



2026-2027 GRADUATE CATALOG

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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 to 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 to access educational records until he or she has been admitted and is attending Florida Memorial University.

Parents of dependent students will be provided with 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.

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2026-2027 Academic Calendar

FALL 2026	August 17 - December 12
Event	Dates
MAIN SESSION (16 WEEKS)	
Housing Move-in – New Students	Thursday, August 13, 2026
Housing Move-in – Returning Students	Friday, August 14, 2026 - Saturday, August 15, 2026
New Student Orientation	Friday, August 14, 2026
Classes Begin	Monday, August 17, 2026
Last Day to Add/Drop a Class with No Fee Liability	Monday, August 24, 2026
Labor Day (No Classes)	Monday, September 7, 2026
Fall Convocation	Thursday, September 10, 2026
Mid-Term Exams	Monday-Saturday, October 5 – 10, 2026
Graduation Application for Fall 2026	Monday, October 12, 2026
Mid-Term Grades Posted	Wednesday, October 14, 2026
Early Registration Begins for Spring and Summer 2027	Monday, October 19, 2026
Last Day to Drop with WP/WF Grade	
Homecoming Week	Sunday, October 18 - Saturday, October 24, 2026
Veterans Day (No Classes)	Wednesday, November 11, 2026
Last Day to Withdraw Officially from the Semester/University	Friday, November 13, 2026
Faculty Course Evaluation Period	Monday, November 16 – Saturday, December 5, 2026
Thanksgiving Break (No Classes)	Monday-Saturday, November 23 – 28, 2026
Last Day of Classes	Saturday, December 5, 2026
Finals Week (Required Class Meetings)	Monday-Saturday, December 7 – 12, 2026
Winter Break Move-Out and Check-Out	Saturday - Sunday, December 12 - 13, 2026 by 12 noon
End of Term	Saturday, December 12, 2026
Deadline for Faculty to Submit Grades	Wednesday, December 16, 2026
Grades available to Students	Thursday, December 17, 2026
Degree Conferral Date	Saturday, December 19, 2026
Winter Break	Monday, December 14 – Friday, January 1, 2027

FALL Session A (8 Weeks)	August 17 – October 10
Classes Begin	Monday, August 17, 2026
Last Day to Add/Drop a Class	Monday, August 24, 2026
Labor Day (No Classes)	Monday, September 7, 2026
Last Day to Drop with WP/WF Grade	Monday, September 14, 2026
End of Session A	Saturday, October 10, 2026
Finals Week (Required Class Meetings)	Monday, October 5 – Saturday, October 10, 2026
Deadline for Faculty to Submit Grades	Wednesday, October 14, 2026
Grades available to Students	Thursday, October 15, 2026

FALL Session B (8 Weeks)	October 12– December 12
Classes Begin	Monday, October 12, 2026
Last Day to Add/Drop a Class	Monday, October 19, 2026
Veterans Day (No Classes)	Wednesday, November 11, 2026
Last Day to Drop with WP/WF Grade	Monday, November 2, 2026
Thanksgiving Break (No Classes)	Monday-Saturday, November 23 – 28, 2026
End of Session B	Saturday, December 5, 2026
Finals Week (Required Class Meetings)	Monday-Saturday, December 7 – 12, 2026
Winter Break Move-Out and Check-Out	Saturday – Monday, December 12 – 14, 2026 by 12 pm
Deadline for Faculty to Submit Grades	Wednesday, December 16, 2026
Grades available to Students	Thursday, December 17, 2026

SPRING 2027	January 11 – May 8
MAIN SESSION (16 WEEKS)	
Housing Move-in – New Students	Thursday, January 7, 2027
Spring New Student Orientation	Thursday January 7, 2027
Housing Move-in – Returning Students	Friday, January 8, 2027 - Saturday, January 9, 2027
Classes Begin	Monday, January 11, 2027
Martin Luther King Day (No Classes)	Monday, January 18, 2027
Last Day to Add/Drop a Class with No Fee Liability	Tuesday, January 19, 2027
Lion Fest	February 14 - 20, 2027
Graduation Application for Spring 2027	Monday, February 15, 2027
Mid-Term Exams	Monday-Saturday, March 1 – March 6, 2027
Mid-Term Grades Posted	Wednesday, March 10, 2027
Spring Break (No Classes)	Monday – Saturday, March 8 – 13, 2027
Last Day to Drop with WP/WF Grade	Monday, March 22, 2027
Founders Day	Thursday, March 18, 2027
Early Registration Begins for Spring Fall 2027	Monday, March 15, 2027
Good Friday (No Classes)	Friday, March 26, 2027
Honors and Awards Day	Tuesday, April 6, 2027
Last Day to Withdraw Officially from the Semester/University	Thursday, April 15, 2027
Faculty Course Evaluation Period	Monday, April 19 – Saturday, April 30, 2027
Last Day of Classes	Saturday, May 1, 2027
Finals Week (Required Class Meetings)	Monday-Saturday, May 3 – May 8, 2027
Housing Move-Out. Non-Graduating Students	Saturday, May 8, 2027, by 12 pm
End of Term	Saturday, May 8, 2027
Deadline for Faculty to Submit Grades	Tuesday, May 11, 2027
Grades available to Students	Wednesday, May 12, 2027
Commencement	Saturday, May 15, 2027
Housing Move-Out. Graduating Students	Sunday, May 16, 2027, by 12 pm

SPRING Session A (8 WEEKS)	January 11 – March 6
Classes Begin	Monday, January 11, 2027
Last Day to Add/Drop a Class	Tuesday, January 19, 2027
Martin Luther King Day (No Classes)	Monday, January 18, 2027
Last Day to Drop with WP/WF Grade	Monday, February 8, 2027
End of Session A	Saturday, March 6, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, March 1 – 6, 2027
Deadline for Faculty to Submit Grades	Wednesday, March 10, 2027
Grades available to Students	Thursday, March 11, 2027

SPRING Session B (8 WEEKS)	March 15 – May 8
Classes Begin	Monday, March 15, 2027
Last Day to Add/Drop a Class	Monday, March 22, 2027
Last Day to Drop with WP/WF Grade	Monday, April 12, 2027
End of Session B	Saturday, May 8, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, May 3 – May 8, 2027
Deadline for Faculty to Submit Grades	Tuesday, May 11, 2027
Grades available to Students	Wednesday, May 12, 2027
Housing Move-Out. Non-Graduating Students	Saturday, May 8, 2027, by 12 pm
Housing Move-Out. Graduating Students	Sunday, May 16, 2027, by 12 pm

SUMMER Session A	May 24 – June 26
Classes Begin	Monday, May 24, 2027
Last Day to Add/Drop a Class	Friday, May 28, 2027
Memorial Day (No Classes)	Monday, May 31, 2027
Last Day to Drop with WP/WF Grade	Monday, May 31, 2027
Juneteenth Holiday (No Classes)	Friday, June 18, 2027
End of Session A	Saturday, June 26, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, June 21 – 26, 2027
Deadline for Faculty to Submit Grades	Wednesday, June 30, 2027
Grades available to Students	Thursday, July 1, 2027

SUMMER Session B	June 28 – July 31
Housing Move-in – New Students	Thursday, June 24, 2027
Classes Begin	Monday, June 28, 2027
Last Day to Add/Drop a Class	Friday, July 2, 2027
Independence Day (No Classes)	Monday, July 5, 2027
Last Day to Drop with WP/WF Grade	Monday, July 19, 2027
End of Session B	Saturday, July 31, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, July 26 – 31, 2027
End of Summer Sessions: Housing Check-Out	Saturday, July 31, 2027, by 12 pm
Deadline for Faculty to Submit Grades	Wednesday, August 4, 2027
Grades available to Students	Thursday, August 5, 2027

SUMMER Session C	May 24 – July 31
Classes Begin	Monday, May 24, 2027
Last Day to Add/Drop a Class	Friday, May 28, 2027
Memorial Day (No Classes)	Monday, May 31, 2027
Graduation Application for Summer 2027	Monday, June 14, 2027
Juneteenth Holiday (No Classes)	Friday, June 18, 2027
Independence Day (No Classes)	Monday, July 5, 2027
Last Day to Drop with WP/WF Grade	Monday, July 19, 2027
End of Session C	Saturday, July 31, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, July 26 – 31, 2027
End of Summer Sessions: Housing Check-Out	Saturday, July 31, 2027, by 12 pm
Deadline for Faculty to Submit Grades	Wednesday, August 4, 2027
Grades available to Students	Thursday, August 5, 2027

SUMMER – Graduate Programs	May 24 – July 17
Classes Begin	Monday, May 24, 2027
Last Day to Add/Drop a Class	Friday, May 28, 2027
Memorial Day (No Classes)	Monday, May 31, 2027
Juneteenth Holiday (No Classes)	Friday, June 18, 2027
Last Day to Drop with WP/WF Grade	Monday, June 28, 2027
Independence Day (No Classes)	Monday, July 4, 2027
End of Session	Saturday, July 17, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, July 12 – July 17, 2027
Deadline for Faculty to Submit Grades	Wednesday, July 21, 2027
Grades available to Students	Thursday, July 22, 2027

SUMMER – Graduate Programs Intensive Option	May 24 – June 26
Classes Begin	Monday, May 24, 2027
Last Day to Add/Drop a Class	Friday, May 28, 2027
Memorial Day (No Classes)	Monday, May 31, 2027
Last Day to Drop with WP/WF Grade	Monday, May 31, 2027
Juneteenth Holiday (No Classes)	Friday, June 18, 2027
End of Session	Saturday, June 26, 2027
Finals Week (Required Class Meetings)	Monday – Saturday, June 21 – 26, 2027
Deadline for Faculty to Submit Grades	Wednesday, June 30, 2027
Grades available to Students	Thursday, July 1, 2027

Mission and Value Statements

MISSION

The mission of Florida Memorial University is to instill in students the importance of becoming global citizens through life-long learning, leadership, character, and service, which will enhance their lives and the lives of others.

VISION

As South Florida's HBCU (Historically Black College and University), Florida Memorial University will be a premiere urban-serving liberal arts educational institution preparing the next generation of global leaders.

VALUES

- **CHARACTER:**
Embodying the values of fairness, transparency, compassion, respect, integrity, honesty, respect for diversity, and a commitment to equality in everything we undertake.
- **LEADERSHIP:**
Cultivating the drive to initiate and sustain change for the good of our campus, our community, and the world.
- **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.
- **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.
- **SERVICE:**
Sharing our academic and human capital as social, educational, and economic resources for the betterment of our campus and our community.

Accreditations

Florida Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and educational specialist degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Florida Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website.

www.sacscoc.org. University is also chartered by the State of Florida

School of Business and Aeronautical Science

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

- Master of Business Administration

School of Education and Social Sciences

- Master of Science in Reading is an approved Florida Department of 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 thousands of scholarly journals and newspapers and 450 subscriptions to print journals in support of 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 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 and Aeronautical Science, 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 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 an 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.

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.

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 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 the 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 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.

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 core purpose of the Career Center is to provide workforce development training, access and awareness about career pathways, job placement, and industry demand. The Career Development Center offers services to assist students with internships, on-the-job training opportunities and post- graduation job placement assistance.

Graduate Student Association (GSA)

The Graduate Student Association (GSA) is a student-led organization that operates in collaboration with the Office of Graduate Programs and designated faculty advisors. The GSA serves as the official representative body for FMU's graduate student community, working to enhance graduate student experience through advocacy, professional development, and community engagement. All actively enrolled graduate students are members.

Under the guidance of the Office of Graduate Programs and in coordination with approved advisors, the GSA is structured to support graduate students academically, professionally, and personally. The organization functions within university governance protocols, ensuring alignment with institutional policies and priorities while addressing the specific needs of graduate students.

Graduate Admission

The graduate admission process is outlined by the academic schools. There is a three-member graduate admissions committee within each school. The Graduate Admissions Committee (GAC) will review applicants for conditional admission. Based upon the program's requirements, there may be an additional review process.

Applications requirements:

- A minimum 3.0 GPA. Candidates with an undergraduate GPA between 2.5 and 2.99 in the last 60 hours may be considered for Conditional Admission. Full admission is granted once the conditionally admitted student has received a minimum of a 3.0 GPA in the first twelve (12) credit hours at the graduate level.
- Letters of recommendation/ recommendation forms.
- Personal statement or admissions essay.
- Other requirements by program. (i.e., Resume/CV, standardized test, admissions exams, or interview)

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. Applicants are responsible for the associated cost of the transcript evaluation.

Office of Admissions

Florida Memorial University

Earlene and Albert Dotson Student Services Center 15400 NW 42 Avenue

Miami Gardens, FL 33054 Phone: (305) 626-3758

Email: fmoadmissions@fmuniv.edu

Master of Business Administration Admission Process

The MBA GAC, composed of three (3) business faculty, will recommend admission standards and review conditional applicants for considerations. The Dean of the School of Business and Aeronautical Science 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.
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. Applicants are responsible for the associated cost of the transcript evaluation.
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. GMAT is Optional and may be considered in lieu of the admissions exam.

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 earned a 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. Applicants that are classified as "Conditionally Admitted" may register for no more than (9) hours of graduate credit during the first semester of enrollment.

Graduate Teacher Education and Leadership Programs Admission Process

Admission decisions are made by the Graduate Admissions Committee, which is composed of faculty from the School of Education and Social Sciences. The Dean of the School of Education and Social Sciences 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
3. 4.0 scale, from a college or university accredited by the appropriate regional accrediting agency. 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.
4. Submit official transcripts from all colleges or universities attended via postal mail (an official transcript bears the institution's seal and an official signature).
5. Submit three (3) completed Recommendation Evaluation Forms.
6. Submit an essay stating goals for graduate study.

Additional Exceptional Student Education EdS Degree Admission Requirements:

1. Applicants must have earned a degree in Exceptional Student Education (ESE).
2. Applicants must currently be providing direct instruction focused on improving both the academic and behavioral outcomes of students with disabilities.
3. Applicants must hold a valid Professional Exceptional Student Education (ESE) teaching certificate issued by a state Department of Education.

There may be additional requirements for initial certification programs. Please consult the Director of Teacher Education for more details.

Conditional Admission

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

- Complete the Graduate Application for Admission.
- 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.
- Submit official transcripts from all colleges or universities attended via postal mail (an official transcript bears the institution's seal and an official signature).
- 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.*
- Submit three (3) completed Recommendation Evaluation Forms.
- Submit an essay stating goals for graduate study.

Master of Science in Criminology Admission Process

The Master of Science in Criminology program is designed to educate and empower students to become global citizens committed to public safety, social justice, and community well-being. Offered fully online, the program is designed for both recent graduates and working professionals, equipping them with the advanced theoretical skills necessary to address the complex challenges of crime prevention and community empowerment. The program requires the completion of 30 credit hours.

Admission Requirements

To be fully admitted to the Master of Science in Criminology program, candidates must:

- Complete the Graduate Application for Admission.
- Have an earned baccalaureate 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.
- Submit official transcripts from all colleges or universities attended.
- Submit two (2) letters of recommendation.
- Submit an essay stating goals for graduate study.
- Resume of Curriculum Vita

Master of Social Work Admissions Process

Regular Full Admission

Applicants without a Bachelor of Social Work (BSW) degree from a CSWE-accredited institution may apply for admission to the Regular Standing Master of Social Work (MSW) program. This track is designed for students from diverse academic backgrounds who wish to pursue a graduate degree in social work and are committed to advanced professional practice. In alignment with the Council on Social Work Education (CSWE) accreditation standards and institutional graduate policies, the following requirements apply:

- Graduate Application for Admission.
- Complete and submit the official Florida Memorial University Graduate Application.
- Bachelor's Degree. Hold a baccalaureate or graduate degree from a regionally accredited institution, with a minimum GPA of 3.0 in the last 60 credit hours of coursework. While no specific undergraduate major is required, applicants should demonstrate academic preparation for graduate-level study.
- Official Transcripts. Submit official transcripts from all colleges or universities attended. Transcripts must bear the issuing institution's seal and an authorized signature.
- Letters of Recommendation. Submit three (3) recommendation evaluation forms from academic or professional references who can speak to the applicant's preparedness for graduate study and suitability for the social work profession.
- Personal Statement. Submit a 3–4-page essay describing your motivation to pursue social work, understanding of social work values and ethics, relevant life and work experiences, and long-term professional goals.
- Resume or Curriculum Vitae. Include a current resume detailing academic background, work history, volunteer experience, community involvement, and leadership roles.

Advanced Standing Admissions

Applicants seeking admission to the Master of Social Work (MSW) program with Advanced Standing must hold a Bachelor of Social Work (BSW) degree from a CSWE-accredited institution, earned within the last five (5) years. This pathway recognizes the rigorous undergraduate social work curriculum and allows eligible students to complete the MSW in a shortened timeframe. In compliance with the Council on Social Work Education (CSWE) accreditation standards, the following admissions requirements apply to Advanced Standing applicants:

- Graduate Application for Admission. Complete and submit the official Florida Memorial University Graduate Application.
- Bachelor of Social Work (BSW) Degree. Hold a BSW degree earned within the past five (5) years from a CSWE-accredited program, with a minimum cumulative GPA of 3.0 in the last 60 credit hours of undergraduate coursework.
- Official Transcripts. Submit official transcripts from all post-secondary institutions attended. Transcripts must bear the issuing institution's seal and an official signature.
- Field Education Evaluation. Provide a copy of the final field education evaluation from the undergraduate program, verifying successful completion of at least 400 hours of supervised field experience.
- Recommendations. Submit three (3) recommendation evaluation forms, including at least one from a field instructor or field liaison familiar with the applicant's performance in their senior field placement.
- Personal Statement. Submit a 3–4-page essay that articulates your readiness for advanced clinical or macro-level practice, professional goals, and how the MSW degree aligns with your intended career path.
- Resume or Curriculum Vitae. Include a current resume outlining educational background, volunteer/service work, employment history, and relevant professional or leadership experiences.

Completion Requirements and Regulations

Earning a Second Master's Degree

Candidates admitted into a master's program who wish to pursue a second master's degree at Florida Memorial University (FMU) 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 and Social Sciences 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.

Credit Requirements

Master of Business Administration

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.

Graduate Programs in Education and Social Sciences

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 enroll 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 the 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 consortia arrangements, or through experiential learning.

Advisor/Major Professor

Every graduate student will be assigned to an advisor from the major department. As early as appropriate, the student must request a professor in the major department to serve as advisor. The responsibility of the advisor is to assist the student in planning a program of study and to ensure fulfillment of degree

requirements. The advisor must approve the student's program each semester. This professor advises the student about the courses, selects questions for the comprehensive examination or supervises the student's thesis research, and facilitates communication within the major department and within other departments of the University.

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 Associate Dean 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.

Graduation with Distinction

The distinction recognizes exceptional academic achievement and scholarly excellence. The designation "With Distinction" will be formally recorded on the student's official transcript and will also appear on the diploma issued at graduation. Graduates with Distinction must (1) maintain a cumulative grade point average (GPA) of 3.80 or higher in all coursework required and (2) two formal recommendations by faculty members within the student's academic program.

This honor reflects the University's commitment to academic rigor and the recognition of graduate scholars who demonstrate exemplary performance in their field of study.

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 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 author 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. candidates must successfully complete practical experience 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 and Aeronautical Science or School of Education, and the University.

Graduate Program Exit Exam (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 are 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 Aid 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 tax return be used when completing the FAFSA on-line at www.studentaid.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:

- Be enrolled in a degree-seeking graduate program full-time at Florida Memorial University,
- Maintain satisfactory academic progress,
- 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., Direct Loans), students must complete the following.

1. **Free Application for Federal Student Aid (FAFSA).** Students may access the appropriate forms online at www.studentaid.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 electronic confirmation. Students can make corrections on-line by using an FSA ID and password generated by the U.S. Department of Education.
2. **A Federal Stafford Loan Master Promissory Note (MPN).** Information can be accessed, and the form can be completed online at www.studentaid.gov
3. **Loan Entrance Counseling.** Federal regulations governing the borrowing of Federal Student Loans require that all students receiving a Federal Direct Loan must complete a Loan Entrance Counseling, detailing the student's rights and responsibilities as a borrower. The Loan Entrance Interview can be completed on-line at www.studentaid.gov. This process is a one-time requirement. This process is a one-time requirement.
4. **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 state residency.

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 directly to the lender of your choice.

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 2025-2026

To assist students with financial planning for graduate school, the estimated 2025-2026 Cost Attendance Schedule is based on full-time enrollment of 9 credits per semester. The schedule covers direct and minimal indirect costs to graduate education at Florida Memorial University.

Tuition and Fees

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.

Graduate 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.

Graduate Tuition: \$788 per credit hour.

General Fees: \$688 per semester.

Parking Decal: A fee of \$15 per year is charged for a parking decal to register a vehicle for campus roadways and parking facilities. An additional fee of \$15 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 cash cards may cash one personal check per week for an amount not to exceed \$35 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 \$35. 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 \$12 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.

Late Registration fee: \$250

Graduation fee: \$400

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 10month 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 for a student's account must be sent 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's window during posted business hours or by mail 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.

Special Stipulations

Students are not considered registered until they have been cleared financially and their forms have been stamped and signed by the Student Accounts Office. The release of transcripts or diplomas is prohibited if any unpaid balances are owed to the University. Students are expected to meet their payment obligations promptly and without notice from the Student Accounts Office. Students must follow up with the Student Accounts Office on a regular basis to ensure that payments are received and credited to their accounts.

Refund or Adjustment of Tuition, Fees, and Other Charges

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

Financial Aid programs which provide awards to students will be refunded in accordance with 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 to 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 students' Florida Memorial University network account ID and from any computer on campus.

A student may withdraw or cancel from Florida Memorial University within three (3) working days, pursuant to S.246.D.41 (1) (n) 3.e of Florida status and receive a full refund with the exception of non-refundable charges.

All refunds shall be made within thirty (30) days of the date that the university determines that the student has withdrawn. Tuition and general fees shall be refunded in full, less an administrative fee not to exceed 5% of the semester's tuition, if notice of withdrawal from the university is received prior to the end of the first calendar is received from the student. Tuition and general fees shall be reduced in full in any of the following circumstances: (1) courses canceled by the university; (2) involuntary call to active military duty; (3) documented death of the student or (4) exceptional circumstances, with the approval of the President of the university or his or her designee. The student must execute the required forms in order to be officially withdrawn from the University. The student will receive tuition and general fees refunds, less an administrative fee not to exceed 5% of the semester's tuition at the following rates.

Refund Schedule

Students enrolled in the graduate programs will be allowed to drop a class and receive full (100%) refund if they drop the class by the identified drop/add date for the semester.

Academic Regulations, Procedures, and Standards

Graduate courses are offered by semester (16 weeks) or term (8 weeks). Graduate students seeking full-time status must register for at least nine (9) credit hours.

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 please 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.

Graduate students are expected to attend all scheduled class sessions and actively participate in course activities, whether courses are delivered in-person, hybrid, or online. Consistent attendance is essential for academic success and professional preparation. Instructors may establish specific attendance and participation policies in their syllabus, and students are responsible for adhering to those expectations. Absences may negatively affect a student's grade, particularly if they exceed 20% of scheduled class sessions without documented justification. University-recognized excused absences include illness, family emergencies, religious observances, jury duty, and official university-sponsored activities, appropriate documentation is submitted. Students are responsible for notifying instructors in advance whenever possible and for making up all missed assignments or content. In online courses, attendance is measured by timely engagement in course discussions, assignments, and other learning activities.

Grades and Quality Points

Grades	Grade 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

Grades without quality points

Grades	Description
FN	Failure due to nonattendance
W	Official Withdrawal from the University
WP	Withdrawal passing
WF	Withdraw Failing
I	Incomplete
P	Pass

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 following procedures:

1. Discuss the problem with the instructor with whom they have a 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 the appropriate date on the 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 in the 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.

Incomplete Grades

To allow a student extra time to complete course work due to unusual circumstances, faculty may submit an Incomplete (I) grade on condition that the student:

- Has attended class and completed at least 50% of the course work.
- Has a passing grade or is in good standing in the course.
- Has corresponded with the faculty member to determine the work that must be submitted.
- Has agreed with the faculty member on a due date (no more than one semester from the date the Incomplete grade is submitted)

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 apply 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.

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 Student Affairs. All cases involving hazing will be referred to by 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 are provided, and are 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 the 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 Education Rights and Privacy Act of 1974 (FERPA)

Access to Student Records

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

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

The following records are not available for student inspection: Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof and which are not accessible to other people; 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, 33 or Chapter 35 of Title 38, U.S. Code and Chapter 106, Title 10, USC.

Standards of Progress Policy for Veterans

Students are 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 potential 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 veteran's educational benefits.

Florida Memorial University's 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 or, contact the University's School Certifying Official at (305) 626-3754 for guidance and assistance.

Definitions

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.

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.

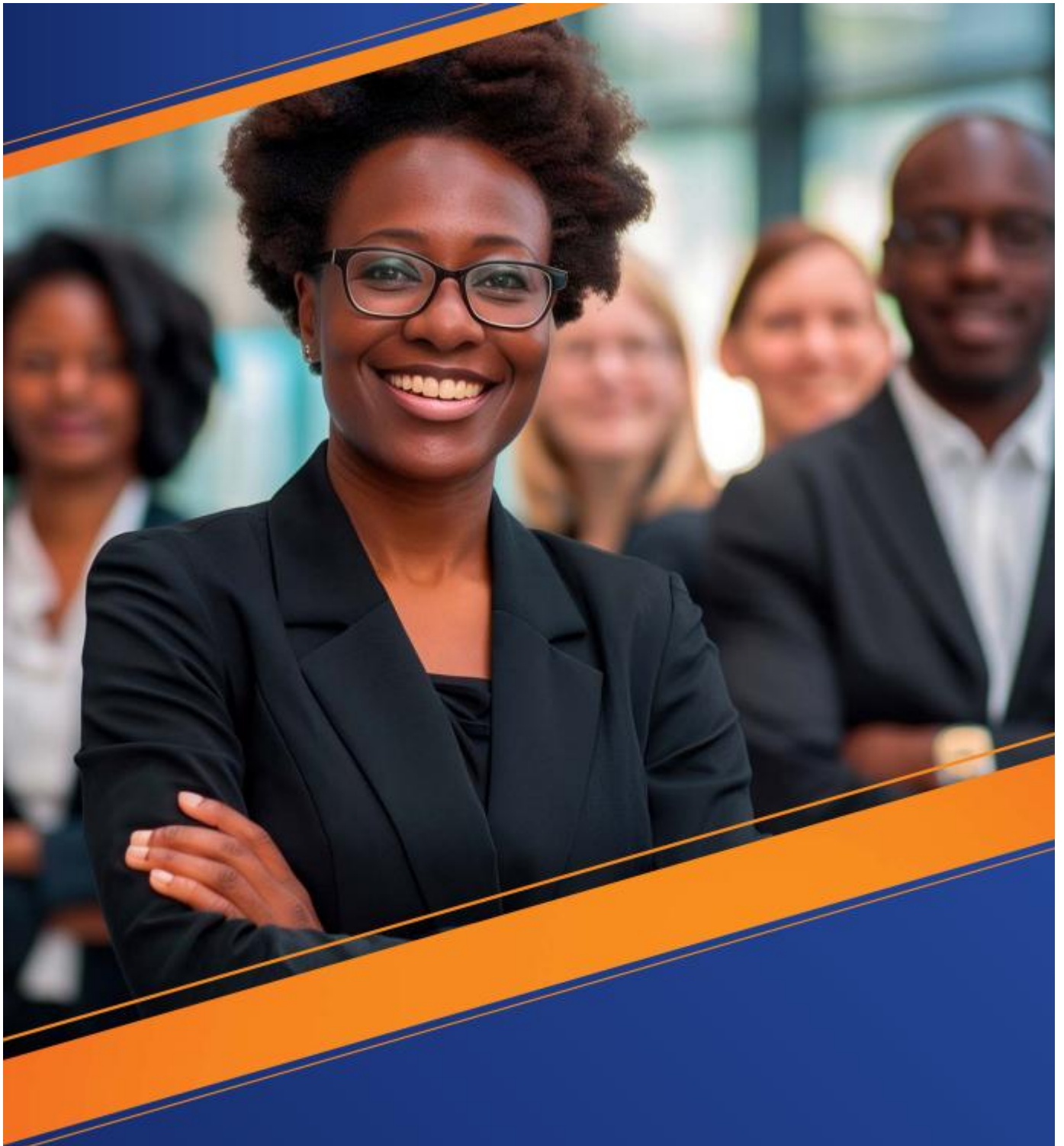
School Certifying Official (SCO): Person on campus, typically within the Registrar's office, who reports on student status and progress to VA.

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

MASTER OF BUSINESS ADMINISTRATION

All organizations, whether private or public, manufacturing or service, for-profit or non-profit, are increasingly in need of effective managers and group leaders at all levels. The rise of professionalism, combined with advances in technology, is driving demand for effective management and leadership skills. The Master's in Business Administration program provides the conceptual foundations and behavioral skills needed to lead successfully in today's changing, increasingly complex organizational environment. MBA graduates will be prepared to assume leadership positions and contribute immediately to improved organizational performance.



Master of Business Administration



SCHOOL OF BUSINESS
AND AERONAUTICAL SCIENCE

MASTER OF BUSINESS ADMINISTRATION

30 CREDITS, 1 YEAR EXECUTIVE ON-LINE PROGRAM

“Empowering Minds, Shaping Futures”

DEGREE PROGRAM OF STUDY

CORE REQUIREMENTS		
Course No.	Course	Credits
ACC 501	Accounting for Management	3
BUS 505	Business Analytics and Research Methods	3
BUS 510	Seminar in Business, Strategy & Policy	3
FIN 501	Financial Management	3
MKT 501	Marketing Strategy	3
BUS 503	Ethics and Values of Leadership	3
ECO 501	Managerial Economics	3
21 TOTAL CREDITS		

ELECTIVE COURSES		
Course No.	Course	Credits
HRM 501	Human Resource Management	3
BUS 504	Organizational Theory and Design	3
BUS 501	Organizational Behavior	3
9 TOTAL CREDITS		

ADMISSIONS OPEN TO ALL MAJORS

Regardless of your undergraduate background, our MBA program welcomes you. If you are without prior business coursework, we offer online crash courses to help you meet foundational requirements and transition smoothly into the program.

PROGRAM FEATURES

- Ten asynchronous courses fully online.
- Classes with other motivated working professionals.
- Learn from experienced and credentialed professors who bring real world experience.
- Learn practical skills for leadership roles in today’s dynamic business environment.
- Complete your courses at your pace.

FULLY ACCREDITED BY SACSCOC AND ACBSP



SCAN THE QR CODE FOR A FULL COURSE LISTING AND DETAILED PROGRAM INFORMATION



For more information please contact the School of Business at 305.623.4288

SCHOOL OF EDUCATION AND SOCIAL SCIENCES

The Department of Education offers the following graduate programs:

- Master of Science in Exceptional Student Education
- Master of Science in Reading
- Education Specialist in Exceptional Student Education
- Education Specialist in Educational Leadership

MASTER OF SCIENCE - EXCEPTIONAL STUDENT EDUCATION

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.



MASTER OF SCIENCE
**Exceptional Student
Education**



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The Master of Science in Exceptional Student Education (ESE) at Florida Memorial University is a fully online, 30-credit graduate program designed for working educators seeking advanced expertise in evidence-based practices for students with disabilities. Emphasizing culturally responsive and intensive interventions in urban settings, the program supports educators with backgrounds in ESE or related fields through a collaborative cohort model that promotes inclusive and equitable instructional leadership.

CAREER OPPORTUNITIES

Graduates are prepared for roles such as ESE teacher, specialist, instructional coach, and curriculum leader. The program equips professionals to implement individualized supports, lead inclusive practices, and address diverse learning needs across K–12 environments. With growing demand for qualified ESE professionals, graduates are also positioned for district-level leadership or advanced study.

DEGREE CHECKLIST

Core Requirements		
Course No.	Course	Credits
ESE 601	Issues and Trends in Special Education	3
ESE 628	Advanced Behavioral Support and Management of Exceptional Students	3
ESE 630	Intensive Instructional and Behavioral Interventions	3
ESE 631	Instructional and Assistive Technology in Special Education	3
ESE 641	Advanced Curriculum and Instruction for K-6 Exceptional Student Education	3
ESE 642	Advanced Curriculum and Instruction for 6-12 Exceptional Student Education	3
ESE 647	Advanced Assessment of Exceptional Students	3
ESE 648	Advanced Effective Communication, Consultation, and Collaboration	3
ESE 649	Special Education Leadership Seminar	3
EDR 551	Educational Research	3
TOTAL		30

For more information please contact the School of Education and Social Sciences at 305-623-4279.

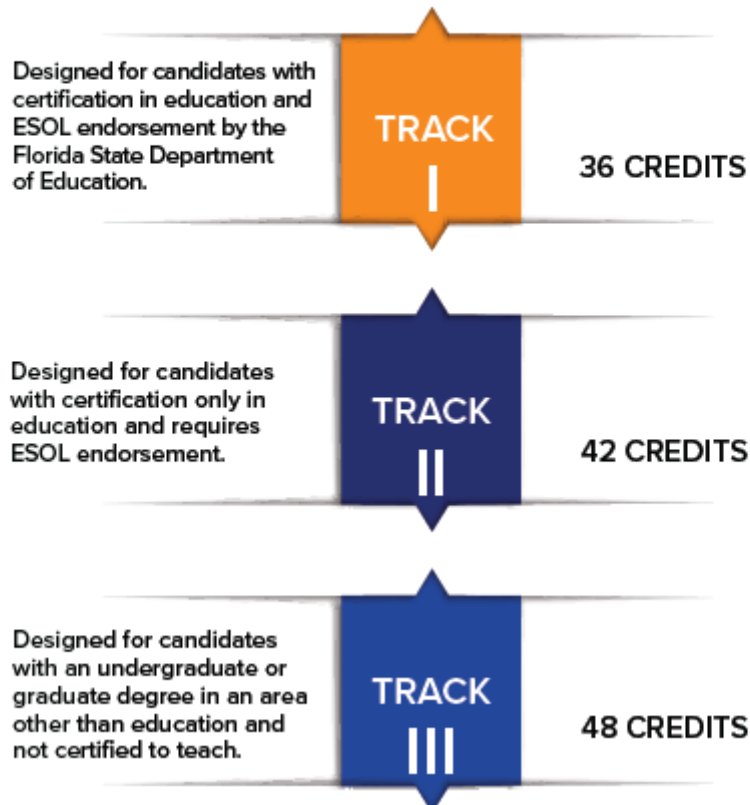
MASTER OF SCIENCE – READING/ESOL

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 requires 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, candidates 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.

CAREER OPTIONS

Reading Educator • Reading Coach • Curriculum Specialist

CHOOSE THE TRACK THAT'S RIGHT FOR YOU





MASTER OF SCIENCE
Reading/ESOL



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The Master of Science in Reading at Florida Memorial University prepares educators to advance literacy instruction through research-based practices, culturally responsive teaching, and effective reading assessments. Designed for certified teachers, those seeking ESOL endorsement, and career changers, the program offers flexible tracks to meet diverse professional goals. Emphasis is placed on supporting reading achievement across varied student populations.

CAREER OPPORTUNITIES

Graduates are prepared for roles such as reading teacher, literacy coach, and curriculum specialist in K–12 settings. The degree also supports advancement into leadership positions focused on reading intervention, English language learner support, and district-wide literacy initiatives. It serves as a strong foundation for further graduate study or specialist certification.

DEGREE CHECKLIST

Core Requirements - Track 1 (36 Credit Hours)		
Course No.	Course	Credits
REA 505	Literacy Development & Instruction in Early Reading PK-2	3
REA 506	Literature-based Language Arts in Elementary Schools	3
REA 508	Reading Instruction in Elementary Schools	3
REA 523	Content Reading: Middle and High School	3
REA 525	Adolescent Literature & Multicultural Connections	3
REA 530	Techniques and Strategies in Reading Assessment	3
REA 535	Diagnostic Reading Assessment and Intervention Strategies	3
REA 536	Advanced Strategies in Reading Instruction and Intervention	3
REA 537	Literacy Leadership and Program Development	3
REA 580	Practicum in Reading	3
EDR 551	Educational Research	3
EDR 555	Action & Applied Research in Urban Education	3

Track 2 (42 Credit Hours)		
REA 505	Literacy development & Instruction in Early Reading K-3	3
REA 506	Literature-based Language Arts in Elementary Schools	3
REA 508	Reading Instruction in Elementary Schools	3
REA 523	Content Reading: Middle and High School	3
REA 525	Adolescent Literature & Multicultural Connections	3
REA 530	Techniques & Strategies in Reading Assessment	3
REA 535	Diagnostic Reading Assessment and Intervention Strategies	3
REA 536	Advanced Strategies in Reading Instruction and Intervention	3
REA 537	Literacy Leadership and Program Development	3
REA 580	Practicum in Reading	3
EDR 551	Educational Research & Measurement	3
EDR 555	Action & Applied Research in Urban Education	3
ESO 501	Applied Linguistic	3
ESO 506	Methods of Teaching ESOL	3

Track 3 (48 Credit Hours)		
REA 505	Literacy development & Instruction in Early Reading K-3	3
REA 506	Literature-based Language Arts in Elementary Schools	3
REA 508	Reading Instruction in Elementary Schools	3
REA 523	Content Reading: Middle and High School	3
REA 525	Adolescent Literature & Multicultural Connections	3
REA 530	Techniques & Strategies in Reading Assessment	3
REA 535	Diagnostic Reading Assessment and Intervention Strategies	3
REA 536	Advanced Strategies in Reading Instruction and Intervention	3
REA 537	Literacy Leadership and Program Development	3
REA 580	Practicum in Reading	3
EDR 551	Educational Research & Measurement	3
EDR 555	Action & Applied Research in Urban Education	3
ESO 501	Applied Linguistic	3
ESO 506	Methods of Teaching ESOL	3
EDU 509	Human Growth and Development	3
EDU 529	Theory and Analysis of Affective Development and Behavior Management	3

For more information please contact the School of Education and Social Sciences at 305-623-4279.

EDUCATION SPECIALIST - EXCEPTIONAL STUDENT EDUCATION

The Education Specialist in Exceptional Student Education 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.



Education Specialist (Ed.S.) in Exceptional Student Education



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The Education Specialist (Ed.S.) in Exceptional Student Education at Florida Memorial University is a rigorous, fully online graduate program designed to prepare advanced practitioners with specialized expertise in intensive academic and behavioral interventions. Grounded in culturally responsive pedagogy and inclusive practices, the program equips educators to address the complex needs of students with persistent learning and behavioral challenges across diverse educational contexts. Through a research-informed curriculum, candidates develop competencies in intervention design, data-driven decision-making, and interprofessional collaboration, including certification as Mental Health First Aiders.

CAREER OPPORTUNITIES

Graduates of the program are well-positioned for impactful leadership roles within school districts and community agencies. Career pathways include roles such as ESE Specialist, Curriculum Specialist, Interventionist Teacher, and Instructional Staffing Specialist. This degree also provides a foundation for doctoral study or district-level leadership, supporting graduates in advancing equity, access, and excellence in special education. With high demand for professionals trained in evidence-based intervention and inclusive service delivery, the Ed.S. program at FMU cultivates the next generation of leaders in exceptional student education.

DEGREE CHECKLIST

Area I: Required Major Area – 24 Credit Hours		
Course No.	Course	Credits
ESE 701	Foundations of Early Literacy Development and Dyslexia	3
ESE 710	Evidence-Based Practices for ESE Interventionists	3
ESE 728	Intensive Interventions for Behavior	3
ESE 732	Neurological Foundations of Language and Dyslexia	3
ESE 737	Literacy Intervention for Students with Dyslexia	3
ESE 740	Intensive Interventions for Reading	3
ESE 747	Assessment in Intervention for Dyslexia	3
ESE 780	Practicum in Dyslexia Assessment and Intervention	3

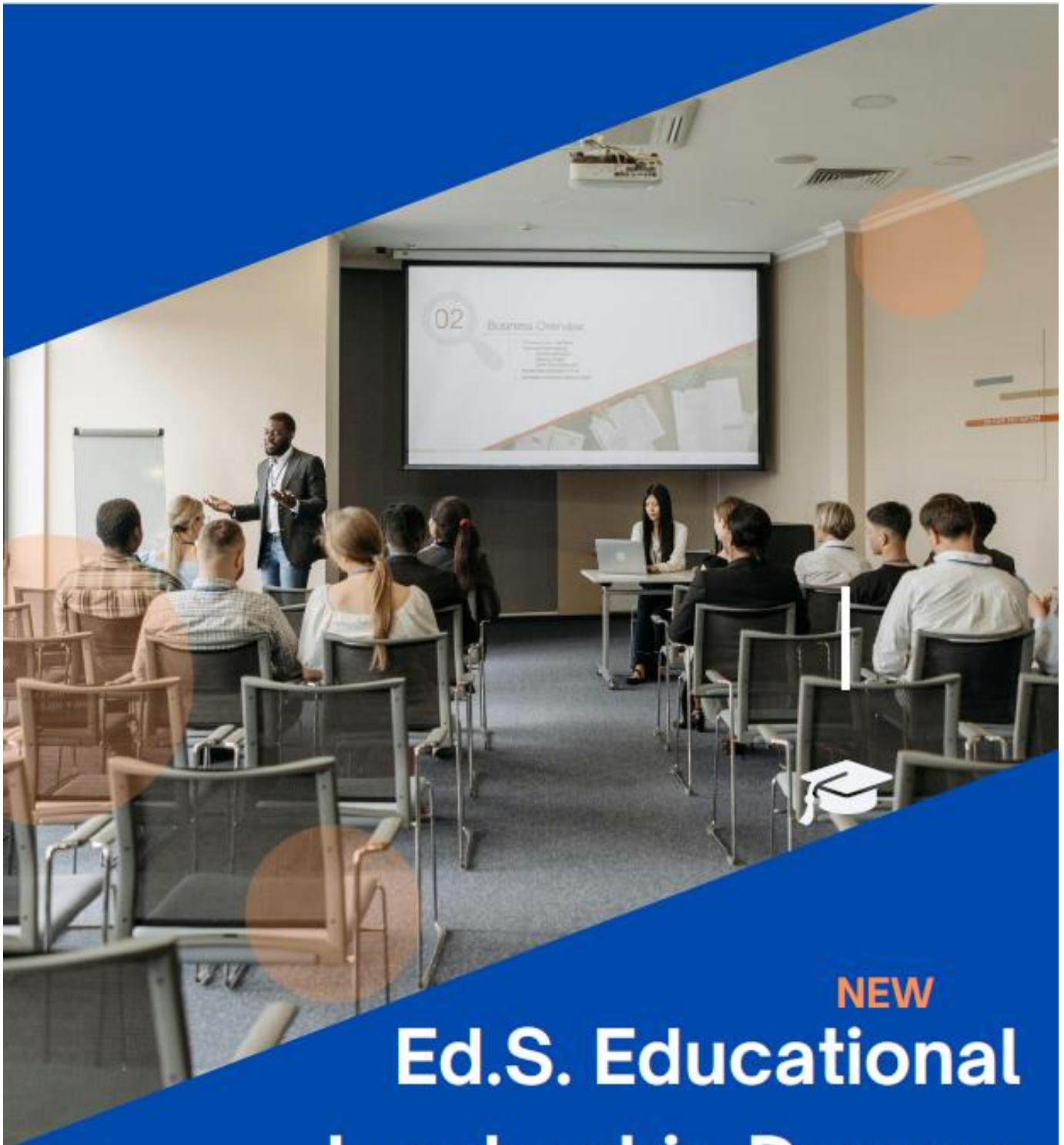
Area II: Required Research Core - 6 Credit Hours		
EDR 750	Data Based Individualizations/Single Subject Design	3
EDR 785	Capstone Research for Intervention Specialist	3

Area III: Required Research Core - 6 Credit Hours		
ESE 705	Comprehensive Supports and Services for Students with Disabilities	3
ESE 748	Multidisciplinary Family-School Consultation & Collaboration	3

For more information please contact the School of Education and Social Sciences at 305-623-4279.

EDUCATION SPECIALIST – EDUCATIONAL LEADERSHIP

The Education Specialist (Ed.S.) in Educational Leadership at Florida Memorial University is a 30-credit-hour, fully online program designed to prepare experienced educators for advanced leadership roles at the school and district levels. Grounded in the University’s Five Pillars—Academic Excellence, Leadership, Character Development, Service, and Innovation—the program develops scholar-practitioners who demonstrate ethical leadership, instructional expertise, and data-driven decision-making. The curriculum consists of 24 credit hours of core leadership coursework, 6 credit hours of research, and a 6-credit clinical internship that provides field-based, real-world leadership experience. Aligned with the Florida Educational Leadership Standards (FELS) and competencies assessed on the Florida Educational Leadership Examination (FELE), the program ensures candidates are prepared for state certification and equipped to lead schools toward continuous improvement and student success.



NEW
**Ed.S. Educational
Leadership Degree**



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

Ed.S. EDUCATIONAL LEADERSHIP DEGREE



PROGRAM DESCRIPTION

The Education Specialist (Ed.S.) in Educational Leadership at Florida Memorial University is a 30-credit hour, fully online program designed to prepare experienced educators for advanced school and district leadership roles.

Grounded in FMU's Five Pillars—Academic Excellence, Leadership, Character Development, Service, and Innovation—the program emphasizes ethical leadership, instructional improvement, and data-informed decision-making. Coursework aligns with the Florida Educational Leadership Standards (FELS) and Florida Educational Leadership Examination (FELE) competencies to ensure readiness for state-level certification.

Students engage in practical, field-based learning through real-world case studies and a culminating internship, applying theory to practice while developing the confidence and skills to lead schools toward continuous improvement and student success.

CAREER OPPORTUNITIES

Graduates of the Ed.S. in Educational Leadership program are equipped to pursue advanced leadership positions across K-12 and higher education settings. Career paths include Assistant Principal, District Administrator, Instructional Supervisor, School Improvement Specialist, and Curriculum or Professional Development Director. The program also provides a strong foundation for those seeking doctoral study or leadership roles in educational policy and administration.

The degree also provides a strong foundation for future doctoral study and career advancement in educational policy, administration, and organizational leadership.

Course No.	Course	Credit
AREA I: REQUIRED CORE – 24 CREDIT HOURS		
EDL 701	Standards-Based Curriculum and Assessment	3
EDL 703	Visionary Leadership for Accountable Schools	3
EDL 707	Financial Stewardship in Education	3
EDL 724	Legal Literacy for School Administrators	3
EDL 727	Leadership in Human Resources and Professional Growth	3
EDL 739	Management of Schools and Community Engagement	3
EDL 777	Ethical Leadership and Data-Driven Decision-Making	3
EDL 798	Seminar in Diverse Educational Leadership	3
AREA II: REQUIRED RESEARCH – 6 CREDIT HOURS		
EDU 750	Research Design in Education	3
EDL 785	Research and Technology in Educational Leadership	3
AREA III: REQUIRED FIELD EXPERIENCE – 6 CREDIT HOURS		
EDL 799	Clinical Internship for Educational Leaders	6

For more information please contact the School of Education and Social Sciences at 305-623-4279

The Department of Social Sciences offers the following degree programs:

- Criminology, M.S.
- Social Work, M.S.W. (with concentrations in Mental Health and Trauma-Informed Practice, Alcohol and Drug Counseling Track, and Social Work in Sports)

Mission Statement

The mission of the Department of Social Sciences is to advance the intellectual, analytical, and communication skills of its students and to prepare them for the challenges of a diverse, global society. The Department further aims to nurture character that will enable students to function with proficiency and compassion within the human family. The Department is committed to providing quality instruction, advisement, and mentorship. The faculty encourages and supports student research by providing applied technological learning opportunities in research methods and statistics and assisting students in developing a defensible senior project.

MASTER OF SCIENCE – CRIMINOLOGY

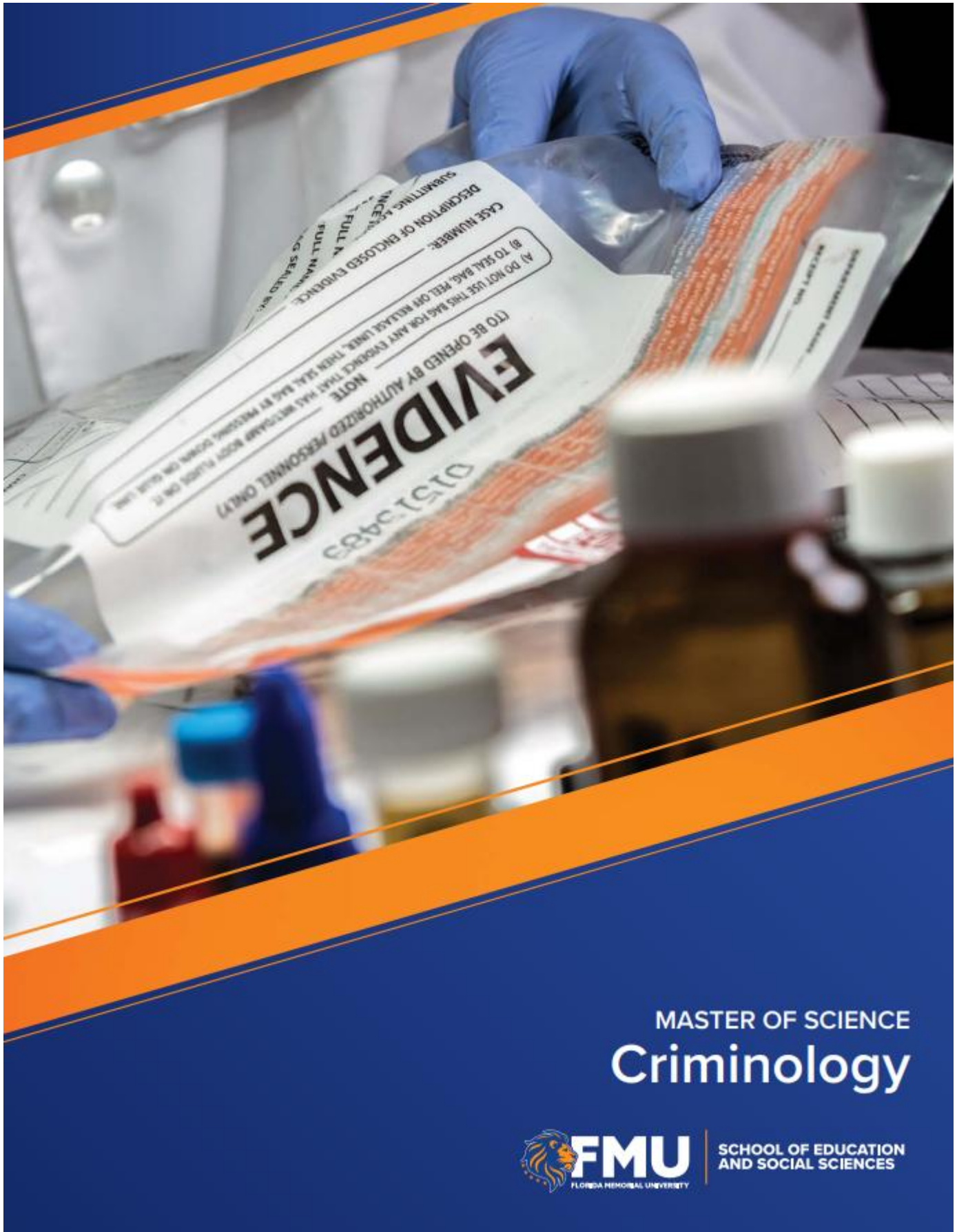
Upon completion of the program, graduates will be able to:

- Apply criminological theories to critically analyze the causes and consequences of crime within diverse communities.
- Develop practical skills in community development, including conducting needs assessments, designing evidence-based programs, and evaluating their effectiveness.
- Conduct independent research using advanced analytical methods to inform evidence-based practices and policy.
- Develop culturally sensitive and ethical approaches to address the interconnectedness of crime and social issues in a global context.
- Demonstrate leadership skills to mobilize diverse stakeholders toward shared goals of public safety and social justice.

Completion Requirements and Progression

Students must maintain a cumulative GPA of 3.0 to remain in good academic standing and for completion of the degree. Should a student's GPA fall below 3.0, they will have one semester to raise their average before being placed on Academic Suspension.

In accordance with university policy, students may transfer a maximum of six (6) graduate credit hours with grades of "B" or higher from a regionally accredited institution, subject to approval by the Dean of the School of Education and Social Sciences. Application for candidacy must be completed at the beginning of the semester in which the last six (6) graduate credits will be taken. The degree must be completed within six years from the time of initial enrollment. To fulfill graduation requirements, all students must successfully complete the capstone course (CRJ 580 Criminal Justice Policy Analysis).



MASTER OF SCIENCE
Criminology



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The mission of this degree program is to educate and empower students to become global citizens committed to public safety, social justice, and community well-being. Through a comprehensive curriculum grounded in criminological theory, we strive to develop leaders with the knowledge, skills, and ethical values necessary to address the complex challenges of crime prevention and community empowerment.

CAREER OPPORTUNITIES

A Master of Science in Criminology unlocks diverse career opportunities in law enforcement, social justice, and public safety. Graduates can pursue leadership roles in federal, state, and local agencies such as the FBI, DEA, U.S. Marshals, and Homeland Security, as well as in probation, corrections, forensic investigations, and intelligence analysis. Beyond traditional law enforcement, this degree prepares professionals for policy development, criminal justice research, and advocacy in nonprofit and government sectors. With a growing demand in cybercrime, terrorism, and restorative justice, graduates can shape crime prevention strategies, influence policy, and contribute to academia through teaching and research.

DEGREE CHECKLIST

FALL SEMESTER			
Prefix	Course No.	Course	Credits
CRJ	505	Ethics in the Criminal Justice System	3
CRJ	506	Victimology	3
CRJ	508	Cyber Crime	3
CRJ	520	Advanced Criminological Theory	3
TOTAL - 1st SEMESTER			12

SPRING SEMESTER			
Prefix	Course No.	Course	Credits
SSC	510	Research Methods	3
CRJ	525	Community Policing	3
CRJ	530	Data Analysis	3
CRJ	535	Terrorism & Homeland Security	3
TOTAL - 2nd SEMESTER			12

SUMMER SEMESTER			
Prefix	Course No.	Course	Credits
CRJ	580	Criminal Justice Policy Analysis	3
SSC	580	Community Development	3
TOTAL - 3rd SEMESTER			6

REVISED 06/11/2025

For more information please contact the School of Education and Social Sciences 305-623-4279 or soed@fmu.edu.

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) program at Florida Memorial University fosters social change and enhances the well-being of individuals, families, and communities through innovative education, research, and practice. We strive to prepare competent and compassionate social work professionals equipped to engage with diverse populations, advocate for social justice, and address systemic inequalities. Our program emphasizes the integration of theoretical knowledge with practical experience, focusing on culturally responsive and trauma-informed approaches to social work practice. We are committed to cultivating a collaborative and inclusive learning environment that promotes ethical leadership, critical thinking, and lifelong learning. Grounded in the values of the social work profession, our program seeks to empower graduates to become transformative agents of change within local, national, and global contexts.

The Master of Social Work (MSW) program offers two distinct tracks and three specialized concentrations to support a wide range of student backgrounds and career goals. The Advanced Standing Track is designed for students who hold a Bachelor of Social Work (BSW) from a CSWE-accredited program and provides an accelerated path to the MSW degree. Traditional Track is open to students with undergraduate degrees in other disciplines and offers a full curriculum covering both foundational and advanced competencies in social work. Within either track, students may choose from three concentrations: Mental Health and Trauma-Informed Practice, Alcohol and Other Drug Counseling Track, and Social Work in Sports. Each concentration equips students with specialized knowledge and applied skills tailored to high-demand areas of practice, while also preparing them for licensure and leadership roles in clinical, community, and policy settings.



Master of Social Work

Advanced Standing Track-One Year Plan



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The Master of Social Work (MSW) program at Florida Memorial University fosters social change and enhances the well-being of individuals, families, and communities through innovative education, research, and practice. We strive to prepare competent and compassionate social work professionals equipped to engage with diverse populations, advocate for social justice, and address systemic inequalities. Our program emphasizes the integration of theoretical knowledge with practical experience, focusing on culturally responsive and trauma-informed approaches to social work practice.

CAREER OPPORTUNITIES

A Master of Social Work (MSW) opens the door to impactful careers in clinical practice, community advocacy, and social policy leadership. Graduates are prepared to serve in diverse settings, including healthcare, mental health, child welfare, schools, criminal justice, and nonprofit organizations. This degree equips professionals with advanced skills in assessment, intervention, and advocacy to support individuals, families, and communities facing complex challenges. With a growing demand for trauma-informed care, behavioral health services, and culturally responsive practice, MSW graduates can lead change as licensed clinical social workers, program directors, policy analysts, and educators. The MSW program also provides a foundation for doctoral study and professional specialization, enabling graduates to advance equity and social justice across sectors.

DEGREE CHECKLIST

Core Requirements		
Course No.	Course	Credits
SOW 515	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOW 511	Anti-Racism in Social Work: Theory and Practice	3
SOW 503	Social Welfare Policy, Programs, and Community Intervention	3
SOW 520	Research and Evaluation in Social Work Practice	3
SOW 535	Psychosocial Assessment and Diagnostic Formulation in Behavior	3
SOW 550	SOW 550: Integration Seminar I	6
SOW 555	SOW 555: Integration Seminar II	6
SOW 699	SOW 699: MSW Comprehensive Exam (Grade P/F- Must receive a P for completion)	0
TOTAL		27

Concentration: Select one of the three concentration areas and complete all required courses to fulfill the program's specialized curriculum.

Mental Health and Trauma-Informed Practice (12 credits)		
Course No.	Course	Credits
SOW 610	Foundations of Mental Health: Theory and Practice	3
SOW 612	Trauma-Informed Care: Principles and Applications	3
SOW 614	Advanced Clinical Interventions for Mental Health (3 credits)	3
SOW 616	Cultural Competence in Mental Health and Trauma Practice (3 credits)	3

Sports Practice (12 credits)		
Course No.	Course	Credits
SOW 620	Foundations of Sports Social Work	3
SOW 622	Mental Health and Well-Being	3
SOW 624	Community Engagement and Empowerment in Sports	3
SOW 626	Youth Development through Sports	3

Alcohol and Other Drug Counseling Track (12 credits)		
Course No.	Course	Credits
SOW 630	Foundations of Addiction Counseling	3
SOW 631	Trauma and Substance Use	3
SOW 632	Counseling Techniques for Substance Use Disorders	3
SOW 633	Ethical and Legal Issues in Substance Use Counseling	3

For more information please contact the School of Education and Social Sciences at 305-623-4279.



Master of Social Work

Regular Track Two Year Plan



SCHOOL OF EDUCATION
AND SOCIAL SCIENCES

PROGRAM DESCRIPTION

The Master of Social Work (MSW) program at Florida Memorial University fosters social change and enhances the well-being of individuals, families, and communities through innovative education, research, and practice. We strive to prepare competent and compassionate social work professionals equipped to engage with diverse populations, advocate for social justice, and address systemic inequalities. Our program emphasizes the integration of theoretical knowledge with practical experience, focusing on culturally responsive and trauma-informed approaches to social work practice.

CAREER OPPORTUNITIES

A Master of Social Work (MSW) opens the door to impactful careers in clinical practice, community advocacy, and social policy leadership. Graduates are prepared to serve in diverse settings, including healthcare, mental health, child welfare, schools, criminal justice, and nonprofit organizations. This degree equips professionals with advanced skills in assessment, intervention, and advocacy to support individuals, families, and communities facing complex challenges. With a growing demand for trauma-informed care, behavioral health services, and culturally responsive practice, MSW graduates can lead change as licensed clinical social workers, program directors, policy analysts, and educators. The MSW program also provides a foundation for doctoral study and professional specialization, enabling graduates to advance equity and social justice across sectors.

DEGREE CHECKLIST

Core Requirements		
Course No.	Course	Credits
SOW 500	Introduction to Interpersonal Social Work Practice	3
SOW 512	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOW 515	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOW 505	Culturally Responsive Social Work Practice	3
SOW 510	Human Behavior and Social Environment (HBSE)	3
SOW 511	Anti-Racism in Social Work: Theory and Practice	3
SOW 503	Social Welfare Policy, Programs, and Community Intervention	3
SOW 520	Research and Evaluation in Social Work Practice	3
SOW 501	Assessment of Client Concerns in Context	3
SOW 535	Psychosocial Assessment and Diagnostic Formulation in Behavior	3
	Generalist Field Practice I	3
	Generalist Field Practice II	3
SOW 550	Integration Seminar I	6
SOW 555	Integration Seminar II	6
SOW 699	MSW Comprehensive Exam (Grade P/F- Must receive a P for completion)	0
TOTAL		48

Concentration: Select one of the three concentration areas and complete all required courses to fulfill the program's specialized curriculum.

Mental Health and Trauma-Informed Practice (12 credits)		
Course No.	Course	Credits
SOW 610	Foundations of Mental Health: Theory and Practice	3
SOW 612	Trauma-Informed Care: Principles and Applications	3
SOW 614	Advanced Clinical Interventions for Mental Health (3 credits)	3
SOW 616	Cultural Competence in Mental Health and Trauma Practice (3 credits)	3

Sports Practice (12 credits)		
Course No.	Course	Credits
SOW 620	Foundations of Sports Social Work	3
SOW 622	Mental Health and Well-Being	3
SOW 624	Community Engagement and Empowerment in Sports	3
SOW 626	Youth Development through Sports	3

Alcohol and Other Drug Counseling Track (12 credits)		
Course No.	Course	Credits
SOW 630	Foundations of Addiction Counseling	3
SOW 631	Trauma and Substance Use	3
SOW 632	Counseling Techniques for Substance Use Disorders	3
SOW 633	Ethical and Legal Issues in Substance Use Counseling	3

For more information please contact the School of Education and Social Sciences at 305-623-4279.

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.

Accounting

ACC 501 - Accounting for Management

Credits: (3)

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)

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)

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)

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, time sharing, etc., and applications in accounting.

Prerequisite: ACC 501 or graduate advisor recommendation.

ACC 520 - Accounting Seminar

Credits: (3)

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)

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 505 – Business Analytics and Research Methods

Credits: (3)

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)

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)

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)

The capstone business course is designed to develop students' skills which emphasizes 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)

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

Criminology

CRJ 505 - Ethics in the Criminal Justice System

Credits: (3)

This course explores the fundamental principles and ethical dilemmas inherent in the field of criminal justice. Through a comprehensive examination of ethical theories and their application to real-world scenarios, students will develop a deep understanding of the ethical dimensions of law enforcement, corrections, and the judicial system. The course will cover seminal elements such as the moral responsibilities of criminal justice professionals, the complexities of balancing individual rights and societal interests, and the ethical challenges posed by emerging technologies in crime prevention and investigation. Students will engage in critical analysis, case studies, and collaborative discussions to enhance their ethical decision-making skills, ethical leadership abilities, and ethical awareness necessary for responsible and effective careers in criminal justice.

CRJ 506 – Victimology

Credits: (3)

A comprehensive study of victimization, including the relationship between the victims and offenders, and their interaction with the criminal justice system.

CRJ 508 - Cyber Crime

Credits: (3)

This course is designed to help students understand the emergence and impact of cybercrime in the criminal justice field. Students will examine how conventional criminological literature is being adapted to combat cybercrime. Law enforcement strategies, basic digital forensics analysis, victimization, legal issues, and societal costs related to cybercrime will be explored.

CRJ 520 - Advanced Criminological Theory

Credits: (3)

This course is an advanced study and critical appraisal of various theories of crime causation, including an examination of biological, psychological, economic, and sociological perspective on the etiology of crime. The course focuses on major theoretical approaches to the understanding of crime, and different types of crime and criminal behavior. The purpose of this course is to provide the students with an understanding of nature and the causes of crime. Additionally, the course focuses on patterns and trends in criminal activity. Biological, psychological, and sociological theories are also discussed as explanations of crime and delinquency.

CRJ 525 - Community Policing

Credits: (3)

This course in community policing offers a comprehensive exploration of effective strategies and essential skills necessary for implementing community policing initiatives. Through in-depth discussions and case studies, students will learn how to apply these strategies and skills to address real-world challenges within their own communities. The course's focus on practicality ensures that students gain the necessary knowledge and tools to navigate complex community issues, build trust, and enhance public safety. By the end of the course, students will be equipped with the expertise to effectively engage with community members, collaborate with stakeholders, and promote sustainable solutions through community policing approaches.

CRJ 535 - Terrorism & Homeland Security

Credits: (3)

This course focuses on the evolution of homeland security in the face of domestic and international threats of terrorism, examining how these threats have shaped present-day security considerations. Students will explore various dimensions of terrorism, including its definition, domestic and global implications, and international perspectives, while also studying prominent terrorist groups, their motivating factors, and common tactics. Further topics include the historical development of terrorist networks, the subsequent impact on domestic policies, and the responses of law enforcement agencies. In addition, students will analyze the creation of the Department of Homeland Security and the legislative measures introduced to combat terrorism, such as the USA Patriot Act and the UA Freedom Act, to gain a comprehensive understanding of homeland security's role in addressing and mitigating terrorist threats.

CRJ 580 - Criminal Justice Policy Analysis

Credits: (3)

This course serves as the capstone course for the Master of Criminology. The course offers an in-depth exploration of the processes, challenges, and tools involved in designing, implementing, and evaluating effective criminal justice policies and programs. Through a thorough examination of the steps and procedures required in the policy development cycle, students will develop the knowledge and skills necessary to navigate the complexities of criminal justice policymaking. This course is designed to incorporate core elements of previous coursework, including ethics, victimology, cybercrime, criminological theory, community policing, homeland society, scientific methods, and data analysis techniques. Also, this course will use a wide range of real-life case studies and examples of successful and unsuccessful policies and programs. Examples include Restorative Justice, Justice Reinvestment, Stop-and-Frisk, the Brady Act, drug courts, community-based violence prevention, variations in sentencing philosophy, and other contemporary issues.

Economics

ECO 501 - Managerial Economics

Credits: (3)

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)

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

EDU 529 - Theory and Analysis of Affective Development and Behavior Management

Credits: (3)

This course explores evidence-based approaches to understanding and managing behavior in educational and therapeutic settings. Students will examine key behavior theories, apply principles of Applied Behavior Analysis (ABA) and Positive Behavioral Interventions and Support (PBIS), and develop functional behavior

assessments (FBA) and behavior support plans (BSPs). Emphasis is placed on ethical practices, family-professional partnerships, and strategies to promote self-determination and positive learning environments. Students will gain practical skills to design and implement effective behavior interventions.

Educational Research

EDR 551 - Educational Research and Management

Credits: (3)

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)

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)

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)

The capstone research project will encompass a research study using quantitative, qualitative, or mixed methods of 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 educational 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)

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)

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)

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

ESE 628 - Advanced Behavioral Support and Management of Exceptional Students

Credits: (3)

This course includes assessing, designing, and implementing positive behavioral supports, classroom organization, and behavior management of exceptional students at 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)

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 631 – Instructional and Assistive Technology in Special Education

Credits: (3)

This course covers current knowledge and skills in instructional and assistive technologies (AT) that are appropriate to improve and enhance the learning and functional needs of students with disabilities. Assistive Technology (AT) legislation, and use of Universal Design for Learning (UDL) will be explored for students across a wide spectrum of disabilities and across various curricular areas (reading, writing, and content areas). A wide variety of technologies will be covered using UDL features. Teachers will learn to develop lessons using several applications and software.

ESE 641 - Advanced Curriculum and Instruction for K-6 Exceptional Student Education

Credits: (3)

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 evaluating 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)

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

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)

This advanced course focuses 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)

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

ESE 648 - Advanced Communication, Consultation, and Collaboration

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)

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)

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)

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)

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)

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

Credits: (3)

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)

This course covers the principles of reading instruction for students who struggle with reading and require targeted or intensive intervention. The course prepares teachers to prescribe and utilize appropriate research-based strategies and materials to address the remediation of severe reading difficulties among students from diverse populations. The course includes research-based intervention strategies that provide 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)

This course addresses 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 interventions.

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 740 - Intensive Interventions for Reading

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)

This course offers practical experience 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 (LBD), develop and implement evidence-based practical strategies for supporting students with dyslexia.

Ed.S Educational Leadership

EDL 701 Standards-Based Curriculum and Assessment

Credits: (3)

EDL 701 prepares aspiring educational leaders to prioritize teaching and learning in all school improvement efforts. Through data-driven analysis and strategic planning, students will examine curriculum development, standards alignment, and assessment practices. The course emphasizes designing and evaluating curriculum and professional development strategies to support student achievement, integrating digital tools, and analyzing the implications of educational standards. The course aligns with the Florida Educational Leadership Standards and the Florida Educational Leadership Examination (FELE).

EDL 703 Visionary Leadership for Accountable Schools

Credits: (3)

This course examines the foundational concepts and best practices in visionary leadership aimed at fostering effective and supportive learning environments in PK–12 schools. Topics include developing a compelling school vision, understanding organizational challenges, leading strategic change, strengthening organizational systems, aligning resources to instructional priorities, and sustaining effective school operations while addressing ethical considerations in decision-making. Students will analyze leadership theories and their application to creating and sustaining high performing schools, as well as explore relevant state and national policies that impact educational leadership.

EDL 707 Financial Stewardship in Education

Credits: (3)

This course introduces students to the foundational concepts and best practices in educational budgeting and finance, including methods of funding education at the local, state, and federal levels. Topics include revenue generation, expenditure analysis, school choice financing, resource allocation, ethical considerations, and the financial implications of decision-making in school leadership.

EDL 724 Legal Literacy for School Administrators

Credits: (3)

EDL 724 examines the legal rights and responsibilities of students, educators, and school leaders through the lens of federal and state law. Topics include constitutional rights, liability, special education law, ethics, teacher contracts, student discipline, and current legal trends affecting schools. Students will learn to apply legal principles to real-world administrative practice, ensuring ethical and lawful school leadership.

EDL 727 Leadership in Human Resources and Professional Growth

Credits: (3)

This course prepares current and aspiring school leaders in personnel administration. Topics include job analysis, recruitment, selection, induction, retention, development, discipline, evaluation, and termination. Through case studies, policy analysis, field interviews, and presentations, students will build a foundational understanding of HR legal frameworks, ethical leadership, and collective bargaining.

EDL 739 Management of Schools and Community Engagement

Credits: (3)

This course explores the critical role of community engagement in effective school management and leadership. Students will examine strategies for building strong partnerships with families, community organizations, and other stakeholders to support student success and school improvement. Topics include communication and outreach, collaborative decision-making, managing school-community relations, and the ethical considerations involved in community engagement within the context of educational leadership. Students will analyze case studies and best practices in fostering productive community partnerships and managing the complexities of school-community interactions.

EDL 777 Ethical Leadership and Data-Driven Decision-Making

Credits: (3)

This course explores the intersection of ethical leadership principles and data-driven decision-making practices within educational leadership. Students will engage with foundational ethical frameworks, analyze complex ethical dilemmas in educational contexts, and develop strategies for fostering ethical school cultures. The course will also equip students with the knowledge and skills necessary to collect, analyze, interpret, and utilize various forms of data to inform effective decisions at the school and district levels. Topics include ethical theories, professional codes of conduct, data literacy, quantitative and qualitative data analysis, using data for school improvement, and the ethical implications of data usage in educational leadership. Students will analyze relevant case studies and apply course concepts to real-world scenarios, preparing them to lead with integrity and make impactful, data-informed decisions.

EDL 798 Seminar in Diverse Educational Leadership

Credits: (3)

This advanced seminar investigates leadership practices that promote ethical decision-making, accountability, and effective school management in K–12 environments. Students will critically examine the social, political, organizational, and ethical contexts of educational settings. Emphasis is placed on ethical leadership, data-informed practices, and strategies for building collaborative school cultures. Candidates will evaluate decision-making models, assess school policies, and develop improvement plans. Students will apply theory to practice through reflective assignments, simulations, and a culminating school improvement action plan.

EDU 750 Research Design in Education

Credits: (3)

This course provides an in-depth examination of educational research methodologies, focusing on both qualitative and quantitative approaches, as well as mixed methods designs. Candidates will explore the processes of developing research questions, designing studies, collecting and analyzing data, and interpreting findings. Emphasis will be placed on identifying a critical academic need in an educational setting and developing a research-based intervention plan. Ethical research practices, APA writing standards, and data-driven decision-making are integral to the course.

EDL 785 Research and Technology in Educational Leadership

Credits: (3)

This course provides educational leaders with the tools to utilize research methodologies and technology effectively to solve problems, evaluate programs, and inform decision-making in educational settings. Students will explore qualitative and quantitative research methods, examine technology tools for data analysis and instructional leadership, and evaluate evidence-based practices that improve teaching, learning, and school operations. The course emphasizes the ethical use of data and technology, application of action research, and leveraging digital platforms to enhance leadership effectiveness.

EDL 799 Clinical Internship for Educational Leaders

Credits: (6)

This capstone course provides aspiring educational leaders with practical, field-based experiences aligned to the Florida Educational Leadership Standards (FELS) and FELE competencies. Candidates will engage in supervised internship activities within school settings, demonstrating application of knowledge, leadership skills, ethical decision-making, and critical thinking in real-world environments. Through collaborative projects, administrative shadowing, and reflective practice, candidates will synthesize their learning to demonstrate leadership competencies in instructional leadership, operational management, and stakeholder engagement.

Finance

FIN 501 - Financial Management

Credits: (3)

This is a 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)

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)

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)

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)

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)

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)

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

Prerequisite: MKT 501 or graduate advisor recommendation.

Reading Education

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

Credits: (3)

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)

Examines of an effective language arts curriculum were 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)

Look 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)

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)

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)

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 535 - Diagnostic Reading Assessment and Intervention Strategies

Credits: (3)

This course equips educators with skills to assess, analyze, and address diverse student reading needs.

Participants will administer assessments, interpret data, and apply evidence-based strategies using research-based instructional models to support literacy development.

Prerequisites: REA 508

REA 536 - Advanced Strategies in Reading Instruction and Intervention

Credits: (3)

This course explores evidence-based strategies for differentiating reading instruction and intervention.

Participants will learn to support diverse learners, including English learners and students with reading difficulties, using assessment data, scaffolding, and multisensory approaches.

Prerequisites: REA 531

REA 537 - Literacy Leadership and Programs Development

Credits: (3)

This course explores the role of literacy leaders in designing, implementing, and evaluating effective reading programs for diverse learners, including English Language Learners (ELLs). Topics include literacy program administration, needs assessment, instructional materials evaluation, professional development, and community engagement.

Prerequisites: REA 523

REA 580 - Practice in Reading & Language Arts

Credits: (3)

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)

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

Social Sciences

SSC 510 - Research Methods for The Social Sciences

Credits: (3)

This course is designed to provide students with a practical applied approach to understanding the fundamentals of the scientific method, descriptive and inferential statistics, and the vital role that research

and statistics play in the study of social sciences. Students will explore various types of data used within empirical research and learn the fundamentals of elementary statistical analysis, including the appropriate use of data, limits of various data methods, how data is collected, and how to interpret findings. Students will be introduced to statistical analysis and interpretation of SPSS with real data, including subsets of data from the National Crime Victimization Survey, Monitoring the Future, the Youth Risk Behavior Survey, state-level crime data from the UCR, and opinion data from the General Social Survey. Additionally, students will be challenged to analyze and critique case studies and published research via methodological and statistical lenses that focus on contemporary issues related to crime, corrections, police, and the judicial system.

SSC 530 - Data Analysis

Credits: (3)

This graduate-level course in data analysis offers a comprehensive exploration of various statistical techniques essential for conducting research across multiple disciplines. The course covers regression, the general linear model, structural equation modeling, the hierarchical linear model, growth curve models, panel data, and event history models. Emphasizing practical implementation, the course takes a step-by-step approach, incorporating mathematical derivations, when necessary, to showcase how these methods can be effectively utilized.

SSC 580 - Community Development

Credits: (3)

Community development is essential because it empowers individuals to create meaningful, positive changes in communities. It opens doors to diverse career opportunities across various sectors: non-profits, government, and urban planning. The interdisciplinary nature of community development fosters critical thinking, equips learners with leadership skills and promotes a global perspective. Additionally, it offers personal fulfillment, the chance to address societal inequalities, and the ability to develop sustainable solutions to complex challenges, making it a valuable field of study for those committed to making a positive impact on society.

Social Work

SOW 500 - Introduction to Interpersonal Social Work Practice

Credits: (3)

This course provides an overview of the fundamental concepts and skills essential for effective interpersonal social work practice. Emphasizing the importance of communication, empathy, and relationship-building, students will explore the theoretical frameworks that underpin interpersonal interactions in social work settings. Topics will include active listening, assessment techniques, and the dynamics of client-worker relationships, with a focus on diverse populations and cultural competence.

SOW 501 – Assessment of Client’s Concerns in Context

Credits: (3)

This course provides an in-depth exploration of the assessment process in social work, emphasizing the importance of understanding client concerns within their specific social, cultural, and environmental contexts. Students will learn to apply various assessment frameworks and tools to evaluate clients' needs, strengths, and challenges effectively. The course will cover theoretical foundations, ethical considerations, and practical strategies for conducting comprehensive assessments. Through case studies, role-playing, and interactive discussions, students will develop the skills necessary to gather relevant information, engage clients in the assessment process, and formulate tailored intervention plans that address the complexities of individual and systemic factors influencing client well-being.

SOW 503 - Social Welfare Policy, Programs, and Community Intervention

Credits: (3)

This course is a comprehensive examination of social welfare policies, programs, and community interventions that address the needs of diverse populations. Students will explore the historical and contemporary contexts of social welfare, analyzing the development, implementation, and impact of various policies and programs on individuals and communities. The course emphasizes critical thinking and policy analysis skills, encouraging students to assess the effectiveness and equity of social welfare initiatives. Through case studies, group discussions, and fieldwork, students will engage with community stakeholders to identify local needs, develop intervention strategies, and advocate for policy changes that promote social justice, equity, and well-being. Additionally, the course will highlight the role of social workers in influencing policy decisions and fostering community engagement.

SOW 510 - Human Behavior and Social Environment

Credits: (3)

This course examines the life course of human development within the context of social, cultural, psychological, and biological factors. Human behavior theories that focus on a life course perspective and integrate an ecosystems framework are studied. The influence of race, ethnicity, culture, gender, and socioeconomic variables on human development and behavior is examined. Person-in-environment transactions as a basis for understanding human behavior, and for social work practice are explored. Prerequisite or Co-requisite: SOW 500.

SOW 511 - Culturally Responsive and Anti-Racism in Social Work

Credits: (3)

This course provides a comprehensive analysis of anti-racist theory and its application in social work practice. Students will critically engage with historical and contemporary issues of racism, discrimination, and systemic inequality. The course will emphasize the importance of recognizing and challenging oppressive structures within social systems. Through a combination of lectures, discussions, and practical exercises, students will develop strategies for integrating anti-racist practices into their social work interventions. Additionally, students will learn to facilitate dialogues around race and racism within diverse communities, fostering environments of trust and collaboration to promote equity and social change.

SOW 512 - Integrated Micro/Mezzo/Macro Theory and Practice

Credits: (3)

This course offers an integrated approach to understanding social work practice at the micro, mezzo, and macro levels, emphasizing the interconnections between individual experiences, group dynamics, and societal structures. Students will explore theoretical frameworks and evidence-based practices that inform interventions across these three levels, examining how personal, community, and policy factors influence client outcomes. The curriculum will include case studies, role-plays, and collaborative projects that highlight the importance of holistic assessment and intervention strategies. By the end of the course, students will be equipped to design and implement integrated practice models that effectively address complex social issues, advocate for systemic change, and promote well-being within diverse populations.

SOW 515 - Group Work Practice in Social Work: Micro/Mezzo/Macro

Credits: (3)

This course explores the principles and practices of group work in social work, focusing on the application of group dynamics across micro, mezzo, and macro levels. Students will examine the theoretical foundations of group work, including stages of group development, facilitation techniques, and the roles of group members. The course will cover various types of groups, such as support groups, therapy groups, and community

organizing initiatives, emphasizing the importance of cultural competence and inclusiveness in practice. Through experiential learning activities, case studies, and collaborative projects, students will develop the skills necessary to assess group needs, design effective interventions, and evaluate outcomes in diverse social work settings. The course aims to prepare students to leverage the power of groups to foster individual growth, community engagement, and systemic change.

SOW 520 – Psychosocial Assessment & Diagnosis Formulation in Behavior

Credits: (3)

This course equips students with the knowledge and skills necessary to conduct research and evaluation in social work settings. Emphasizing the importance of evidence-based practice, students will explore various research methodologies, including qualitative, quantitative, and mixed-methods approaches. The course will cover the stages of the research process, from identifying research questions and designing studies to data collection and analysis. Students will also learn to critically evaluate existing research and apply findings to inform their practice and policy decisions. Through practical assignments and collaborative projects, participants will develop the ability to assess program effectiveness, measure client outcomes, and contribute to the advancement of social work knowledge and practice through rigorous evaluation efforts.

SOW 535 – Research and Evaluation in Social Work

Credits: (3)

This course focuses on the processes and techniques used in psychosocial assessment and diagnostic formulation within social work practice. Students will learn to conduct comprehensive assessments that consider biological, psychological, social, and environmental factors affecting client behavior and well-being. The course covers various assessment tools and frameworks, including the current Diagnostic Statistical Manual (DSM), and emphasizes the importance of culturally competent practice when evaluating clients. Through case studies, role-plays, and collaborative exercises, students will develop the skills to formulate accurate diagnoses and tailor intervention strategies that address individual and systemic challenges. Ethical considerations, including confidentiality and informed consent, will also be integral to the learning experience, preparing students to engage effectively with diverse populations.

SOW 540 – Generalists Field Practice I

Credits: (3)

Generalists Field Practice I is an introductory course designed to immerse MSW students in the foundational principles of social work practice within diverse community settings. Students will engage in hands-on experiences that emphasize the generalist approach, allowing them to integrate theory with practice while working with individuals, families, and groups. The course focuses on developing critical skills in assessment, intervention, and evaluation, as students learn to apply social work methods and techniques to real-world challenges. Through supervised field placements, reflective practice, and collaborative learning, students will gain insights into the complexities of social work practice, including ethical decision-making, cultural competence, and the importance of advocacy for social justice. The course aims to prepare students for more advanced fieldwork by fostering self-awareness, professionalism, and a commitment to lifelong learning in the social work profession.

SOW 541 - Generalist Field Practice II

Credits: (3)

Generalists Field Practice II is a supervised field experience designed for MSW students to deepen their practical skills and knowledge in a variety of social work settings. Building on the foundational experiences from Generalists Field Practice I, this course focuses on the application of generalist practice methods in real-world contexts, emphasizing engagement, assessment, intervention, and evaluation with diverse populations.

Students will work alongside experienced practitioners, participating in direct service delivery, community organization, and policy advocacy. Through reflective supervision, case presentations, and critical analysis of their field experiences, students will enhance their competencies in addressing complex client needs, integrating anti-racism, diversity, equity, and inclusion principles into their practice, and preparing for advanced social work roles. This course aims to foster professional development and ethical decision-making, ensuring students are well-equipped to contribute effectively to their communities.

SOW 550 - Integration Seminar I

Credits: (6)

Integration Seminar I is the first of two required practicum courses for MSW students, involving the completion of 450 placement hours at an approved site. This course bridges theoretical knowledge with practical application, focusing on synthesizing and reflecting on students' learning experiences in both coursework and field placements. Emphasizing the integration of social work theories, ethical principles, and core competencies, the seminar explores engaging with and advocating for diverse populations. Through case studies, group activities, and reflective journaling, students will examine real-world social issues and develop effective intervention strategies. The course aims to cultivate critical thinking, problem-solving skills, and a strong professional identity as students prepare for advanced practice in social work.

SOW 555 - Integration Seminar II

Credits: (6)

Integration Seminar II is the second of two required practicum courses for graduation, building upon the foundational knowledge and skills developed in Integration Seminar I. In this seminar, students deepen their understanding of advanced social work practices through the integration of theory, research, and real-world experiences gained during their 450-hour field placements at approved internship sites. The course emphasizes critical reflection on complex social issues, enhancing students' ability to apply anti-racism, diversity, equity, and inclusion principles in their practice. Through in-depth case analyses, collaborative group projects, and experiential learning activities, participants will refine their skills in advocacy, intervention strategies, and ethical decision-making. This seminar fosters a supportive learning environment that encourages students to engage in critical dialogue, promote social justice, and develop a strong professional identity as they prepare for their future careers in the social work field.

SOW 590 – Special Topics

Credits: (3)

Advanced study and critical analysis of emerging trends, specialized interventions, and contemporary issues in clinical social work practice. Topics vary by semester to address current developments in the field. May be repeated for credit when content differs.

SOW 610 – Foundations of Mental Health: Theory and Practice

Credits: (3)

This course will provide an overview of mental health disorders, theories of psychopathology, and evidence-based interventions. Students will learn about the diagnostic criteria, assessment tools, and treatment modalities used in mental health practice.

SOW 612 - Trauma-Informed Care: Principals and Applications

Credits: (3)

This course provides an overview of the fundamental concepts and skills essential for effective interpersonal social work practice. Emphasizing the importance of communication, empathy, and relationship-building, students will explore the theoretical frameworks that underpin interpersonal interactions in social work

settings. Topics will include active listening, assessment techniques, and the dynamics of client-worker relationships, with a focus on diverse populations and cultural competence.

SOW 614 – Advanced Clinical Interventions for Mental Health

Credits: (3)

This course will delve into advanced therapeutic techniques for working with clients with mental health issues. Emphasis will be placed on cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and other modalities that address the complexities of mental health and trauma.

SOW 616 - Cultural Competence in Mental Health and Trauma Practice

Credits: (3)

This course will examine the intersection of culture, mental health, and trauma. Students will explore how cultural beliefs and values influence mental health perceptions and treatment, and they will learn strategies for providing culturally competent care to diverse populations.

SOW 620 – Foundations of Sports Social Work

Credits: (3)

This course provides an overview of sports social work, including its history, core principles, and the unique challenges and opportunities in the field. Students will explore the role of social work within athletic contexts, including youth sports, professional athletics, and community-based programs. Topics may include ethics, advocacy, and the integration of social work practice in sports settings.

SOW 622 – Mental Health and Well-Being

Credits: (3)

This course focuses on the mental health challenges faced by athletes, including anxiety, depression, and the impact of performance pressures. Students will learn about trauma-informed approaches and strategies to support athletes' mental health and well-being, emphasizing the importance of resilience, coping mechanisms, and support systems.

SOW 624 - Community Engagement and Empowerment in Sports

Credits: (3)

This course explores the role of community engagement in sports social work, emphasizing how sports can serve as a vehicle for social change and empowerment. Students will learn to develop programs that promote inclusion, diversity, and equity in sports, as well as strategies for engaging with marginalized communities through sports initiatives.

SOW 626 – Youth Development through Sports

Credits: (3)

This course examines the role of sports in promoting positive youth development. Students will study theories of youth development and learn how to create supportive environments that foster resilience, teamwork, and leadership skills in young athletes. The course will also cover topics such as mentorship, life skills training, and the intersection of sports and social justice.

SOW 630 – Foundations of Addiction Counseling

Credits: (3)

This course provides an overview of substance use disorders, including definitions, prevalence, and impact on individuals and communities. Students will learn about the etiology of addiction, stages of change, and the role of counseling in recovery.

SOW 631 – Trauma and Substance Use

Credits: (3)

Students will examine how trauma impacts individuals' relationships with substances and learn therapeutic strategies for addressing these issues.

SOW 632 – Counseling Techniques for Substance Use

Credits: (3)

This course teaches students effective counseling techniques specific to individuals with substance use disorders. It covers motivational interviewing, cognitive-behavioral strategies, and group counseling methods.

SOW 633 – Ethical and Legal Issues in Substance Use Counseling

Credits: (3)

This course examines the ethical and legal considerations in the practice of addiction counseling. Students will learn about confidentiality, informed consent, dual relationships, and the legal responsibilities of counselors.

SOW 699 – Comprehensive Exam

Credits: (3)

MSW Comprehensive Exam is a culminating course designed to evaluate students' mastery of the knowledge, skills, and competencies acquired throughout the Master of Social Work program. This comprehensive exam assesses students' understanding of key social work theories, ethical principles, and practice methods, as well as their ability to apply this knowledge to real-world scenarios. Students will engage in a series of written assessments that challenge them to synthesize their learning and demonstrate their preparedness for professional practice. The course serves as a final opportunity for students to reflect on their educational journey, identify areas for growth, and solidify their commitment to the social work profession as they transition into their careers. Successful completion of this exam is a requirement for graduation from the MSW program.

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