



# Graduate Catalog 2021-2022

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# 2021-2022 Graduate Catalog

*Home of the Lions*

Florida Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master, and education specialist 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 Memorial University**  
**A Promise. A Future.**

# 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 is 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.

## Florida Memorial University Mission

### 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.

## University Information

## Campus Map



# Accreditation

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The University is also chartered by the State of Florida.

# School of Business

Florida Memorial University is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) offering the following business degrees:

- Master in Business Administration.

# School of Education

The School of Education offers the following graduate programs:

- Master of Science in Exceptional Student Education
- Master of Science Reading
- Education Specialist in Exceptional Student Education.

## 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 Center for Academic Resources and Support, 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 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.

**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 Student Affairs, Enrollment Management, Admissions, Financial Aid, the University Registrar, Career Center, Student Accounts, Duplication Center, Human Resources, 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.

### 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 Skills Laboratory

The Academic Skills Laboratory is a supplemental learning assistance facility in the Center for Academic Resources and Support (CARS). The Academic Skills Lab provides a supportive environment where students can work to enhance academic performance on concepts explored in class. The services of the lab include tutoring, remediation, reinforcing, enriching, and classroom work. Priority is given to students who must complete required laboratory hours in conjunction with their courses although other students seeking assistance are served. The essential assistance strategy is one-on-one and small group tutoring with subject area professionals and peer tutors. Thematic workshops related to mathematical concepts are organized to address a limited range of academic concerns. In addition, tutors work with study groups to review for midterm and final examinations.

Writing and reading services are also included as services in the Academic Skills Lab. These services are designed to assist students in developing, improving, and enhancing their writing and reading skills. Students are aided in acquiring the necessary skills to write and read effectively through individualized tutoring and computer-assisted instruction. Portfolios are maintained by the lab's personnel for students and instructors to monitor students' progress.

## Testing

The Center for Academic Resources and Support (CARS) provides testing services for Florida Memorial University students, faculty, staff and the community. Florida Memorial University is a national test center. National tests include ACT, SAT, CLEP, DSST, LSAT, PERT and TOEFL. As a member of NCTA (National College Testing Association), the testing unit also participates in the CCTC (Consortium of College Testing Departments) which is a referral service that facilitates test administration services for distance learning students. Additionally, it serves as a test site for several of the nation's leading certification and licensure testing companies. Services for faculty include proctoring exams, scoring multiple-choice tests and providing analyses of the results. The Testing component of CARS administers placement tests to freshmen to identify the students' academic levels in reading, writing and mathematics. Results from the assessment are used to advise students and design course schedules that encourage students to take advantage of their strengths and move toward improvement of their weaknesses.

## 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.

## Career Development Center

The Career Development Center, located in the Student Services Building, Suite 114, is a partnership between the University and CareerSource South Florida (CSSF). The core purpose of the Career Development Center initiative is to provide increased access and awareness to workforce services for college students and recent graduates by actively partnering with local colleges and universities to assist in career pathways exploration and professional development. The Career Development Centers will offer services that will assist students with internships, on-the-job training opportunities and post-graduation job placement assistance. By partnering with the workforce board, local colleges and universities will also benefit from the enhanced support network capable of providing employment outcomes and retention follow ups.

## Admissions

## School of Business

The Business MBA Committee, composed of faculty in the School of Business, makes decisions related to admission standards and admission exceptions. The Dean of the School of Business is an ex-officio member of the admissions committee.

## Full Admission

To be fully admitted into the Florida Memorial University's MBA program, candidates must:

1. Complete the Graduate Application for Admission.
2. Have an earned baccalaureate or graduate degree 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 completed Recommendation Evaluation Forms.
5. Candidates will be required to meet The Accreditation Council for Business Schools and Programs (ACBSP) Common Professional Component (CPC) undergraduate business requirements or related equivalence.
6. Have Graduate Management Admission Test (GMAT) score plus undergraduate GPA multiplied by 200 (GMAT score + Undergraduate GPA x 200) greater than or equal to 900, or a composite score of 950 based on the same formula using the student's last four (4) semesters undergraduate GPA (GPA no less than 2.5). For example, if the prospective student's last four (4) semesters undergraduate GPA is 2.8 and they score 400 on the GMAT then they would have a composite score of 960. See the following calculation:  $(2.8 \times 200 + 400 = 960)$ .

## Conditional Admission

To be conditionally admitted into the Florida Memorial University's MBA program, candidates must:

1. Complete the Graduate Application for Admission.
2. Have an earned baccalaureate or graduate degree 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 completed Recommendation Evaluation Forms.
5. Candidates will be required to meet The Accreditation Council for Business Schools and Programs (ACBSP) Common Professional Component (CPC) undergraduate business requirements or related equivalence.
6. Have a minimum undergraduate GPA 2.5 in the MBA program and score high enough to get a total MBA admission score of 900 (GMAT plus Undergraduate GPA x 200). Applicants that are classified as "Conditionally Admitted" may earn no more than (12) hours of graduate credit. Full admission requires the students' GMAT scores to be on file in the MBA office.

\* 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.

## School of Education

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](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. Provide official scores for the Graduate Record Examination (GRE) completed within the last five years. *Note that a minimum score is not required. Scores must be on file before applying for candidacy.*
5. Submit three (3) completed Recommendation Evaluation Forms.
6. 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**

### **School of Business**

The MBA requires a minimum of thirty (30) semester graduate credits for completion. Additional elective credits must be taken for specialization. All courses must be at the 500 level or above to be counted toward graduate degree requirements.

### **School of Education**

Each of the graduate programs 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 six years from time to enrollment in the graduate program to complete the degree. Exceptions may be granted by the dean at the request of the graduate program director.

### **Leave of Absence**

Leave may be obtained by petition of the program director followed by the approval of the dean. Leave of absence officially stops the time-to-completion clock.

### **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 consortial 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 Masters candidacy is made as soon as possible after prerequisite course requirements have been met, a 3.0 GPA (or higher) in graduate courses completed, and official GRE or GMAT scores have been submitted. The GRE/GMAT scores provided must have been taken in the last five (5) years. 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.

## **Application for Graduation**

Graduation applications must be filed with the Director of Graduate Programs no later than commencement day of the semester preceding 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. **PEd 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](http://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](http://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.applyonlinenow.com](http://www.applyonlinenow.com) or [www.salliemae.com](http://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.FloridaMemorialUniversityniv.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](http://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](http://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](mailto:citiassist@studentloan.com) (1-800-394-7580) OR [suntrust@suntrustededucation.com](mailto:suntrust@suntrustededucation.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 Charges 2021-2022

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.

Tuition (\$694 per credit hour) \$4,164

Books & Supplies	\$500.00
Fees Graduate Fall/Spring	\$69400
Summer Sessions	\$240.00

**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 chargers 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

### School of Business

Students enrolled in the MBA graduate programs will be allowed to drop a class and receive full (100%) refund if they drop the class by the second Wednesday after the class first meets. For example, if the class meets on Friday, October 14, the student would be entitled to a full refund if they dropped the class on or before Wednesday, October 26. Classes dropped after this time period will result in no (0%) refund being given to the student.

### School of Education

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 Calendar

## 2021-2022 Academic Calendar

August 2021	
23	All Classes Begin – Undergraduate and Graduate - Regular and Session A
23-30	Late Registration-\$250 fee
September 2021	
3	Last Day to Add a Class
6	Labor Day (no classes)
7	Last Day to Drop a Class Without Penalty
15	Fall Convocation
October	
4	Deadline to Submit Graduation Application for Spring 2022
5	Honors and Awards Day
11-15	Mid-term Examinations
16	Fall Session A Ends
17	Session – A Grades Due
18	Fall Session B Begins
18	Registration Begins for Spring 2022
20	Mid-terms Grades Due
November	
11	Veterans Day (no classes)
23	Donation Day
24-28	Thanksgiving Recess
December	
4	Last Day of Classes for Fall Regular Term
4	Deadline for Credit by Examination
4	Last Day to Withdraw from a Course with a Grade of WP/WF
4	Last Day to Withdraw Officially from the Semester/University
6-11	Final Examinations
14	All Final Grades Due
20-January 2	Holiday Break

<b>SPRING 8-WEEK COMPRESSED TERMS</b>	
<b>SPRING A TERM</b>	Jan 10 - Mar 4
CLASSES BEGIN	Jan 10
LAST DAY TO DROP FOR FULL REFUND	Jan 14
LAST DAY TO ADD A CLASS	Jan 15
ADMINISTRATIVE DROP (STUDENTS ARE WITHDRAWN FROM COURSES FOR NON-PAYMENT)	Jan 15
LAST DAY TO WITHDRAW	Feb 25
CLASSES END	Mar 4
FINAL GRADES DUE	Mar 5 - 12 noon
<b>SPRING B TERM</b>	Mar 14 - Apr 29
CLASSES BEGIN	Mar 14
LAST DAY TO DROP FOR FULL REFUND	Mar 18
LAST DAY TO ADD A CLASS	Mar 18
ADMINISTRATIVE DROP (STUDENTS ARE WITHDRAWN FROM COURSES FOR NON-PAYMENT)	Mar 18
LAST DAY TO WITHDRAW	Apr 22
CLASSES END	Apr 29
FINAL GRADES DUE	May 9 - 12 noon
<b>SUMMER SEMESTER</b>	
<b>SUMMER A TERM</b>	May 11 - June 16
REGISTRATION	May 9 - 10
FIRST DAY OF CLASSES	May 11 - 14
LATE REGISTRATION / LAST DAY TO ADD A CLASS	May 14
ADMINISTRATIVE DROP (STUDENTS ARE WITHDRAWN FROM COURSES FOR NON-PAYMENT)	May 14
LAST DAY TO DROP A CLASS	May 16
LAST DAY TO WITHDRAW	May 24
MEMORIAL DAY HOLIDAY (NO CLASSES)	May 30
CLASSES END	Jun 16
FINAL GRADES DUE	Jun 18 - 12 noon

<b>SUMMER B TERM</b>	Jun 21 - Jul 30
REGISTRATION	Jun 15 - 16
JUNETEENTH HOLIDAY (NO CLASSES)	Jun 17
FIRST DAY OF CLASSES	Jun 21 - 25
LATE REGISTRATION	Jun 25
ADMINISTRATIVE DROP (STUDENTS ARE WITHDRAWN FROM COURSES FOR NON-PAYMENT)	Jun 25
LAST DAY TO WITHDRAW	Jul 23
CLASSES END	Jul 30
FINAL GRADES DUE	Jul 30 - 12 noon
<b>SUMMER C TERM</b>	May 11 - Jul 30
REGISTRATION	May 9 - 10
FIRST DAY OF CLASSES	May 11 - 14
LATE REGISTRATION	May 14
ADMINISTRATIVE DROP (STUDENTS ARE WITHDRAWN FROM COURSES FOR NON-PAYMENT)	May 14
MEMORIAL DAY HOLIDAY (NO CLASSES)	May 30
MID-TERM	Jun 15 -18
JUNETEENTH HOLIDAY (NO CLASSES)	Jun 17
FOURTH OF JULY (NO CLASSES)	Jul 4
LAST DAY TO WITHDRAW	Jul 23
FINAL EXAMS	Jul 27 - 30
CLASSES END	Jul 30
FINAL GRADES DUE	Jul 30 - 12 noon

*Dates are subject to change should conditions require.*

# 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 Degrees

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 degrees:

Master of Business Administration

Master of Science in Exceptional Student Education (K-12)

Master of Science in Reading (K-12)

Education Specialist in 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 any and 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 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 filed 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 the Registrar 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 Executive 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 students 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 Avenue  
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 Educational 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.

## **Veterans 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 Title 38, U.S. Code and Chapter 106, Title 10, USC.

## **Standards of Progress Policy for Veterans**

Students are considered to be in good academic standing when their cumulative grade point average is a minimum of a 2.0. Florida Memorial University's policies on academic warning, probation and suspension are based on the potentiality that students can overcome academic difficulty and make appropriate progress toward a degree.

## Termination of Veterans Benefits

A student receiving Veterans Educational Benefits who is placed on academic warning must regain a cumulative grade point average of 2.0 or better at the end of the semester following the notification. If, at the end of this semester, the cumulative grade point average is below 2.0, the U.S. Department of Veterans Affairs will be notified concerning termination of the student's veterans' educational benefits.

## Policy on Protection of VA Educational Benefit Students

Florida Memorial University recognizes that students using U.S. Department of Veterans Affairs (VA) education benefits may encounter situations where payments to the institution and the individual are delayed through no fault of the student. This policy recognizes and makes appropriate allowances for students in such situations; it applies to all university schools and programs.

It is Florida Memorial University's practice and policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This policy applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to our VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of Registration for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.
4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request.

The point of contact for this policy is the Office of the Registrar. Students may contact the office at (305) 626-3752 or visit our website at [www.fmuniv.edu](http://www.fmuniv.edu) or, contact the University's School Certifying Official at (305) 626-3754 for guidance and assistance.

## Definitions

1. Veteran Education Benefits: Education benefits provided by the Department of Veterans Affairs (VA) to eligible Service Members, veterans, and certain dependents and survivors. Beneficiaries may receive financial support for undergraduate and graduate degrees, vocational and technical training, licensing and certification tests, apprenticeships, on-the-job training, and more.
2. Certificate of Eligibility: Letter from the VA issued to an eligible individual showing approval to pursue a stated program of education at an institution; the remaining entitlement of the eligible individual, and the ending date of the eligible individual's eligibility.
3. School Certifying Official (SCO): Person on campus, typically within the Registrar's office, who reports student status and progress to VA.
4. Documentation: Substantiating proof of Military Service that will vary from case to case and that may include (but is not limited to) the following:
  - A DD 214 Certificate of Release or Discharge from Active Duty;
  - A copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service;
  - A letter from the commanding officer of a personnel support activity or from someone of comparable authority;
  - A certificate of completion from military training school;
  - A discharge certificate showing character of service.

# Graduate Programs

## School of Business

### MASTER OF BUSINESS ADMINISTRATION

#### Business Administration, M.B.A.

The MBA degree program requires a minimum of thirty (30) credit hours and is compatible with the Association of Colligate Business Schools and Programs (ACBSP).

#### Basic Core Courses (21 Hours)

There are seven required courses (21 hours) for the MBA core:

- ACC 501 - Accounting for Management **Credits:** (3)
- BUS 502 - Business Research Methods **Credits:** (3)
- FIN 501 - Financial Management **Credits:** (3)
- ECO 501 - Managerial Economics **Credits:** (3)
- MKT 501 - Marketing Strategy **Credits:** (3)
- BUS 501 - Organizational Behavior **Credits:** (3) **OR**
- HRM 501 - Human Resource Management **Credits:** (3)
- BUS 510 - Seminar in Business Strategy and Policy **Credits:** (3)

#### MBA Elective Courses

The MBA program provides elective courses in the area of Management, Accounting, Finance, and Marketing. The electives are intended to make the proposed program comparable with other South Florida and small school MBA programs.

#### Management Electives

- BUS 501 - Organizational Behavior **Credits:** (3)
- BUS 503 - Ethics and Value of Leadership **Credits:** (3)
- BUS 504 - Organizational Theory and Design **Credits:** (3)
- BUS 520 - Management Seminar **Credits:** (3)
- HRM 501 - Human Resource Management **Credits:** (3)

#### Accounting Electives

- ACC 502 - Financial Accounting Theory **Credits:** (3)
- ACC 503 - Financial Accounting & Reporting Analysis **Credits:** (3)
- ACC 504 - Accounting Information Systems **Credits:** (3)
- ACC 520 - Accounting Seminar **Credits:** (3)

## Finance Electives

- FIN 502 - Advanced Financial Management **Credits:** (3)
- FIN 520 - Finance Seminar **Credits:** (3)

## Marketing Electives

- MKT 502 - Buyer Behavior **Credits:** (3)
- MKT 520 - Marketing Seminar **Credits:** (3)

# School of Education

## MASTER OF SCIENCE

### Exceptional Student Education, M.S.

The Master of Science in Exceptional Student Education is designed to meet the needs of candidates who want to advance their current teaching certificate. The Master of Science in Exceptional Student Education program is offered in two modalities: Fully online and face to face. 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 course work 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.

#### **Program Guide for Master of Science in Exceptional Student Education (Teacher Advancement)**

### Area I: Required Major Area - 24 Credit Hours

- ESE 601 - Foundations of Special Education **Credits:** (3)
- ESE 628 - Advanced Behavioral Support and Management of Exceptional Students **Credits:** (3)
- ESE 630 - Intensive Instructional and Behavioral Interventions **Credits:** (3)
- ESE 632 - Language Development and Communication Skills **Credits:** (3)
- ESE 641 - Advanced Curriculum and Instruction for K-6 Exceptional Student Education **Credits:** (3)
- ESE 642 - Advanced Curriculum and Instruction for 6-12 Exceptional Student Education **Credits:** (3)
- ESE 643 - Curriculum and Instruction for ESE for Severe Disabilities Level **Credits:** (3)
- ESE 645 - Advanced Curriculum and Instruction for Exceptional Student Education **Credits:** (3)
- ESE 647 - Advanced Assessment of Exceptional Students II **Credits:** (3)
- ESE 648 - Advanced Communication, Consultation, and Collaboration **Credits:** (3)
- ESE 649 - Special Education Leadership Seminar **Credits:** (3)

## Area II: Required Research Core - 6 Credit Hours

- EDR 551 - Educational Research and Management **Credits:** (3)
- EDR 555 - Action and Applied Research **Credits:** (3)

## Area VI: Thesis - 3-6 Credit Hours

- ESE 599 Thesis **Credits:** (3)

## Reading, M.S.

### *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.

## Tracks

### Track I - 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 and Instruction in Early Reading PK-2 **Credits:** (3)
- REA 506 - Literature-based Language Arts in Elementary Schools **Credits:** (3)
- REA 508 - Reading Instruction in Elementary Schools **Credits:** (3)
- REA 523 - Content Reading: Middle and High Schools **Credits:** (3)
- REA 525 - Adolescent Literature & Multicultural Connections **Credits:** (3)
- REA 530 - Techniques & Strategies in Reading Assessment **Credits:** (3)
- REA 531 - Reading Diagnosis **Credits:** (3)
- REA 532 - Remedial Reading **Credits:** (3)
- REA 534 - Administration & Supervision of Reading Programs **Credits:** (3)

## Area II: Required Research Core - 6 Credit Hours

- EDR 551 - Educational Research and Management **Credits:** (3)
- EDR 555 - Action and Applied Research **Credits:** (3)

## Area III: Practicum/Field Experience - 3 Credit Hours

- REA 580 - Practice in Reading & Language Arts **Credits:** (3)



## Area IV: Thesis - 3-6 Credit Hours

- REA 599 - Master's Thesis **Credits:** (3)

## Track II - 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 and Instruction in Early Reading PK-2 **Credits:** (3)
- REA 506 - Literature-based Language Arts in Elementary Schools **Credits:** (3)
- REA 508 - Reading Instruction in Elementary Schools **Credits:** (3)
- REA 523 - Content Reading: Middle and High Schools **Credits:** (3)
- REA 525 - Adolescent Literature & Multicultural Connections **Credits:** (3)
- REA 530 - Techniques & Strategies in Reading Assessment **Credits:** (3)
- REA 531 - Reading Diagnosis **Credits:** (3)
- REA 532 - Remedial Reading **Credits:** (3)
- REA 534 - Administration & Supervision of Reading Programs **Credits:** (3)

### Area II: Required Research Core - 6 Credit Hours

- EDR 551 - Educational Research and Management **Credits:** (3)
- EDR 555 - Action and Applied Research **Credits:** (3)

### Area III: ESOL Endorsement - 6 Credit Hours

- ESO 501 - Applied Linguistics **Credits:** (3)
- ESO 506 - Methods of Teaching ESOL **Credits:** (3)

### Area IV: Practicum/Field Experience - 3 Credit Hours

- REA 580 - Practice in Reading & Language Arts **Credits:** (3)

## Area V: Thesis - 3-6 Credit Hours

- REA 599 - Master's Thesis **Credits:** (3)

## Track III - 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 and Instruction in Early Reading PK-2 **Credits:** (3)
- REA 506 - Literature-based Language Arts in Elementary Schools **Credits:** (3)
- REA 508 - Reading Instruction in Elementary Schools **Credits:** (3)
- REA 523 - Content Reading: Middle and High Schools **Credits:** (3)
- REA 525 - Adolescent Literature & Multicultural Connections **Credits:** (3)

- REA 530 - Techniques & Strategies in Reading Assessment **Credits:** (3)
- REA 531 - Reading Diagnosis **Credits:** (3)
- REA 532 - Remedial Reading **Credits:** (3)
- REA 534 - Administration & Supervision of Reading Programs **Credits:** (3)

## **Area II: Required Research Core - 6 Credit Hours**

- EDR 551 - Educational Research and Management **Credits:** (3)
- EDR 555 - Action and Applied Research **Credits:** (3)

## **Area III: ESOL Endorsement - 6 Credit Hours**

- ESO 501 - Applied Linguistics/ 2nd Language Acquisition **Credits:** (3)
- ESO 506 - Methods & Approaches to Teaching ESOL **Credits:** (3)

## **Area IV: Professional Education - 6 Credit Hours**

- EDU 509 - Human Growth and Development **Credits:** (3)
- EDU 528 - Theory and Analysis of Classroom Behavior Management **Credits:** (3)

## **Area V: Practicum/Field Experience - 3 Credit Hours**

- REA 580 - Practice in Reading & Language Arts **Credits:** (3)

## **Area VI: Thesis - 3-6 Credit Hours**

- REA 599 - Master's Thesis **Credits:** (3)

# **Education Specialist Degree**

## **Exceptional Student Education, Ed.S.**

*[approved December 8, 2019 by SACSCOC for implementation March 1, 2020]*

The Education Specialist in Special Education (EdS-SE) 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 **Credits:** (3)
- ESE 710 - Evidence-Based Practices for ESE Interventionists **Credits:** (3)
- ESE 728 - Intensive Interventions for Behavior **Credits:** (3)
- ESE 732 - Neurological Foundations of Language and Dyslexia **Credits:** (3)
- ESE 737 - Literacy Intervention for Students with Dyslexia **Credits:** (3)
- ESE 740 - Intensive Interventions for Reading **Credits:** (3)
- ESE 747 - Assessment in Intervention for Dyslexia **Credits:** (3)
- ESE 780 - Practicum in Dyslexia Assessment and Intervention **Credits:** (3)

## Area II: Required Research Core - 6 Credit Hours

- EDR 750 - Data Based Individualizations/Single Subject Design **Credits:** (3)
- EDR 785 - Capstone Research for Intervention Specialist **Credits:** (3)

## Area III: Required Electives - 6 Credit Hours

- ESE 705 - Comprehensive Supports and Services **Credits:** (3)
- ESE 748 - Multidisciplinary Family-School Consultation and Collaboration **Credits:** (3)

**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.

## Accounting

### ACC 501 - Accounting for Management

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

An in-depth study of management control topics including budgeting, analysis of financial performance, and special situations that exist in multinational companies.

Prerequisite: graduate advisor recommendation.

### ACC 502 - Financial Accounting Theory

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

A study of the theoretical structure of accounting, with special attention to asset and income definition, recognition, and measurement; and an appraisal of pronouncements of professional accounting organizations.

Prerequisite: ACC 501 or graduate advisor recommendation.

### ACC 503 - Financial Accounting & Reporting Analysis

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

The course focuses on the analysis and use of financial accounting information in the evaluation of corporate performance. The course emphasizes the understanding of financial statements prepared under U.S. and International Accounting Standards and the analysis of these financial statements including common size analysis, ratio analysis, the impact of taxes, and credit analysis. This course will enhance the student's ability to read, interpret and analyze financial statements for making investment, credit, acquisition, and other evaluation decisions.

Prerequisite: ACC 501 or graduate advisor recommendation.

### ACC 504 - Accounting Information Systems

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Application of general systems concepts to accounting; and to operational, and related planning and control information requirements. Database management systems, on-line real-time systems, timesharing, etc., and applications in accounting.

Prerequisite: ACC 501 or graduate advisor recommendation.

### ACC 520 - Accounting Seminar

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

In-depth coverage of existing and emerging areas in accounting including global accounting, control systems, auditing, assurance services, and information technology. Occasional guest speakers from various facets of accounting practice (public, private, governmental, profit, not-for-profit) and academia will present their ideas of business, government, and accounting.

Prerequisite: ACC 501 or graduate advisor recommendation.

## Business Administration

### BUS 501 - Organizational Behavior

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Behavior theory in organizational context. A study of individual and group dynamics in the business environment. Specific emphasis is given to leadership, motivation, communication, employee supervision, and morale.

Prerequisite: graduate advisor recommendation.

### BUS 502 - Business Research Methods

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

A general outline of the methods of conducting research in business, including research design, data collection and analysis, and presentation of results. The emphasis is on the methodology of conducting applied business research.

Prerequisite: graduate advisor recommendation.

### BUS 503 - Ethics and Value of Leadership

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Leadership skills are critical for high performing organizations. This course will utilize lecture, readings, cases, exercises and self-assessments to present leadership approaches. This course requires putting understanding into practice, through engagement with and reflection upon literary texts and leadership exercises.

Prerequisite: graduate advisor recommendation.

## **BUS 504 - Organizational Theory and Design**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

This course identifies, defines and integrates perspectives of organizational theory and design. This course also identifies the elements of change and the impact of change on organizations and human resources. This type of information should assist in preparing managers for future organizational leadership that will require a new mix of managerial skills.

Prerequisite: graduate advisor recommendation.

## **BUS 510 - Seminar in Business Strategy and Policy**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

The capstone business course designed to develop students' skills which emphasize the integration of the various business areas toward managing the firm as a total unit. Topics include environmental analysis, competition pressures, global market considerations, diversification, decision making, organizational linkages, corporate culture, and formulation and implementation of strategy. The approach taken is that of general management whose primary responsibilities encompass the development, operation, and maintenance of the entire firm.

Prerequisite: graduate advisor recommendation.

## **BUS 520 - Management Seminar**

**Credits:** (3)

**When Offered:** Spring, Summer

This is a topics based course that will vary from semester to semester. Current topics affecting the state of management will be the focus of this offering.

## **Economics**

### **ECO 501 - Managerial Economics**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Managerial economics is a course that integrates economic principles and methodologies with business decision making. The course bridges the gap between economics and business practice by using economic theory combined with a set of mathematical and statistical methods of solving business problems relating to costs, prices, revenues, profits, and competitive strategies.

Prerequisite: graduate advisor recommendation.

## **Education**

### **EDU 509 - Human Growth and Development**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

## **Education Research**

### **EDR 551 - Educational Research and Management**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

Prerequisites: EDR 551

### **EDR 750 - Data Based Individualizations/Single Subject Design**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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, transition 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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

This is an advance 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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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 and Collaboration**

**Credits:** (3)

This course is designed to develop communicative/interactive skills and collaborative problem-solving skills in special education, counseling, and other school personnel. The course focuses on four major areas: 1) The purpose of consultation and collaboration and consultation models; 2) Skills essential to the helping nature of consultation, the promotion of change, and overcoming consultee resistance; 3) Systems-level consultation and schools as systems; and 4) Understanding and working with families

## **ESE 780 - Practicum in Dyslexia Assessment and Intervention**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

## **Finance**

### **FIN 501 - Financial Management**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

This is the program wide course in finance for all students. It explains the fundamental concepts of finance in detail. The course focuses on the duties and responsibilities of the CFO, the interpretation and use of financial ratios, the time value of money, the market valuation of securities, and capital budgeting. Other topics covered in the course are the management of cash, accounts receivable, inventories, accounts payable and other short-term credit. Students will have a thorough grounding in business finance upon completion of this course.

Prerequisite: graduate advisor recommendation.

### **FIN 502 - Advanced Financial Management**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

This course covers additional aspects of business finance in greater depth. It is aimed at students specializing in finance. The material includes the valuation of securities in more complex scenarios, and capital budgeting in a variety of income tax and depreciation scenarios. Mastery of the quantitative tools for managing working capital is an important objective for this course. Students will learn to evaluate alternative marketable securities for short-term investment, evaluate alternative cash management policies, evaluate alternative credit and accounts receivable collection policies, and evaluate alternative sources of short-term financing.

Prerequisite: FIN 501 or graduate advisor recommendation.

## **FIN 520 - Finance Seminar**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

In-depth coverage of existing and emerging areas in finance including options pricing theory, risk management, insurance theory, the impact of technology on financial markets, and the financial markets of emerging economies. Occasional guest speakers from various facets of the finance profession (personal, corporate, government, international, academic) will discuss these areas.

Prerequisite: FIN 501 or graduate advisor recommendation.

## **Human Resource Management**

### **HRM 501 - Human Resource Management**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Presents the fundamental principles and techniques of human resource management and examines the management of human resources from the point of view of the human resource officer, the operational manager and the employee. Emphasis is placed on current legal considerations, issues and research.

Prerequisite: graduate advisor recommendation.

## **Marketing**

### **MAR 501 - Marketing Strategy**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

Study of the planning and coordination of marketing functions specifically related to product, pricing, promotion, and distribution strategies. Includes case analysis and presentation of results.

Prerequisite: graduate advisor recommendation.

### **MAR 502 - Buyer Behavior**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

An in-depth examination of the conceptual and theoretical foundations of consumer and industrial buyer behavior. Emphasis is on the application of behavioral science theories, models, and techniques in the development of marketing strategies.

Prerequisite: graduate advisor recommendation.

## **MAR 520 - Marketing Seminar**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

This is a topics-based course that will vary from semester to semester. Current topics affecting the state of marketing will be the focus of this offering.

Prerequisite: MKT 501 or graduate advisor recommendation.

## **Reading Education**

### **REA 505 - Literacy Development and Instruction in Early Reading PK-2**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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 & Strategies in Reading Assessment**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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

Prerequisites: REA 508

## **REA 531 - Reading Diagnosis**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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

Prerequisites: REA 508

## **REA 532 - Remedial Reading**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

Prerequisites: REA 531

## **REA 534 - Administration & Supervision of Reading Programs**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

Prerequisites: REA 523

## **REA 580 - Practice in Reading & Language Arts**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

Prerequisites: REA 531, REA 532

## **REA 599 - Master's Thesis**

**Credits:** (3)

**When Offered:** Fall, Spring, Summer

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.

Prerequisites: Completion of All Coursework

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