Methods & Approaches to Teaching ESOL (3) F, Sp, Su

This course provides a broad overview of curricular issues in teaching ESOL. It introduces the basic theoretical concepts in second language teaching and as such, provides a bridge between the theories of second language acquisition and second language classroom practices.

Exceptional Student Education

ESE 601 Foundations of Special Education (3) F, Sp, Su

This special-topics course includes a broad perspective of the current trends in the field of special education. Topics such as inclusion, special education law, Autism, current practices, transitioning programs, and early childhood special education programs will be emphasized. The importance of using research-based practices in special education will be explored.

ESE 628 Advanced Behavioral Support and Management of Exceptional Students (3) F, Sp, Su

This course includes assessing, designing, and implementing positive behavioral supports, classroom organization, and behavior management of exceptional students at the school, classroom, and individual levels from a social learning perspective. The principles and techniques of Applied Behavioral Analysis to effect positive

behavioral change will be emphasized. In addition, this course includes advanced research based behavioral techniques that can be implemented, validated and assessed. Current trends in behavior management, classroom management, and positive behavioral supports will be emphasized.

ESE 630 Intensive Instructional and Behavioral Interventions (3) F, Sp, Su

This course is focused on development, implementation, and evaluation of intensive interventions for students with severe and persistent learning and behavioral needs. The course will include reviewing, evaluating, and selecting interventions; best instructional practices and research-based strategies; and using various methods for evaluation of student progress. Candidates will learn how to develop, implement, and evaluate data-based individualizations of academic and behavioral interventions to diverse students for the K-12 classroom.

ESE 632 Language Development and Communication Skills (3) F, Sp, Su

A course to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions for atypical children including those identified as **ESOL**.

ESE 641 Advanced Curriculum and Instruction for K-6 Exceptional Student Education (3) F, Sp, Su

An advanced course in developing, implementing, and evaluating individualized educational plans; research-based approaches to teaching functional skills; developmental programming; data-based management (including technological applications); advanced approaches to teaching basic skills and adaptation of curriculum. The course will include reviewing, evaluating, and selecting curriculum; best instructional practices and research-based strategies; using various methods for evaluation of student progress, developing interpersonal interactions, and addressing issues for transition from preschool to kindergarten. Candidates will further develop best practices for the inclusion of diverse students for the general education classroom.

ESE 642 Advanced Curriculum and Instruction for 6-12 Exceptional Student Education (3) F, Sp, Su

An advanced course focused on development, implementation, and evaluation of individualized educational plans; special approaches to teaching functional skills;

developmental programming; data-based management; specialized approaches to teaching basic skills and adaptation of curriculum, especially for students who are diverse and included in the general education classroom. The course will include reviewing, evaluating, and selecting curriculum; best instructional practices and research-based strategies; implementing various methods for evaluation of student progress, while including technological applications; improving interpersonal interactions, and addressing issues of transition from school to work.

ESE 643 Curriculum and Instruction for ESE for Severe Disabilities Level

(3) F, Sp, Su

A course focused on development, implementation, and evaluation of individualized educational plans for students with severe disabilities; special approaches to teaching functional skills; developmental programming; data-based management; specialized approaches to teaching basic skills and adaptation of curriculum. The course will include reviewing, evaluating, and selecting curriculum; best instructional practices and research-based strategies; using various methods for evaluation of student progress; developing your interpersonal interactions; and addressing issues for transition from preschool to kindergarten and from school to work for students with severe disabilities.

ESE 645 Advanced Curriculum and Instruction for Exceptional Student Education

(3) F, Sp, Su

This advanced course is focused on development, implementation, and evaluation of individualized educational plans; special approaches to teaching functional skills; developmental programming; data-based management (including technological applications); specialized approaches to teaching basic skills and adaptation of curriculum. The course will include reviewing, evaluating, and selecting curriculum; best instructional practices and research-based strategies; using various methods for evaluation of student progress, developing interpersonal interactions, and addressing issues for transition. Candidates will learn how to include diverse students for the K-12 general education classroom.

ESE 647- Advanced Assessment of Exceptional Students II (3) F, Sp, Su

This is an advanced course in the assessment for eligibility, instructional processes and transition assessment for exceptional children, including those who are ESOL.

Primary emphasis will be placed upon assessment methods for planning education and transition services within the context of the IDEA. Interpreting and using assessment information to plan instruction using evidenced-based practices, accommodations, and postsecondary goals will also be covered. This course prepares discipline-based and reflective professionals in the field of special education who can serve students with diverse needs.

ESE 648- Advanced Communication, Consultation, and Collaboration (3) F, Sp, Su

This course is an advanced communication and collaboration class. It will allow the candidate to examine ways in which individuals interact with educational systems, communities at large, and each other to bring about appropriate educational services for students with special educational needs. Included are fundamentals of group processes, human behavior and interaction, and motivation as well as skills and knowledge necessary for successful communication, consultation, and collaboration with others concerned about educating students with exceptional needs. Candidates will experience a particular focus on how to collaborate with educational stakeholders to include students with disabilities and who are otherwise diverse into the general education classroom. There will be a practice of collaborating with peers to provide services to students and families with disabilities at a local school.

ESE 649 Special Education Leadership Seminar (3) F, Sp, Su

This special education Leadership Seminar is focused on current topics, trends, and issues relating to special education leadership. The course will include discussion and product development related to topics on Leadership and Policy, Program Development and Organization, Research and Inquiry, Student and Program Evaluation, Professional Development and Ethical Practice, and Collaboration in special education. Candidates will further learn to plan, organize, and implement professional development related to issues and trends in special education.

ESE 701 Foundations of Early Literacy Development and Dyslexia (3) F, Sp, Su

This course addresses the critical components of early literacy development and introduces participants to the nature and needs of students with dyslexia. The focus is on the effects of dyslexia on learning to read and write, the historical development of the field, relevant laws, and policies.

ESE 705 Comprehensive Supports and Services for Students with Disabilities (3) F, Sp, Su

This course provides an overview of current issues and trends in academic, personal, social/emotional and career needs of students with disabilities and implications and strategies for working with special education students in and outside of school settings. Special emphasis for working with school personnel and families in providing comprehensive services to students with exceptionalities will be provided with attention to special populations who may require additional learning, emotional, and/or behavioral support.

ESE 710 Evidence-Based Practices for ESE Interventionists (3) F, Sp, Su

This course is focused on development, implementation, and evaluation of Evidence-Based Practices (EBP) for students with severe and persistent learning and behavioral needs. Students will explore Intensive Interventions in Academics and Behavior as well as Strategic Instruction Model-Learning Strategies. Through this course, students will work towards Level II Micro credentialing in at least two areas of Learning Strategies. The course will include reviewing, evaluating, and selecting interventions; best instructional practices and research-based strategies; and using various methods for evaluation of student progress.

ESE 728 Intensive Interventions for Behavior (3) F, Sp, Su

This course provides an in-depth overview of Intensive Behavioral interventions for students with significant and persistent behavioral needs. Various evidence based Intensive behavioral intervention strategies will be presented. Research findings, treatment fidelity, outcome data, and other such variables contributing to the effectiveness of the Intensive Behavioral “Interventions will be presented. Strategies to select the appropriate intervention strategies will also be discussed.

ESE 732 Neurological Foundations of Language and Dyslexia (3) F, Sp, Su

This course focuses on providing an understanding of the neurobiological foundations of Dyslexia. Typical and atypical language development will be explored. The Neurobiological impact on language and literacy development and its influence on Dyslexia will be addressed. Linguistic influences of the English language on Dyslexia will also be addressed.

ESE 737 Literacy Intervention for Students with Dyslexia (3) F, Sp, Su

This course addresses principles and practices of evidence-based literacy intervention

for students with dyslexia throughout the stages of literacy development, the varied challenges that students may encounter as they develop literacy, effective intervention in various components of literacy, and the issues involved in designing a comprehensive literacy intervention program.

ESE 740 Intensive Interventions for Reading (3) F, Sp, Su

This course covers the principles of reading instruction for students who struggle with reading and required targeted or intensive intervention. The course prepares teachers to prescribe and utilize appropriate research-based strategies and materials in order to address the remediation of severe reading difficulties among students from diverse population. The course includes research-based intervention strategies that provides targeted instruction in a specific skill or set of skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

ESE 747 Assessment in Intervention for Dyslexia (3) F, Sp, Su

This course addresses the principles and practices of effective assessment for students with dyslexia, including the various purposes of assessment, the psychometric properties of high-quality assessment tools, and issues related to test administration. Candidates will identify effective assessment tools, develop informal assessment procedures, and interpret assessment data to design intervention.

ESE 748 Multidisciplinary Family-School Consultation & Collaboration (3) F, Sp, Su

This course is designed to develop essential communicative/interactive interpersonal skills, as well as collaborative problem-solving skills in special education, counseling, and other multidisciplinary team members.

ESE 780 Practicum in Dyslexia Assessment and Intervention (3) F, Sp, Su

This course offers practical experiences in assessment and effective interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), develop and implement evidence-based practical strategies for supporting students with dyslexia.

Reading Education

REA 505 Literacy Development and Instruction in Early Reading PK-2 (3) F, Sp, Su

Explores how children construct literacy and how they begin the process of becoming successful lifelong readers and writers. Examines diverse aspects of language and sociocultural factors that influence early. Emphasis on literacy in the context of the home and family.

REA 506 Literature-based Language Arts in Elementary Schools (3) F, Sp, Su

Examines an effective language arts curriculum, where literature, interdisciplinary thematic units, various media, and various opportunities for learners to develop literacy skills, play an integral part. Emphasis on African Literature.

REA 508 Reading Instruction in Elementary Schools (3) F, Sp, Su

Looks at the reading process, at highly researched models of teaching reading, and at constructing a philosophy of teaching reading and writing. Materials and methods for differentiating instruction to address diverse needs are also explored,

REA 523 Content Reading: Middle and High Schools (3) F, Sp, Su

Focuses on methods and techniques for developing effective reading skills for middle and secondary students across all content areas with emphasis on word recognition, vocabulary development, comprehension and organizational skills. Emphasis on reading interests, motivation, critical reading, study habits.

REA 525 Adolescent Literature & Multicultural Connections (3) F, Sp, Su Examines a spectrum of contemporary research and theory as are relevant to selecting and teaching Adolescent Literature. Focus on Social and cultural influences.

REA 530 Techniques and Strategies in Reading Assessment (3) F, Sp, Su

Prerequisites: REA 508

Focuses on administration, implementation, and interpretation of assessment strategies and how they relate to specific learning/teaching events based upon scientifically based reading research.

REA 531. Reading Diagnosis (3) F, Sp, Su

Prerequisites: REA 508

Examines various authentic diagnostic assessment techniques and instruments, at administering and interpreting them, along with a coherent framework for helping students with reading problems.

REA 532. Remedial Reading (3) F, Sp, Su

Prerequisites: REA 531

Provides in-depth study of factors of reading disability, and at evaluation, design, and implementation of substantiated effective techniques, materials, and approaches for specialized reading instruction.

REA 534: Administration & Supervision of Reading Programs (3) F, Sp, Su

Prerequisites: REA 523

This course focuses on the history, organization, and supervision of reading programs, the sociocultural, and political context of teaching reading, and the role of the reading specialists. Major topics include professional development, school community relations, mentoring partnerships, student diversity, curriculum evaluation, development, and assessment.

REA 580 Practice in Reading & Language Arts (3) F, Sp, Su

Prerequisites: REA 531, 532

Supervised field experience, where knowledge and skills in diagnosis, remediation through large group, small group and individual instruction and the selection and use of appropriate reading instruction, is designed and implemented in a coherent set of activities for children exhibiting special reading problems.

REA 599 Master's Thesis (3) F, Sp, Su

Prerequisites: Completion of All Coursework

Engage in an in-depth study of and in the writing of a final thesis on an approved topic or issue related to literacy instruction or as a follow-up to a literacy topic or issue investigated in your practicum; complete and submit a research action paper.

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Financial Aid (305) 626-3742

Fiscal Affairs (305) 626-3623 *University Bursar* (305) 626-3739

Freshman Studies (305) 626-3662 *Freshman Year Experience Program* (305) 626-3661 *Freshman Advisement* (305) 626-3666

Health Clinic (305) 626-3760

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Institutional Advancement (305) 626-3608

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Library (305) 626-3641

Public Relations (305) 626-3624

Registrar (305) 626-3752 *Transcripts* (305) 626-3756

Security (305) 626-3771

Student Activities (305) 626-3715

Student Affairs (305) 626-3710

Student Support Services (305) 626-3721

Testing (305) 626-3776

Veterans Affairs/Transfer Credits (305) 430-1169

NOTES

Florida Memorial University does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.



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