CAROLINA CAMPUS

CATALOG 2020-2021

ANA G. MÉNDEZ
UNIVERSITY
UAGM

METRO ORLANDO
SOUTH FLORIDA
TAMPA BAY

AUGUST 1, 2020

Contents

Section I: UAGM- Carolina Campus

Our Profile

The Ana G. Méndez - Carolina Campus (UAGM – Carolina) is a private non-profit institution of higher education and a component of the Sistema Universitario Ana G. Méndez. Its main campus is located in Carolina, and five Off-Campus locations in Puerto Rico are located in the towns of Yauco, Arecibo, Cabo Rojo, Barceloneta and Santa Isabel. UAGM- Carolina Campus has three branch campuses in the state of Florida; Metro Orlando campus located in Orlando; South Florida campus located in Miami Lakes, and the Tampa Bay campus located in Tampa and a Dallas branch campus began its operations in the state of Texas. The Carolina Campus is located in the Eastern part of the island. It has a suburban campus of over 21 acres, and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

A professionally oriented institution, UAGM-Carolina Campus offers over forty-eight baccalaureate programs, twenty-two associate degrees, and around twenty-three master programs, in business, education, social work, hospitality management, culinary arts, science and technology and the health sciences. Founded in l949, as Puerto Rico Junior College, it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este and finally evolving into a university in 2001 as UAGM- Carolina Campus.

UAGM- Carolina Campus student population consists mostly of commuting young adults from the surrounding communities. The overall population at UAGM- Carolina Campus is 13,800 and comprised of undergraduate and graduate students. Master's degree programs initiated in October 2001 at UAGM-Carolina Campus, Carolina campus and in 2005 at the Off-Campus locations. Certificate technical programs are also offered in diverse fields at the Carolina campus, as well as, the Off-campus locations.

The academic faculty consists of one-hundred and sixty-seven (167) full-time professors and over eight hundred and thirty-five part-time professors. Fifty-one percent of the full-time faculty has doctorates while the rest of the faculty possesses master's degrees in their fields of expertise.

Mission

UAGM- Carolina Campus is a private non-sectarian, non-profit, accredited higher education institution, part of Ana G. Méndez University System. Its academic efforts and services are to promote the constructivist learning, respect for diversity, and social justice.

Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of certificate, associate, bachelor, graduate studies, and continuing education programs.

Vision

To be recognized as a university of outstanding academic excellence in Puerto Rico and worldwide.

Guiding Principles

The principles, which guide the Institution, are excellence, innovation, justice, respect, freedom of thought and action, solidarity, equity, integrity and social responsibility.

Goals

To fulfill its mission, UAGM- Carolina Campus proposes to:

1. Provide an education of excellence, through the development of cognitive, affective and psychomotor competencies in students that will enable them to make positive contributions to the social, economic and political setting at local and global levels.

2. Offer traditional and nontraditional academic programs, within the constructivist dimension of learning, which meets the interests and needs of a society oriented toward service, technology, internationalization, and research.

3. Attain a faculty that meets the highest standards of excellence, and that promotes its commitment to teaching, research, the use of technology and community service.

4. Promote a culture of service within the academic community with equal opportunities, based on human rights and the fulfillment of social responsibility.

5. Advocate in students the socio-humanistic and the integral formation, as well as entrepreneurship, innovation, technological skills and global vision.

6. Encourage research and creative work in the disciplines to contribute to the cultural, social, political, economic and technical-scientific development of our society.

7. Position the university in the international scenario using diverse activities, collaborative projects and exchange programs for both faculty and students.

8. Promote a culture of quality and effectiveness through institutional and specialized accreditations of academic programs, consolidation of assessment measurements, and the integration of assessment findings to planning and resources allocation processes.

Accreditation and Affiliations

UAGM- Carolina Campus is accredited by Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, telephone: 267-284-5000. MSCHE is a regional accrediting agency recognized by the U.S. Department of Education and has extended this accreditation to the UAGM- Carolina Campus Branch Campuses in Florida and Texas.

UAGM- Carolina Campus is a member of the following professional associations:

- American Association for Adult and Continuing Education
- American Association for Counseling and Development.
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Physical Plant Association
- Asociación Universitaria de Programas de Honor Puerto Rico
- Association for Educational Communications and Technology
- College Board of Puerto Rico
- Council on Higher Education Association
- Hispanic Association of Colleges and Universities
- International Facility Management Association
- Learning Resources Network
- Library Administration and Management Association
- National Collegiate Honors Council
- Puerto Rico Association of Higher Education
- Puerto Rico Association of Honors Programs
- Puerto Rico Association for Counseling and Development.
- Puerto Rico Chamber of Commerce
- Puerto Rico Library Association
- Puerto Rico Manufacturers Association
- The Association for Institutional Research

Statement of Licensure

UAGM- Carolina Campus in Florida is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399-0400;

toll-free telephone number (888) 224-6684 (www.fidoe.org/cie).

The Main Campus and additional locations of UAGM-Carolina Campus in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education.

Statement of Policy

This Catalog includes the main terms concerning the formal relationship between students and the UAGM- Carolina Campus. Regardless of its effective date, the institution reserves the right to admit, re-admit or register a student only for a semester or session separately. The institution binds itself only during the semester for which the student has enrolled and paid his/her tuition fees.

It is the student's responsibility to know and comply with the content of this Catalog and all the UAGM-Carolina Campus rules and regulations. This catalog complies with the institution's bylaws, regulations, administrative orders, and duties under Federal Law. The catalog is subject to subsequent amendments.

It is the responsibility of each student to ascertain current information that pertains to the individual programs, particularly regarding the fulfillment of degree requirements, through frequent reference to the Catalog and its addendum, and by consultation with the academic advisor, counselor, and/or other appropriate office. For programs leading to licensure and/or certification, it is the responsibility of the student enrolled in the program to remain in contact with their academic/program advisor and keep informed of any changes implemented to the program to comply with new state and licensure requirements.

In preparing this catalog, efforts are made to provide pertinent and accurate information. Universidad Ana G. Méndez assumes no responsibility for Catalog errors or omissions.

The first section and second sections of this Catalog contain an overview of the UAGM- Carolina Campus and UAGM. Information that pertains to the Florida Campuses is included in Section III. Section IV details information on the programs offered at the Universidad Ana G. Mendez-Carolina Campus, Florida Campuses. This Catalog is electronically available to students at least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog.

The UAGM and UAGM- Carolina Campus main campus addresses and telephone numbers are:

Mailing Address:
UAGM-Carolina Campus
P.O. Box 21345
San Juan, PR 00928-1345

Telephone No. (787) 751-0178
Fax No. (787) 766-1706

Website: www.suagm.edu

Mailing Address:
UAGM- Carolina Campus
PO Box 2010
Carolina, PR 00984-2010

Telephone No.: (787) 257-7373
Fax No.: (787) 752-0070

Website: https://carolina.uagm.edu

UAGM- Carolina Campus Administration

Félix R. Huertas González
Acting Chancellor

Vacant
Vice Chancellor

Marisol Muñoz Zabala
Vice Chancellor for Administrative Affairs

Mayra M. Ferrán Torres
Vice Chancellor of Sponsored Programs

Carmen Ortega Dávila
Vice Chancellor of Information Resources and Director of Virtual Library

María G. Véaz Morales
Vice Chancellor of Student Affairs

Terestella González-Denton
Dean of José A. (Tony) Santana International School of Hospitality and Culinary Arts

María del Carmen Arribas
Dean of School of Education

José Berrios Lugo
Dean of the School of Innovation, Entrepreneurship and Business

Evelyza Crespo Rivera
Dean of School of Social and Human Sciences

Marielis Rivera Ruiz
Dean of School of Sciences and Technology

Vanessa Ortiz López
Dean of School of Health Sciences

Patricia Mercado Rivera
Dean of School of Technical Studies

Mildred Y. Rivera Cordero
Dean of School of Professional Studies

Jhon Sanabria Rodríguez
Dean of the School Institute of Public Safety

Legislative Boards

The Administrative Council of UAGM- Carolina Campus is the legislative body of the Institutional policy of the university in accordance with the by-laws of the Sistema Universitario Ana G. Méndez as established by its Board of Directors.

The Chancellor, the Vice Chancellor, Vice Chancellor of Student Affairs, Vice Chancellor of Physical Facilities and Operations Manager, Vice Chancellor of Information Resources, Vice Chancellor of External Resources, Vice Chancellor of Administrative Affairs, Deans of the Schools, four faculty representatives, one Director of the Off-Campus locations, and two student representatives constitute the Administrative Council.

The Academic Board of UAGM- Carolina Campus regulates all the academic aspects of the Institution. It recommends relevant regulations regarding faculty, curricula, educational projects, and other educational innovations. The Academic Board consists of the Vice-Chancellor, the Associate Deans of the Schools, the Library Director, ten undergraduate faculty representatives, and two student representatives.

Academic and Student Affairs Commission

The Academic and Student Affairs Commission (A.S.A.C.) consists of fifteen (15) members as follows: eight (8) faculty facilitators and seven (7) administrators. The faculty facilitators include representation from the following areas: one (1) from liberal arts and criminal justice, one (1) from business administration, economics, and hospitality, one (1) from natural and health sciences, one (1) from Education, one (1) from languages, one (1) from Bilingual Education and ESOL, one (1) Campus at Large (South Florida), and one (1) Campus at Large (Tampa Bay Campus). The composition for the administrators is as follows: three (3) Academic Directors, three (3) Directors of Learning Resource Center, and the A.S.A.C. Chair. Special Guests, other officers, and facilitators shall be invited to participate in the meetings of the A.S.A.C. when the agenda includes items that touch on those programs. A.S.A.C. reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in UAGM operations in Florida.

Section II: Sistema Universitario Ana G. Méndez

Profile

The Ana G. Méndez University System (the System) is a not for profit private corporation established under the laws of the Commonwealth of Puerto Rico. It is comprised of four (4) academic institutions, one (1) noncommercial private TV Station for public broadcasting, and a Central Administration, under which all administrative affairs of the institution are managed by a President/CEO. Together, the SUAGM and its four-member institutions are the largest private university system in Puerto Rico.

Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, SUAGM has established the Metro Orlando, South Florida, and the Tampa Bay Campuses as additional locations in Florida and the Dallas Area Campus in Texas.

Moreover, in establishing SUAGM in the mainland SUAGM furthers its Vision 2020 as a "high-quality, people-centered learning community, of advanced technology, and internationally oriented focus." The campuses in the mainland will serve its community and serve as a bridge to fulfilling initiatives in serving the needs of Hispanic adults in other communities in the United States and Latin America.

Central Administration and Board of Directors

A thirteen (13) -member board of trustees governs the System. Of these, five (5) are permanent members. The other eight (8) members are elected by the board for two-term periods of two (2) years each, and two periods of four (4) years, that add up to a maximum of 12 years of service in the board. The board members are distinguished professionals who represent different career paths and fields of work, and/or civic and community leaders.

The chief executive officer (CEO) of Ana G. Méndez University System is the President, and there is also an Executive Vice President. Each of the administrative and academic components has its CEO. Thus, the Central Administration units are led by Vice Presidents for Planning and Academic Affairs, Marketing and Student Affairs, Finance Affairs, Administrative Affairs, Human Resources, National Affairs, and International Affairs. There is also a Vice President and General Manager of Sistema TV., the only nonacademic institution the other institutional officers are the Chancellors of the four academic institutions, which are: Ana G. Méndez University-Gurabo Campus, Ana G. Méndez University - Cupey Campus, Ana G. Méndez University-Carolina Campus, and Ana G. Méndez University– Online Campus. All Chancellors and Vice Presidents respond directly to the President/CEO, who appoints them.

The System's bylaws define the objectives, powers, officers, committees, meetings and the general handling of the financial affairs of the institutions. The Governing Manual describes the way in which the Board of Directors governs all institutional affairs. The Institutional Bylaws specify the way in which each one of the autonomous institutions will be operated and administered.

The Board is the policy-making, legislative and fiscal oversight body of the System. In addition to appointing the President, the Board is responsible for all corporate affairs and control of the corporation. It approves the institutional mission and vision, the strategic and long-range institutional plans, and its annual and special budgets. The President/CEO, who is also a Board member, is directly responsible to the Board for the administration of all corporate business; including the appointment of VPs and institutional officers; personnel administration and compensation; and recommendation to the Board of academic programs and long-range institutional plans. The Board has four working committees:

- Government
- Academic and Student Affairs

- Finance
- Audit

Board of Directors

Félix Rodríguez Schmidt, President of the Board

Ramiro Millán Catasús, Vice-President of the Board and Permanent Member

José F. Méndez
President of SUAGM, CEO and Permanent Member

José F. Méndez González
President Emeritus and Permanent Member

Héctor A. Jiménez Ramírez

Rafael A. Nadal Arcelay, Esq.
Permanent Member

Manuel Agosto García

Herminio Martínez
Permanent Member

Wilfredo Cosme Ortiz

René A. Soto Torres

Rita Di Martino

Delia Castillo de Colorado

Migdalia Torres Rivera

Gloria Castillo
Secretary of the Board

José E. De La Cruz Skerrett
Legal Advisor

Non-Discrimination Statement

The Ana G. Méndez University System and its institutions do not discriminate on the basis of race, handicap, national or ethnic origin, creed, color, gender, social condition or political, religious, social or trade union beliefs.

Statement of Legal Control

The Sistema Universitario Ana G. Méndez Inc., is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws. The Sistema Universitario Ana G. Méndez, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as UAGM-Carolina Campus.

Section III: Metro Orlando Campus, South Florida Campus and Tampa Bay Campus

Introduction

The Metro Orlando, South Florida, and Tampa Bay campuses represent the continuation of our commitment to provide quality access alternatives to a university education for Hispanic adult students. All campuses will serve its community as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and in Latin America.

Metro Orlando Campus Administration and Staff

Marcela Munera
Campus Director

Rosa Musi
Academic Director

Rosa Valera
Senior Admissions Officer

Silquia Vélez
Lead Registrar

Dorie Mendez
Lead Bursar

Pedro Arroyo
Bursar

Gloria Martínez
Director of Student Affairs

South Florida Campus Administration and Staff

Jadyrah Escobar
Campus Director

Dr. Gwynne González
Academic Director

Jorge Báez
Bursar

Cinthia Tineo Vasquez
Associate Registrar

Vicente Rodríguez
Director of Outreach & Marketing (Main Campus)

Sandra Martinez
Director of Student Affairs

Dianelys Breijo
Associate Director of Learning Resources Center

Tampa Bay Campus Administration and Staff

Suheily Martínez
Campus Director

Dr. George Suárez
Academic Director

Miriam Avilés
Bursar

Viviana Barrabia
Director of Student Affairs

Vacant
Assistant Director of Learning Resources Center

Manuel Robayna
Learning Assistant Specialist

Marisabel Quiroga
Associate Registrar

Physical Facilities

The Metro Orlando Campus is located at 5601 South Semoran Boulevard #55, Orlando, Florida. The campus has 20 classrooms, 1 pharmacy lab, 2 nursing labs, 1 computer lab, 1 language lab, 1 FNP lab, 1 science lab, 1 library, administrative offices, and students and staff lounge. Parking space available for students and administration.

The South Florida Campus is located at 15201 NW 79th Ct., Miami Lakes, Florida 33016. The Campus has 21 classrooms, 1 science lab, 2 nursing labs, 1FNP lab, 1 pharmacy lab, 2 computer labs, 1 language lab, 1 library, administrative offices, a conference room, and students and staff lounge. Parking space available for students and the administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus has 14 classrooms, 1 language lab, 1 computer lab, 1 pharmacy lab, 1 nursing lab, 1 library, administrative offices, a conference room, and a student and staff lounge. Parking space available for students and the administration.

Website: www.uagm.edu/florida

Campuses Address and Telephone Numbers

Metro Orlando Campus

Physical and Mailing Address
5601 South Semoran Blvd.
Suite # 55,
Orlando, FL 32822

Phone: 1-877-647-8246 / 407-207-3363
Fax: (407) 207-3373

Website: www.uagm.edu/florida

South Florida Campus

Physical and Mailing Address
15201 NW 79th Ct.
Miami Lakes, FL 33016

Phone: 1-800-774-3030 / 954-885-5595
Fax: (954) 885-5861

Website: www.uagm.edu/florida

Tampa Bay Campus

Physical and Mailing Address
3655 West Waters Ave.
Tampa, Florida 33614

Phone: 1-800-919-1099 / 813-932-7500
Fax: (813) 932-7527

Academic Calendars

First Semester 2020-2021 (202111)

ACTIVITIES	E12 AUGUST 24 TO SEPTEMBER 26, 2020	E13 SEPTEMBER 28 TO OCTOBER 31, 2020	E14** NOVEMBER 2 TO DECEMBER 12, 2020	E08 AUGUST 24 TO OCTOBER 17, 2020	E09 OCTOBER 19 TO DECEMBER 12, 2020	E10 – Nursing Courses (10 weeks) AUGUST 24 TO OCTOBER 31, 2020	E15 –Nursing Courses (15 weeks) ** AUGUST 24 TO DECEMBER 12, 2020	E07 (Education internships) AUGUST 24 TO NOVEMBER 14, 2020
Classes Begin	August 24, 2020	September 28, 2020	November 2, 2020	August 24, 2020	October 19, 2020	August 24, 2020	August 24, 2020	August 25, 2020
Add/drop Process Deadline	August 29, 2020	October 3, 2020	November 7, 2020	August 29, 2020	October 24, 2020	August 29, 2020	August 29, 2020	August 31, 2020
Official Census Rosters to Facilitators (NP)	August 31, 2020	October 5, 2020	November 9, 2020	August 31, 2020	October 26, 2020	August 31, 2020	August 31, 2020	August 31, 2020
Census Rosters Due at Registrar's Office	September 8, 2020	October 13, 2020	November 17, 2020	September 8, 2020	November 3, 2020	September 8, 2020	September 8, 2020	September 8, 2020
Last day for Students to Remove Incompletes and/or Grade Change Request from 202012 and 202013	September 24, 2020	September 24, 2020	September 24, 2020	September 24, 2020	September 24, 2020	September 24, 2020	September 24, 2020	September 24, 2020
Last Day for Facilitators to Remove Incompletes and/or Grades Changes from 202012 and 202013	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020
Last day for students to request change of major/academic program	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020	September 26, 2020
Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)	September 19, 2020	October 24, 2020	December 5, 2020	October 10, 2020	December 5, 2020	October 24, 2020	December 5, 2020	November 7, 2020
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	September 29, 2020	November 3, 2020	December 15, 2020	October 20, 2020	December 15, 2020	November 3, 2020	December 15, 2020	November 17, 2020
Last day to request graduation for students who complete requirements on December 2020	October 31, 2020	October 31, 2020	October 31, 2020	October 31, 2020	October 31, 2020	October 31, 2020	October 31, 2020	October 31, 2020

**PT E14 and E15 will not meet the week of November 23 to 28, 2020. This recess does not apply to PT E09.

SIV Registrar Office   March 2020   *Subject to change*

Second Semester 2020-2021 (202112)

ACTIVITIES	E12 JANUARY 11 TO FEBRUARY 13, 2021	E13 FEBRUARY 15 TO MARCH 20, 2021	E14** MARCH 22 TO MAY 1, 2021	E08 JANUARY 11 TO MARCH 6, 2021	E09 MARCH 8 TO MAY 01, 2021	E10 – Nursing Courses (10 weeks) JANUARY 11 TO MARCH 20, 2021	E15 –Nursing Courses (15 weeks) ** JANUARY 11 TO MAY 01, 2021	E07 (Education internships) JANUARY 11 TO APRIL 3, 2021
Classes Begin	January 11, 2021	February 15, 2021	March 22, 2021	January 11, 2021	March 8, 2021	January 11, 2021	January 11, 2021	January 11, 2021
Add/drop Process Deadline	January 16, 2021	February 20, 2021	March 27, 2021	January 16, 2021	March 13, 2021	January 16, 2021	January 16, 2021	January 16, 2021
Official Census Rosters to Facilitators (NP)	January 18, 2021	February 22, 2021	April 5, 2021	January 18, 2021	March 15, 2021	January 18, 2021	January 18, 2021	January 18, 2021
Census Rosters Due at Registrar's Office	January 26, 2021	March 2, 2021	April 13, 2021	January 26, 2021	March 23, 2021	January 26, 2021	January 26, 2021	January 26, 2021
Last day for Students to Remove Incompletes and/or Grade Change Request from 202111	February 11, 2021	February 11, 2021	February 11, 2021	February 11, 2021	February 11, 2021	February 11, 2021	February 11, 2021	February 11, 2021
Last Day for Facilitators to Remove Incompletes and/or Grades Changes from 202111	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021
Last day for students to request change of major/academic program	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021	February 13, 2021
Last day to request graduation for students who complete requirements on May 2021	February 27, 2021	February 27, 2021	February 27, 2021	February 27, 2021	February 27, 2021	February 27, 2021	February 27, 2021	February 27, 2021
Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)	February 06, 2021	March 13, 2021	April 24, 2021	February 27, 2021	April 24, 2021	March 13, 2021	April 24, 2021	March 27, 2021
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	February 16, 2021	March 23, 2021	May 4, 2021	March 9, 2021	May 4, 2021	March 23, 2021	May 4, 2021	April 6, 2021

** PT E14 and E15 will not meet the week of March 29 to April 3, 2021. This recess does not apply to PT E09.

SIV Registrar Office   March 2020
Subject to change

Summer Semester 2020-2021 (202113)

ACTIVITIES	E12 MAY 10 TO JUNE 12, 2021	E13 JUNE 14 TO JULY 17, 2021	E14/E09* JULY 19 TO AUGUST 21, 2021	E10 – Nursing Courses (10 weeks) MAY 10 TO JULY 17, 2021	E08 MAY 10 TO JULY 3, 2021**	E15** –Nursing Courses (15 weeks) MAY 10 TO AUGUST 21, 2021	E07 MAY 10 TO JULY 31, 2021
Classes Begin	May 10, 2021	June 14, 2021	July 19, 2021	May 10, 2021	May 10, 2021	May 10, 2021	May 10, 2021
Add/Drop Process Deadline	May 15, 2021	June 19, 2021	July 24, 2021	May 15, 2021	May 15, 2021	May 15, 2021	May 15, 2021
Official Census Rosters to Facilitators (NP)	May 17, 2021	June 21, 2021	July 26, 2021	May 17, 2021	May 17, 2021	May 17, 2021	May 17, 2021
Census Rosters Due at Registrar's Office	May 25, 2021	June 29, 2021	August 3, 2021	May 25, 2021	May 25, 2021	May 25, 2021	May 25, 2021
Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)	June 5, 2021	July 10, 2021	August 14, 2021	July 10, 2021	June 26, 2021	August 14, 2021	July 24, 2021
Grades due in Web for Faculty and Grade Rosters at Registrar's Office	June 15, 2021	July 20, 2021	August 24, 2021	July 20, 2021	July 06, 2021	August 24, 2021	August 3, 2021
Last day to request graduation for students who complete requirements on Summer 202113	July 6, 2021	July 6, 2021	July 6, 2021	July 6, 2021	July 6, 2021	July 6, 2021	July 6, 2021

*PT E09 will meet twice a week.
**Students enrolled only in 8 weeks courses in summer, will have a period of two-week recess between the end of PTE08 and beginning of PT E09.

Subject to change

Students' Academic Requirements, Regulations and Services

Admissions

Non-Degree Programs

Applicants to UAGM US Branch Campuses must provide evidence of a standard high school diploma or its equivalent. If enrolling in a bilingual program, before enrolling in any course, applicants may be required to take a language proficiency assessment. Please refer to UAGM US Placement Protocol.

Undergraduate General Admission

General Requirements for Admission:

1. The applicant must provide evidence of a standard high school diploma or its equivalent.

2. Applicants who have completed previous college level coursework must provide evidence of a standard high school diploma or its equivalent and an official transcript from the transferring institution (this means a document issued by the institution which includes an official seal, generally with a stamp stating "official transcript").

3. If the applicant is enrolling in a bilingual program, before enrolling in any course, applicant may be required to take a language proficiency assessment. Please refer to the UAGM US Placement Protocol and the Transfer Credit Policy.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission. They will be interviewed by the Campus Director (or his designated representative). The Director or his authorized representative will determine if the applicant can be admitted. *Additional requirements may apply to specific academic programs including but not limited*

Every applicant to the UAGM institutions in the State of Florida can demonstrate compliance with the

admissions requirements related to prior academic experience and/or achievement by presenting the original of any of the following documents:

- Evidence of previous credits, courses or studies documenting graduation from secondary school
- A General Education Diploma (GED) or other diploma or graduation document
- Certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalent
- Grade report prepared by a secondary institution or appropriate government agency, board confirming completion of secondary school or equivalent

Applicants should present one or more of the original documents to the authorized institutional officer. The officer shall examine the document(s) to corroborate, in his best judgment, that it is original and has no visible alterations. If the applicant cannot leave the original document for his admission record, the officer will make a copy and certify with his initials that it is a copy from the original.

Graduate General Admission

General Requirements for Admission:

1. The applicant must submit an official transcript, as defined above, providing evidence of an earned baccalaureate degree with a minimum cumulative grade point average (CGPA) of 2.25.
2. Applicants with a CGPA of less than 2.25 may be admitted to the institution at the discretion of the Campus Director via a documented personal interview.
1. If the applicant is enrolling in a bilingual program, before enrolling in any course, applicant may be required to take a language proficiency assessment. Please refer to the UAGM US Placement Protocol and the Transfer Credit Policy.

Specific Program Admission Requirements

Associate of Applied Science Pharmacy Technician (AAS)

1. HS GPA 2.0 or equivalent in the GED

Master in Social Work (MSW)

1. An earned bachelor's degree from a college or university accredited by a recognized regional accrediting agency
2. An undergraduate GPA of at least 2.75
3. Three letters of recommendation
4. An interview
5. An essay, written at the time of the interview

Appeals of Admission Decisions

Undergraduate and graduate applicants may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal. The Campus Director's decision may be appealed in meritorious cases to the Chancellor or Vice-president of National Affairs.

Readmission

Once admitted to a program, it is expected that a student will register each term consecutively (except summer) and maintain satisfactory academic progress. Students with a satisfactory academic progress that wish to resume their studies after an interruption of one semester or more must apply for readmission and:

1. Have a cumulative GPA that meets the retention index.
2. Complete the required percentage of credits of the total attempted credits.
3. Have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable.

4. Fulfill the current existing requirements of the program of study applied to, and all other general admissions requirements that apply

Each student applying for readmission to the Institution will be subject to the current curriculum in effect for the program of study to which he or she is admitted. Each candidate for readmission may be subject to an interview with the Integrated Services Director or Associate Registrar.

Admission Validity

1. Students can only enroll in programs offered at the time of their admission or readmission.
2. Admission or readmission to UAGM-Carolina Campus Branch Campuses will be valid for one semester of the academic year, beginning on the date it is granted.
3. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents or that do not meet the established requirements will be considered provisional applications. If the documentation is not received within the semester for which the application is submitted, the Institution may invalidate the student's provisional admission and cancel his or her provisional application.

Transfer Students from Other Programs or Universities

Requirements:

Students from other fully accredited universities may be admitted. Transfer credits will be considered attempted credits (T grade) and will not be considered for the calculation of the retention or graduation index.

Residency Requirements

1. Each student who transfers to the Accelerated Studies Programs must observe the following rules to establish residency and be eligible for graduation:
   a. Complete a minimum of thirty (30) credits, six (6) of which must be in the major or concentration courses of the bachelor degree programs offered at the University.
   b. Complete a minimum of (24) master degree credits offered at the University.

Validation of Transfer Credit for Courses

1. Validating transfer credits assumes that the student was admitted to the university as a transfer student.
2. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.
3. Undergraduate courses approved with a grade or equivalent of "C" or higher at the other institution will be considered for transfer credit. Graduate courses approved with a grade of "B" or higher at other institution will be considered for transfer credit.
4. The Associate Registrar as applicable will establish equivalencies for the courses, consulting with the Faculty Director and if necessary with the faculty specialized in the area and use the transferring institution's catalog and official course description as a base.
5. The Associate Registrar's Office, as applicable to the Campus, will inform the student of the courses officially accepted for transfer.
6. Courses taken at the three institutions of UAGM are generally accepted for transfer to other system institutions. However, the transferability of credits is solely at the discretion of the accepting institution. It is the student's responsibility to confirm whether UAGM- Carolina Campus or any other system institution will accept credits.

International Students

1. All requirements for admission, readmission, and transfer will apply to international students.
2. Admission for international students will be subject to the immigration laws and regulations in effect.
3. UAGM- Carolina Campus at all Branch Campuses is authorized to receive international students. Interested applicants must contact the Director of Integrated Services at each campus for the specifically related processes.

Dual Language Model

Dual Language Nature of Degree Programs

Degree programs at the UAGM- Carolina Campus Branch Campuses are bilingual (English/Spanish) following the dual language 50/50 approach in which courses are taught 50% in English and 50% in Spanish. English and Spanish courses do not follow the 50/50 approach. All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Applicants, who do not demonstrate basic knowledge in English or Spanish, as determined by test results, must complete additional language courses.

A graduate of UAGM- Carolina Campus Branch Campuses is expected to be a Dual Language Professional who demonstrates professional competencies confidently in their field of study in English and in Spanish.

Language Placement Tests and Developmental Courses

All admitted students are required to take our English and Spanish language placement

examinations. These tests help to place students in the most appropriate language level and courses. According to their results, students may be required to register for developmental language courses. Developmental courses considered non-credit hours do not count towards graduation on any specific career program.

Students may have taken these examinations prior to being admitted as part of their orientation or application process. The test scores and placement results are considered valid for enrollment if they are not older than one year. Placement test scores and placement results are valid for one calendar year. Students are advised to come prepared. Placement exams may take between 2 to 4 hours, depending on their proficiency in both languages.

Undergraduate Developmental Courses

The undergraduate English language developmental courses are ENGL 050-O and ENGL 102-O. Students are required to take both as a sequenced order or only ENGL 102-O, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for rigorous academic work.

The undergraduate Spanish language developmental courses are SPAN 100-O and SPAN 102-O. Students are required to take both or only SPAN 102-O, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for college-level academic work.

Testing Out of Developmental Courses (Undergraduate)

Undergraduate students who are proficient in either English or Spanish, as demonstrated by attaining a predetermined score on the placement exam may not need to enroll in developmental courses. These students will be asked to complete and pass a written essay examination and an oral interview. If successful, students may start taking language credit

courses and begin working towards their degree from the start. Otherwise, students must enroll in the corresponding language developmental course.

Graduate Developmental Courses

The graduate English language developmental courses are ENGL 500-O, ENGL 501-O, and ENGL 502-O. Students are required to take one, two or the three developmental courses as a sequence, depending on their placement exam score. These courses must be taken consecutively during the student's first semester of enrollment as they are designed to prepare students for rigorous academic work.

The graduate Spanish language developmental courses are SPAN 500-O, SPAN 501 and SPAN 502-O. Students are required to take one, two or the three developmental courses, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for college-level academic work.

Testing Out of Developmental Courses (Graduate)

Graduate Students who are proficient in either English or Spanish, as demonstrated by a high score on the placement exam, may not need to enroll in developmental courses. These students will be asked to complete and pass a written essay examination and an oral interview. If successful, students will not need to take language courses at the graduate level and begin working towards their degree from the start.

Graduates from Bilingual Bachelor's Degrees

Graduate students from a bilingual bachelor degree receive in any of the United States Campuses are not required to take developmental language courses.

Method of Instruction

The Accelerated Studies Program Course Format

The Accelerated Studies Program is offered in semester courses that are scheduled in five (5), eight

(8), ten (10) and fifteen (15) week sessions. Classes meet once a week for four (4) hours Monday through Friday from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm. Each Campus reserves the right to schedule classes in another time slot.

The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week per class. Faculty and students will have access and interact through Blackboard for coursework outside the classroom.

Course Modules and Language of Delivery

UAGM- Carolina Campus Branch Campuses follow the Discipline-Based Dual Language Immersion Model® developed by Sistema Universitario Ana G. Méndez for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

The rigorously selected and certified faculty community at all mainland campuses utilizes a wide variety of educational materials and resources as well as course modules as part of the teaching-learning processes. The instructional modules contain the information on course objectives, topics, assignments, and most importantly serve as study guides for teachers and students by including rigorous learning activities to be carried out in class. Each instructional module also serves as a content planning guide that complements (not substitutes) course materials and textbooks. The modules divide the course into weekly workshops with their own specific objectives and recommended activities to meet the objectives.

Modules are prepared by program facilitators who received specialized training on module development. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Learning Management System: Blackboard® and can be accessed remotely through the Internet.

Modules for the Campuses also specify the percentages of instruction in English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed dual-language format. Each lesson within a module contains specific information about the instructional language to be used. This can be controlled, for example, by specifically listing reading for a specific week in English, while assignments and/or student presentations are required in Spanish. Modules include texts, references and hyperlinks in both languages and students will be engaged in classroom activities in both languages. The modules developed, allow the students to be exposed and to facilitate their use of both languages in order to promote the development of bilingual professionals. All modules are presented with the dual language format, except English and Spanish courses that are entirely in the corresponding language.

Language Support and E-Lab

A Language Lab and an E-Lab that provides students with the resource to improve their proficiency in English and Spanish are available to support students in order for them to reach the desired level of bilingualism. One of the functions of the Language Lab is to offer preparatory courses for students who do not meet the language requirements to enroll in a degree-granting program. Various rigorous and challenging software programs at different proficiency levels are used. Net Tutor® online tutoring services are available in both English and Spanish. Other online resources such as the UAGM-Carolina Campus Virtual Library, E-Books, E-Libros, Tell Me More (Rosetta Stone), and Wimba Voice. Students may request the E-Lab informative brochure from the Integrated Services Office at any time.

The goal is to provide students with a high-quality education in both languages (English and Spanish) and offer them tools to ensure success in their university and professional lives.

Registration

Registration Validity

1. The Branch Campus Registrar will determine the registration dates and will include them on the Academic Calendar.
2. The receipt of the official notice of admission will be required to begin the registration process.
3. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned, and during the specified late registration period set and notified on the academic calendar.
4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

Maintaining the Academic Offerings, Programming of Courses, Closing and Eliminating Sections

The Institution will follow the UAGM Manual of Norms and Procedures for Programming, Closing, and Elimination of Courses for maintaining academic offerings: programming of courses, closing and elimination of sections. This manual is available at each Branch Campus.

Credit for Prior Learning, Challenge Examination or Portfolio

Students may obtain credit for prior learning through passing challenge examinations or the evaluation of portfolios by Faculty. A challenge examination is an assessment of the student's mastery of course content prepared by a certified faculty member of the institutions. A portfolio is an assessment with supporting documentation that demonstrates a student's mastery of course content.

The following policies and procedures will apply:

1. The student must be registered (full or part-time) and must have demonstrated consistent satisfactory academic progress during his or her studies. The student must receive academic advisement as to the process that is required with student services staff.
2. For **Challenge Examination** Option:
   a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Academic Director for initial screening before referring them to an academic subject specialist for final analysis.
   b. Upon approval, the student will be notified of the corresponding payment to be made. The Academic Director and/or its representative will issue a permit for the exam and provide an exam study guide to the student.
   c. The student will take the examination on the advertised date.
   d. A certified faculty member with expertise in the area of the exam will grade the examination and award the correspondent grade based on the test results. Appropriate documentation will be submitted to the Registrar.
3. For the Portfolio Option:
   a. The student must obtain the related documentation from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Academic Director for initial screening before referring them to an academic subject specialist for final analysis.
   b. After a recommendation from the advisor, the students register for

EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.

c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.

d. The portfolio will be presented to the Academic Director, who will submit it for evaluation and award of credit to a certified faculty member in the area of expertise. If applicable, the faculty member will award a grade of "P" for the course.

e. Appropriate documentation will be submitted to the Registrar.

4. No more than 25% of total program credits may be awarded for prior learning. Credit awarded through challenge examinations or portfolio cannot be counted towards meeting residency requirements.

Transferability of Institutional credits to Other Institutions

Courses taken at the three institutions are generally accepted for transfer to other institutions. However, the transferability of credits is solely at the discretion of the accepting institution. It is the student's responsibility to confirm whether UAGM- Carolina Campus or any other institution will accept credits.

Program Changes, Withdrawals, and Special Permits

Re-classification of Program or Major

Active students may apply for reclassification to a program or major by applying for reclassification to his Academic & Student Service Counselor before the dateline established in the Academic Calendar. The Academic Counselor will contact the student during the next three (3) working days to schedule an appointment and discuss the academic requirements for the program. The student will be required to present his/her Financial Aid Report (NSLDS) at the meeting. The petition will be evaluated by the Academic Counselor and presented to the pertinent program director for approval according to program requirements and space availability.

Withdrawals

1. To apply for a partial or total withdrawal, students will provide official notification of intent to withdraw, in writing or orally, to the Integrated Services Office or Associate Registrar at the UAGM- Carolina Campus branch campuses. The campuses will record and document the reasons and date of the student petition.

2. Withdrawals with Reimbursements: Courses in which the student applies for partial or total withdrawal during the first week of the class will be reimbursed. Partial withdrawal may affect the classification of the student for financial aid purposes.

3. Withdrawals without Reimbursements: When students request a partial or total withdrawal from a course, after the due date established by the Institution for withdrawals with reimbursement, will affect the student's academic progress.

4. The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student's Regulations Handbook.

Special Permits

1. Students will have the opportunity to take courses at other accredited institutions of higher education if the courses are not offered at the and are required to continue coursework in subsequent semesters.

2. To apply for a special permit, the student will submit the corresponding application form to the Associate Registrar at the UAGM- Carolina Campus applicable branch Campus. The Associate Registrar will present the petition to the Academic Director and will

notify the student of the approval or disapproval of his petition.

3. The special permit will be given for a specific semester or summer session.
4. Courses approved with a grade of "C" or higher for bachelors or "B" or higher for a Master at the institution will be accepted. The credits will be recorded as attempted credits and will not be considered for the retention index.

Academic Load, Class Attendance, and Academic Advising

Academic Load per Term

Courses are scheduled in semester terms. Each semester is divided into five to fifteen weeks parts of terms.

1. The regular academic load for a full-time bachelor's student is twelve (12) credits and for a Master's is six (6) credits per semester.
2. For an academic load of more than eighteen (18) credits per semester or enrollment in more than two (2) classes per partial term, the student will need authorization from the Academic Director or Campus Director.

Class Attendance

Regular attendance and participation in class discussion and activities are expected. It will enhance and enrich the experience for the entire class. If the student expects to miss class for any reason, it is the student's responsibility to notify the professor by email or telephone prior to class. Professors may take student attendance into consideration when grading and should explain the possible impact of absences on the student's grades. Professors are not required to allow students to make up work. Students are responsible for all material covered during the course, regardless of whether they are present in class. Thus, attendance is strongly recommended to better facilitate student achievement of academic goals.

A census is made during the first two (2) weeks of each part of term to determine whether the student attended at least once during the period of enrollment.

Evaluation of Student's Academic Achievement

Evaluation System

Credit Value:

One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course module under the guidance of a qualified instructor.

Partial and Final Evaluations:

1. Each part of term (PT), professors will evaluate students based on the competencies required of the course where there will be at least three (3) partial evaluations and a final evaluation.
2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depend on the nature of the course.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.

Responsibility of the Professors:

1. It will be the responsibility of the professors to inform the students of at least one partial

evaluation before the last date established for partial withdrawals.

2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.

Grade System

Letter grade system and grade points per credit:

1. For the purpose of computing the students average, the number value of the grades in the courses will be:

Points	Grade	Honor Point
(100-90)	A	4
(89-80)	B	3
(79-70)	C	2
(69-60)	D	1
(59-0)	F	0

2. The following system of letters will be applied in special cases; they will not be considered for student's average, except for the WF.

W	Official Withdrawal
WF	Stopped attending the course without applying for withdrawal at the Registrar's Office
I	Incomplete (IA, IB, IC, ID, IF)
IP	Incomplete in Progress
WN	Administrative Withdrawal. Student registered but did not attend classes on the first day, (no grade points)
WA	Administrative Withdrawal. The Campus Director or designated representative approves a student withdrawal due to validated reasons.
T	Transfer Course
P	Pass
F	Fail

A minimum 2.00 average is required for all undergraduate degrees and 3.00 average for all graduate degrees, except for degrees requiring a different minimum average.

A course with a "**W**" indicates a withdrawal from a course.

A "**WN**" Indicates no assistance to a course within the first few days after classes begin (no grade points). This is reported in the official census.

A course with an "**I**" indicates that a student, who is absent from the final examination or does not satisfy all financial obligations to the University, will receive an incomplete as a provisional grade.

A course with "**WA**" indicates an administrative withdrawal approved by the Campus Director given for one of the following reasons:

1. The possibility of danger to the health of the student or that of other students if enrollment were to be continued.
2. Refusal to obey regulations or serious misconduct on the part of the student.
3. Deficient academic work (below required academic standards).
4. New admissions that do not complete the admissions application with the required documentation by the date scheduled in the Institution's calendar.

Once assigned by the professor, the grades are final and certified by the Registrar's Office in the students' official evidence. Nevertheless, a student has the right to appeal his/her grade to the Appeals Committee.

A course with a "**P**" indicates that the student met the minimum expectations of the course. A "P" grade is not calculated into the CGPA but is considered in the determination of Satisfactory Academic Progress.

A course with an "**F**" indicates that the student did not meet the minimum expectations of the course. An "F" grade is not calculated into the CGPA but is considered in the determination of Satisfactory Academic Progress.

Changes, Grade Objections, and Additions

These are the specifications regarding changes, grade objections, and additions.

1. In the event of a student grade objection, the student is obligated to present the objection at the Integrated Services Office or Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses, as applicable to the campus, within thirty (30) calendar days of the first day of class of the term following the objected grade.
2. The professor must submit to the Academic Director any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Academic Director of the Campus will submit the form to the Associate Registrar as applicable to the campus, who will be responsible for making the change or addition in the Official Grade Register.
3. Changes made outside the established calendar must be justified in writing and approved by the Academic Director.
4. Special cases on grade objections or changes will be resolved by an Appeals Committee composed by the Chancellor or his/her representative, who shall preside, the Academic Director, a professor, the Associate Registrar or his/her representative, and a student appointed by the Director, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Academic Director and/or Campus Director will authorize grade changes. The Committee

will make its decisions within 30 calendar days of the date the student's objection was submitted.

Incompletes

Conditions:

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.
2. The final exam will be offered, or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of "D."
3. It will be the student's responsibility to make the necessary arrangements with the Professor and the Academic Director of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.
4. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic semester of the first day of class of the following session and according to the dates established in the academic calendar.
5. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning aid.

Responsibility of Professors

1. It will be the responsibility of the professors, at the end of each academic term, to submit to their Associate Registrar the Incomplete Form, Grade Register, indicating each case the partial grades obtained and with a blank space for the pending grade. The professors will also submit exams with corresponding answer keys or will indicate the work or assignments each student has pending.

2. Upon completion of the term specified to complete the students' academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Associate Registrar's or Registrar's Office where the Official Grade Register will be completed, and final grades will be awarded.

3. When completing the Grade Register, the professors will specify the partial grades received by the students. In those cases where the student did not complete the academic work during the established period, the Associate Registrar's, as applicable to the Campus, will compute the final grade, inserting a grade of zero (0) for the pending work.

Repeating Courses

1. A student who wishes to repeat a course will have the liberty to do so. When a student obtains a D, F, or W in core professional, major and / or concentration courses that are required for graduation at the undergraduate level and that must be passed with a minimum of C, it will be compulsory to repeat the course (as it applies to specific programs, refer to program outline).
   a. It is recommended that all graduate courses be passed with a minimum of B; and that students maintain a grade point average of 3.0.
   b. If a student obtains a final grade of C and it lowers the GPA to less than 3.0 it will be compulsory to repeat the course(s).
   c. Students who obtain a final grade of D, F or W at the graduate level must repeat such course(s).

2. The Institution will allow a student who has obtained a C, D, F, W, or WN in a course to repeat it using financial aid if he or she has not exceeded 150% of attempted credits.

3. Students who repeat a course will receive the highest grade obtained for purposes of their academic average.

4. If the grades obtained are the same as the previous ones, they will be counted for the GPA and only once for the graduation average.

5. In the case of Practice/Practicum/ Internships courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Academic Director and the practice supervisor.

6. No student will repeat a specified course until he or she has received a grade for it.

7. Repeated courses will be considered to determine the student's academic progress.

Independent Study

Courses in this category must comply with the four hours of weekly instruction. Independent study courses will be offered as an alternative for those students who require a course that is not programmed in their graduation year be it the first or second semester. These courses will be offered through independent study if they meet the following specific criteria:

1. The course content cannot be substituted for another.

2. The course is not being offered in the division the student is enrolled in, and the student cannot attend the section offered in another division.

3. The course is required for the student's major.

The Academic Director of each campus will consider special cases individually on their own merits.

Academic Progress

Students pursuing an academic degree must achieve or exceed the minimum standards of satisfactory academic progress (SAP). These standards shall

apply to all students, regardless of the methods by which they fund their studies. Failure to meet SAP requirements may result in the suspension of Title IV eligibility and/or the student may not continue in the program.

SAP is measured at the end of each academic semester through minimum qualitative and quantitative benchmarks. Further, all students must successfully complete their program of study within 150 percent of the normal timeframe. All students must meet the minimum standards of academic achievement and successful course completion percentage while enrolled at Universidad Ana G. Méndez-Carolina Campus, US Branch campuses. Specific programs may mandate higher academic standards to meet SAP. It is the responsibility of the students to adhere to the academic standards for their program of study. Students who fail to maintain specific academic requirements will not be permitted to continue in their program of study.

Reviewing Satisfactory Progress

Minimum CGPA and Rate of Course of Completion

The progress of all students will be reviewed at the end of each semester and at the end of each academic year. Students' satisfactory academic progress is reviewed using two measures, which must both be achieved to meet SAP: cumulative grade point average (CGPA) and rate of course completion percentage. Students who fail to earn the minimum required cumulative grade point average and/or earn the minimum required rate of course completion percentage will be placed on Financial Aid Warning status for one semester. While on Financial Aid Warning, the student will remain eligible for federal financial assistance.

At the end of the Financial Aid Warning period, the student's cumulative grade point average and rate of course completion percentage are again reviewed. If the student's cumulative grade point average and rate of course completion percentage equal or exceed the minimum, the student is removed from Financial Aid Warning because the student is

meeting SAP. If the student's cumulative grade point average and/or rate of course completion percentages are below the required minimum for SAP, the student will be deemed not making satisfactory academic progress, and the student will lose eligibility for federal financial assistance.

SAP Appeal Process

If the student loses federal financial aid assistance because of not meeting the minimum SAP requirements following a semester on Financial Aid Warning, he/she may apply for Appeal to the Director of the Student Success Center or Director of Nursing (for students majoring in Nursing) explaining and documenting the basis for an appeal including his/her injury or illness, the death of a relative, or other special circumstances. The appeal must also explain why he/she failed to make SAP and what has changed in his/her situation that will allow him/her to make SAP at the next evaluation. The appeal is submitted to the Appeals Committee or Director of Nursing. If the Committee or Director of Nursing determines that the student will make SAP at the end of the next evaluation, the student will be placed on Financial Aid Probation for one semester and remain eligible to receive federal financial assistance. If the Committee or Director of Nursing determines that, based on the appeal, the student will require more than one semester to meet SAP, the student may be placed on Financial Aid Probation, and an academic plan must be developed for the student. If the student meets the minimum SAP requirements at the end of the semester of Financial Aid Probation or after the semester when the student was on an Academic Plan, the student will be considered meeting the SAP standards. If not, the student will no longer be eligible for federal financial assistance and may no longer continue in their program of study. The student shall be referred to the Center of Student Success to explore alternate academic options.

Academic Plan

Once a student is placed on probation, an Academic Plan will be put into place. The Academic Plan will serve as a road map to guide a student toward meeting his or her SAP goal within a specified time and method. The plan is designed by the Center for Student Success and communicated to the student in writing. The plan that is implemented will be regularly evaluated and refined as internal and external developments warrant. An Academic Plan may span multiple evaluation periods, so long as the Academic Plan allows for graduation from the program within the maximum time frame (MTF), and the student stays in compliance with the terms of the Academic Plan.

Extended Enrollment Status

Students not achieving the minimum standards of satisfactory academic progress or who fail to meet the minimum standards at the end of the probationary period may be terminated from the University. Students may continue their studies in an extended enrollment status to attempt to earn eligibility for reentry. Students on an extended enrollment status will be charged the appropriate tuition and fees and will not be eligible for any Title IV financial aid. While on this extended enrollment status, students must attempt to correct their academic deficiencies. The extended enrollment status must be completed within the required maximum time frame. The conditions for extended enrollment status will be agreed upon in writing by the student and the Center for Student Success. The Appeals Committee reviews and approves requests for extended enrollment.

Appeals Committee

The Appeals Committee is composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, and the Academic Director. It is presided by the Campus Director or his/her representative.

Impact of Certain Grades on the CGPA and Rate of Course Completion Percentage

- Incompletes: A student with a grade of "I" must complete the coursework within the allotted time as published in the Catalog. The faculty member will assign a final grade if the student does not complete the course within the allotted time. The final grade will be included in the cumulative grade point average and the credits will count as credits attempted.
- Withdrawals: All course withdrawals will count as credits attempted but will not be included in the cumulative grade point average.
- Repetitions: Students are permitted to repeat courses. All credits count as credits attempted. The grade for the repeated course will count in the cumulative grade point average.
- Transfer Credits: All transfer credits count as credits attempted and credits earned in the rate of course completion percentage. Transfer credits do not count in the cumulative grade point average.

Graduation Requirements

Eligibility to Obtain an Academic Degree

1. Students must have approved the courses required for the degree as specified by the Institution in the Catalog and comply with all academic requirements for their degrees including but not limited to tests, practicums, and internships.
2. Students must have approved the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.
3. For master's degrees, students must complete the degree's final Requirements.
4. Transfer students must meet residency requirements.

5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
7. Have applied for Graduation to the Integrated Services Office Associate Registrar at the Branch Campuses by the date established in the academic calendar.
8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the institution have been presented.
9. All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted.
10. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of any semester or at the end of the summer session may apply and obtain a certification of completion of graduation requirements from the Registrar's Office at the corresponding Branch Campus, before Commencement.
11. Two degrees may be conferred if they are from different programs or different majors when it is the same program.

Financial Information

Fees and Tuition Costs

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all undergraduate and graduate students. The Board of Directors approves tuition costs at all levels.

The information included in this document does not represent a contract between the University and the student. Due to changing situations, it may be necessary to alter the fees and tuition costs before the publication of the next catalog.

Once a year, the Financial Office publishes a brochure with information about the tuition costs for all the academic programs, as well as other fees that apply.

Cost

The cost per credit is:

Diploma & Non-degree	$250.00
Undergraduate	$411.00
Graduate	$480.00

The cost of credit awarded for prior learning is equal to 50% of the cost per credit.

Laboratory Fees

All Allied Health Courses	$125.00

*Laboratory Fees include other elements including but not limited to Laboratory Supplies, Electronic Simulation Tools, among others

Technology Fee

In addition, the institution has a technology fee for each academic term. The fee amount is described as follows:

- Fall Term: $98.00
- Spring Term: $98.00
- Summer Term: $48.00

The Technology Fee provides students with adequate technology experiences through these objectives:

- Broaden/enhance the quality of the academic experience through the use of technology in support of the curriculum;
- Provide additional student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors;
- Increase the integration of technology into the curriculum.
- The technology fee for each academic term is not refundable.

Additional Expenses

Please note that in attending any institution, you will need to allow for other expenses, such as books and supplies, transportation, meals, and other personal needs. A variety of financial aid packages are available.

Graduation Fee:

The student will apply for Graduation to the Integrated Services Office Associate Registrar at the Branch Campuses by the date established in the academic calendar, along with a $90.00 graduation fee, non-refundable.

Payment Methods

Tuition, fees and service charges must be paid in full during registration or at the time student requests services. Payments can be made online or by cash, personal check, certified or manager's check, money order, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be requested and retained, and presented with any claim or adjustment requested. The Bursar's Office will not accept claims without receipts. **All tuition, general fees and service charges are subject to change during the life-term of this catalog.**

Partial Withdrawal: Course Drop/Add Period

Students may cancel a course before the first day or during the first week of the part of term (PT) without costs or charges.

Non-Attendance

Students who do not attend the courses they are registered in will be reported as NP by the professor. The administration will record an administrative withdraw (WP), and the student withdrew administratively and charge 25% of the course tuition cost.

Identifications

The Institution issues an identification card to each student. The cost of replacing a lost, misplaced or stolen identification card is $5.00. The identification card is necessary at several offices within the institution and will be the property of the institution.

Copies of Credit Evidence

Evidence may be obtained at the Registrar's Office. Payment must be made at the Bursar's Office. The cost of each evidence will be $6.00 per copy.

Other Fees

Returned Check Fee $15.00
Diploma Duplicate $25.00
Graduation Certification $ 5.00
Challenge Exam 50% Credit cost

Cancellation and Refund Policy

Should a student's enrollment be terminated or canceled for any reason, all refunds will be made according to the following refund schedule and norms:

1. Cancellation can be made in person, by Certified Mail or by termination.
2. No charge will be made for applying for admission. If the student is admitted and enrolled and the student cancels within three (3) business days after signing the student enrollment agreement and making initial payment all funds will be refunded.

3. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all funds paid.
4. If cancellation occurs prior to completion of the first week (drop/add period) of the part of term of the semester, the school will refund 100% of the tuition for the semester.
5. Once the drop-add period has passed, for students that do not attend or show up for their courses, there will be a charge no greater than 25% of tuition costs of the courses.
6. Termination Date: In calculating the refund due to a student, the last date of participation in class by the student is used in the calculation unless earlier written notice is received.
7. Refunds will be made within 30 days of termination of student's enrollment or receipt of Cancellation Notice from student.

Refund Formula

Any student who requests a total withdrawal of courses, after the drop-add period, on or prior to 60% of the part of term registered, will be reimbursed according to the following formula:

TOTAL DAYS ELAPSED   = % of TOTAL COST
TOTAL PART OF TERM DAYS

After 60% of the total part of term days has elapsed, the student will be responsible for 100% of total costs.

Financial Aid

UAGM- Carolina Campus makes every effort to help its students obtain government financial aid for those who are unable to begin or continue their university education without such aid.

Financial aid is made up of three components. First, scholarships that are given and thus do not have to be repaid. Second, student money loans made available at a low interest with reasonable conditions of repayment. Third, the work and study program permits students to acquire experience that is related to their program of studies and at the same time receives compensation for the work being done, thus helping with his costs of education.

The student can be eligible to receive financial aid of all three components if they qualify according to applicable federal regulations.

Grant-Scholarship Programs

Federal Pell Grant

This grant helps undergraduate students to pay for their first post-secondary education. Students must be enrolled at least on three credits to receive the benefit. The maximum award varies every year. Information may be obtained from the Integrated Services Office and the Financial Aid Officer.

Federal Supplemental Educational Opportunity Grant (SEOG)

This grant helps undergraduate students with exceptional financial need. The amount of the awards is contingent to availability of funds.

State of Florida Grants

The UAGM- Carolina Campus is eligible to participate in the following scholarships:

- Florida Bright Futures Scholarship Program - Students must apply in their last year of high school.
- Robert C. Byrd Honors Scholarship Program - Students must apply in their last year of high school.
- Scholarships for Children/Spouses of Deceased or Disabled Veterans - Students must apply in their last year of high school,

or the next year if they have never applied and are between the ages of 16 to 22.

- Jose Marti Scholarship Challenge Grant - Students must apply in their last year of high school.
- Access to Better Learning and Education (ABLE) - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureate degree. Have a minimum institutional cumulative grade point average (GPA) of 2.0. Do not consider the EFC of FAFSA.
- Florida Student Assistance Grant Program (FSAG) - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureate degree. Have a minimum institutional cumulative grade point average (GPA) of 2.0. Must not exceed the maximum EFC of FAFSA.

To apply for these scholarships, students must go to the Florida Department of Education web page - http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm, to print an application and submit it. Students qualifying for the scholarships will be notified by mail.

Loan, Work-Study, and Veterans Programs

Federal Direct Loan

Federal Direct Loans are offered at a variable interest rate, with a cap of 8.25% for undergraduate and 9.50% for graduate programs. For "Subsidized-Direct" the government pays the interest while students are in school; for "Unsubsidized Direct" students are responsible for paying the interest while they are in school. If they choose not to pay the interest, it will accrue and be capitalized (added on the principle). This loan must be repaid; the repayment should begin six (6) months after the student graduates or ceases to study.

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)

"PLUS" loans are borrowed by parents for dependent students. The interest rate is variable, with a cap of 10.5%. Repayment begins 60 days after the first disbursement.

Federal Work-Study Program (FWSP)

A program that requires the student work a maximum of 20 hours per week. The student is paid a competitive wage and is able to gain experience in his/her area of study.

Veterans' Educational Benefits

UAGM Branch Campuses in the United States are approved for Veterans Training and higher education degrees.

Veteran's Education Benefits are provided by the Department of Veterans Affairs, students interested in Veterans' Educational Benefits should contact branch campus officials.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other

students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

How to apply for Federal Financial Aid

To be considered for federal student aid, a student must complete a Free Application for Federal Student Financial Aid (FASFA). The FAFSA collects financial and other information used to calculate the expected family contribution (EFC) and to determine a student's eligibility through computer matches with other agencies. The FASFA is the only form students must fill out to apply for federal financial aid.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education at www.fafsa.gov.

The amount of financial aid award may vary each year according to the student's need, the type of aid they are eligible, their academic performance and available funding.

Eligibility Requirements

In order to meet the eligibility requirements, students must:

- Have financial need
- Must be enrolled as a regular student in an eligible program
- Be working toward a degree or certificate
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
- Not owe a refund on a Federal Grant or be in default on a Federal Educational loan

- Be making Satisfactory Academic Progress
- Be registered with Selective Service (if required)
- Be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment
- Not have received a Bachelor's Degree for Pell and FSEOG
- Provide documentation of any information requested by the Office of Admission and Financial Aid

Important Note: The Institution complies fully with the Privacy Rights of Parents and Students Act of l974 (Title IV of the U.S. Public law 90-247), as amended, which specifically governs access to records maintained by institutions to which funds are made available under any Federal program for which the U.S. Commission of Education has administrative responsibility. The release of such records provided that such institutions must furnish parents of students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate. Institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points; and that an office adjudicate complaints and violations of this law.

Student Affairs and Services

Student Services

The UAGM- Carolina Campus Branch Campuses reflects the commitment of the System, its member institutions and the School for Professional Studies to student service. The service offered is characterized for being personalized and individualized, where the student and the program representative together go through the steps from admission to registration, according to the particular needs of each student. Due to the integration of the

different student services into a one-stop student service model, students can process their admission; validate transfer credit for their courses; receive orientation and apply for financial aid; receive personalized academic advising; complete registration, and program planning and academic progress audits through an appointment with the Student Integrated Services Staff.

The School for Professional Studies personnel also offers orientation about other services available and acts as a liaison to other offices of the System and its member institutions. The Director of Integrated Services, Financial Aid Staff, Registrar, and Integrated Services Officers will be cross-trained to perform these services in an integrated manner. All Branch Campuses have Academic Advisors to meet the counseling and job placement needs of its students.

I understand that the School has not made and will not make any guarantees of employment or salary upon my graduation. The School will provide me with placement assistance, which will consist of identifying employment opportunities and advising me on appropriate means of attempting to realize these opportunities.

Integrated Student Services are provided in an extended schedule to accommodate the demands of working adults:

Monday through Thursday: 9:00 a.m. - 8:00 p.m.

Friday: 9:00 a.m. - 6:00 p.m.

Saturday: 8:00 a.m. - 5:00 p.m.

Academic Advising

All students will have a staff member assigned as an academic advisor. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their academic advisor to work a schedule for academic success.

Students Feedback and Complains

Students in each course section will select a student representative that will meet with the Campus Director or its representative during the second or third week of class. Student representatives will provide feedback to staff on course, faculty, program, services, and facilities. Student representatives will also have responsibility for administering end of course evaluations.

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the Florida Commission for Independent Education at (850) 245-3200 or 325 W. Gaines St, Suite 1414, Tallahassee, FL 32399.

Student Conduct and Disciplinary Actions

Disciplinary Regulations:

All students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional policies regarding plagiarism. Also, coursework cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Dean of the School of Professional Studies or the Campus Director.

Disciplinary rules and regulations are ratified by the Ana G. Méndez University System Board of Directors. The students at UAGM-Carolina Campus, are expected to honor, obey and respect these rules and regulations in all their ramifications. These principles, rules, and regulations are clearly stated in the college by-laws, the Student Handbook, and in the other regular or periodic publications of the Administration.

Important Notification-Grounds for Termination

The student agrees to comply with the rules and policies and understand that the School shall have the right to terminate my enrollment at any time for violation of rules and policies as outlined in the catalog. I understand that the School reserves the right to modify the rules and regulation and that I will be advised of any and all modifications.

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student's Regulations Handbook from the institution internet page, the Integrated Services Office or Associate Registrar at the Florida Branch Campuses; and signs a receipt for it, and commit himself to read and become familiar with the Handbook's contents and the Student's Regulations. These requirements cannot be waved or omitted under any circumstances, and a digital copy is available at each Branch Campus website.

General Provisions

Course Numbering System

The following course numbering system is used by the UAGM-Carolina Campus:

- 050, 100 and 200 coded courses are lower level bachelor's degree courses
- 300 and 400 coded courses are upper division bachelor's degree courses
- 500, 600 and 700 coded courses are master's degree level courses

The Course Prefix

The course prefix is a four-letter designator for a major division of an academic discipline, subject-matter, or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix to identify the course.

ACCO – Accounting
ARTS – Arts

BIOL – Biology
CH - Community Health
COIS, COMP – Computer Information System
COMM- Communications
CRIM – Criminal Justice
ECED – Education
ECON – Economy
ENTR – Entrepreneurship
EDUG – EDAG – Graduate Education Courses
ENGL – English
FINA - Finance
FORS- Forensic Sciences
HESM – Health Services Management
HIST – History
HS – Health Science
HUMA – Humanities
ITHM – International Tourism and Hospitality Management
LIAR – Liberal Arts
MANA – Management
MARK – Marketing
MATH – Mathematics
OFAS – Office Systems
POSC – Political Science
PSYC – Psychology
PUHE – Public Health
SCIE – Integrated Sciences
SOCI – Sociology
SONO -Sonography
SOSC – Social Sciences
SOWO – Social Work
SPAN – Spanish
SPED – Special Education
STMG – Strategic Management

Separateness

The provisions of this document are separable; declaring one or more void will not affect the other provisions that may be applied independently of those voided.

Amendments

UAGM- Carolina Campus has the authority to amend this catalog at any time that it deems necessary.

False information

Any candidate who submits false information to attain admission to the Institution will be immediately disqualified for admission.

If, after admission, it is discovered that a student furnished false information, he or she will be subject to the appropriate disciplinary measures, including canceling his or her enrollment and losing the credits completed satisfactorily.

Student's Responsibility

It will be the responsibility of the students to know and comply with all the academic and institutional norms. The Institution will not accept a declaration of ignorance of a norm to avoid complying with it.

Institution's Responsibility

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, physical handicap, or for political, religious, social or syndicate ideology.

Reserved Rights

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enroll any student in any semester, session or class. For the same reason, it reserves the right to temporarily, partially; totally or permanently suspend any student before a hearing, in accordance with the Rules of Discipline.

FERPA

The Institution faithfully complies with the dispositions of the Family Educational Rights and Privacy Act of 1974, known as FERPA. This act is designed to protect the privacy of the academic records and to establish to right of the students to inspect and review them.

Anti-Hazing Policy

Sistema Universitario Ana G. Méndez-UAGM-Carolina Campus Branch Campuses do not recognize sororities, fraternities or similar student's organizations. UT does not allow hazing for any reason whatsoever. Students engaging in any potentially harmful activities will be disciplined and may be subject to suspension or termination.

Change of Name and/or Address

It will be the responsibility of the student to notify the Registrar and/or Director of Integrated Services of any change of name or address while he or she is an active student at the Institution.

Section III: Faculty

The Faculty of the UAGM- Carolina Campus Metro Orlando, South Florida and Tampa Bay Campuses have a minimum of a master's degree in their area of expertise and a minimum of three years of professional experience. In addition, faculty members must demonstrate and be certified to have the aptitude and ability to facilitate courses in an accelerated program for adults. An updated list of certified faculty is available in the administrative office at each campus. The Faculty, although assigned to a specific campus, may be shared between the three campuses.

<div align="center">Faculty Listing</div>

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Abraham, Leticia	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, 2014
Acosta, Glenda	Criminal Justice	Master of Arts in Criminal Justice Boston University, 2010
Alberti, Jaime	Criminal Justice	Master of Public Administration in Public Management Park University, MO 2013
Alemán, Arturo	Computer Science	Master of Arts in Educational Computing Universidad Interamericana, PR 2006
Alomar, Maricelly	Counseling/ Student Development	Master of Arts in Education Guidance & Counseling Universidad Interamericana, PR 1992
Andrade, Pablo F.	Economics	Master of Arts in Applied Economics University of Central Florida 2000
Aponte, Carmen M.	Computer Science	Master of Science in Computer Information Systems University of Phoenix 2006
Arocho, Abigaíl	Spanish	Master of Arts in Spanish University of Central Florida, FL 2012
Ascensión, Aurora	TESOL	Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL, 2007
Avilés, José		Master of Business Administration in Quantitative Methods Universidad de PR, 2014 Master of Public Health in Biostatistics Universidad de PR, 2007

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Bonet, Yarisa	Counseling Educational Technology	Doctor of Education in Instructional Technology and Distance Education, minor in Curriculum Development Nova Southeastern University, 2014 Master of Science in Rehabilitation & Counseling University of North Florida, 2004
Bóssolo, Ivette	Criminal Justice	Juris Doctor Florida State University, FL 2005
Buleje, Miguel	Computer Science	Doctor of Philosophy in Information Systems Nova Southeastern University, FL 2014 Master of Business Administration NTU School of Applied Science Walden University, CO 2005
Burgos, Sandra	Psychology	Master of Arts in School Psychology Ball State University, IN 1987
Canaan, Marielys	Counseling/ Student Development	Master of Education in Guidance and Counseling Universidad del Turabo, FL 2009
Cardona, Miguel	Finance	Master of Business Administration in Finance Universidad Interamericana, PR, 2000
Castro, Ricardo	Marketing	Master of Business Administration in Marketing University of Phoenix, PR 2001
Cedeño, Jonathan	ESOL	Master of Education in Teaching English as a Second Language Universidad del Turabo, PR 2014
Chittenden, Harold	Management	Master of Arts in Organizational Management, University of Phoenix, 2006 (Over 18 credits at the doctorate level in Human Resources Management)
Cintrón, Brenda	Special Education	Master of Education in Special Education Universidad de PR 2003
Colón, Chalie	International Business	Master of Business Administration in International Business Everest University, 2006
Colón, Nora	Education ESOL	Educational Specialist in Bilingual and Bicultural Education Seton Hall University, NJ 1997

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		M.Ed Teaching, Curriculum and Learning Environment Harvard University, MA 1991
Colón, Víctor	Management International Business	Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana, PR 2012 Master of Business Administration in Finance Universidad Interamericana, PR 1998
Correa, Rafael	Human Resources	Master of Arts in Human Resources Management Webster University, 2006
Cortés, Gretel	Science	Doctor of Medicine Ibero-American University Dominican Republic 2008
Cravener, Marilyn	Accounting	Master of Accounting and Financial Management DeVry University, FL, 2008
Crawford, Ariadna	Educational Computing	Master of Arts in Educational Computing Universidad Interamericana, PR 2000 Over 18 credits at the doctorate level in Education in Training and Performance Improvement Capella University
Cruz, Dalma Linette	Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, FL 2011
De Jesús, Edwin	Counseling	Master of Education in Guidance and Counseling Universidad del Turabo, FL 2010
De Orduña, Alejandro	Science	Doctor of Medicine School of Medicine Avalon University, 2015
Dávila, Somáliz	Counseling/ Student Development	Master of Education in Guidance and Counseling Pontificia Universidad Católica, PR 2002
Diaz, Sharon	English	Master of Arts in English Education Universidad de Puerto Rico, PR 2011
Echevarría, Frances	Psychology	Educational Specialist Nova Southeastern University, 2004 Master of Arts in Educational Psychology Psychological Measurement and Evaluation New York University, 1996 (Over 50 credits of doctorate level in Educational Leadership)

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Eguía, Marco	Computer	Master of Science in Computing in Open Information Interamerican University, PR 2007
Elías, Minette	Computer Science	Master of Science in Computing in Open Information Universidad Interamericana, PR 2001
Espinel, Sandra	Education Management	42 credits at a Doctoral Level in Early Childhood Education Northcentral University Education Specialist in Early Childhood Education Northcentral University, 2015 Master of Arts in Management and Leadership Webster University 2006
Fagundo, Carlos	Accounting Finance	Master of Science in Logistics Management Georgia College and State University, GA, 1995 Master of Business Administration in General Business Administration Georgia College and State University, GA, 1993 (18 Credits in Accounting at the Master Level)
García, Leonel	Management Computer Science Marketing Accounting	Master of Science in Accountancy University of Phoenix, 2014 Master of Business Administration in Marketing University of Phoenix, 2006 Master in Information Technology American Intercontinental University Atlanta, GA 2003
García, Rafael	Human Resources Management	Master of Business Administration in Human Resources Florida Metropolitan University, 2005 (Over 18 Credits in Management at the Master's Level)
Gil, Bernardo	Management	Master of Business Administration in Global Management University of Phoenix, PR 2002
González, Marta	Education	Educational Specialist Curriculum and Instruction Liberty University, 2013

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		Master of Arts in Education in Administration and Supervision University of Phoenix, FL 1991
Guevara, Sandra	Spanish	Master of Arts in Spanish University of Central Florida, FL 2008 Master of Arts in Teaching Foreign Language Monterey Institute of International Studies, CA 1996
Guzmán, Lorine	Counseling	Master of Science in School Administration and Supervision Mercy College, NY 2004 Master of Science in Guidance and Counseling New Rochelle,1996
Henricy, Josefina	Mathematics Education	Educational Specialist in Mathematics Education Nova Southeastern University, FL 2009 Master of Arts in Education Administration and Supervision of Schools Universidad Interamericana, PR 2000
Hernández, Ernesto	Humanities	Master of Arts in Philosophy University of South Florida, FL 2010
Herrera, Miguel	Social Sciences	Master of Arts in Social Administration in Social Work Temple University, PA 2004
Irizarry, César	Science	Doctor of Chiropractic Life University College Marietta, GA 2001 Master of Business Administration in Healthcare Management Jones International University, CO 2011
Irizarry, José H.	Criminal Justice	Master of Science in Legal Studies, Law, and Public Policy California University of Pennsylvania, 2009
Jácome, Olga	Spanish	Doctor of Education in Science in Spanish and Literature Universidad de Guayaquil, Ecuador 2004
Kaiser, Vivian	Science	Doctor of Nursing Practice Nova Southeastern University, 2015

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Larsen, William	Marketing	Master of Science in Integrated Marketing Administration North Western University (1996)
López, Antonio S.	Spanish	Doctor of Philosophy in Romance Languages-Spanish University of Florida 2015

Master of Arts in Hispanic Studies Pontifical Catholic University of PR 2010 |
López, Carlos M.	Science	Doctor of Medicine Ibero-American University Dominican Republic, 2008
Lugo-Auffant, Daliah	Criminal Justice	Juris Doctor University of Puerto Rico, PR 1992
Luna, Lillibets	ESOL	Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, PR 2004
Malonda, Diana	Finance

Management

Mathematics

Statistics | Master of Science in Civil Engineering University of Central Florida 2015

Master of Science in Management and Finance Gran Mariscal de Ayacucho Venezuela, 1998 |
| Mangual, Félix | Criminal Justice | Master of Science in Criminal Justice University of Central Florida, FL 2004 |
| Martínez, Amílcar | Management | Master of Business Administration Webster University, 2000 |
| Martínez, José | Accounting

Finance | Master of Business Administration in Finance Wake Forest University, NC 1994

(Over 18 credits in Accounting at the Master Level) |
Medina, Joel	Finance	Master of Business Administration in Finance Universidad Interamericana, PR 2005
Medina, Luis	Management	Master of Business Administration in Industrial Management Second major in Human Resources Universidad Interamericana, PR 2000
Medina, Rosana	Counseling Student Development	Master of Education in Guidance and Counseling Universidad de Puerto Rico, 1992

Faculty Listing **Metro Orlando Campus**		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Méndez, Cecilia	ESOL	Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL 2005
Millán, Rebecca	Psychology Counseling	Doctor of Philosophy in Cristian Clinical Psychology Doxa University 2006 Master of Counseling Educational Counseling University of Phoenix, 2000
Neuman, María Isabel	Counseling	Doctorate in Human Sciences Universidad de Zulia Master of Science in Management and Technology Universidad de Zulia
Nieves, Luz Eneida	Health Management	Master of Public Health in Epidemiology University of Puerto Rico, 1992
O'Ferral, Margarita M.	Education	Master of Science in Urban Education Chicago State University, IL 1978
Ortiz, Abdel	Management Human Resources	Master of Business Administration in Human Resources Universidad Interamericana, PR 2004
Ortiz, Ely Ann	Management	Master of Business Administration in Management University of Phoenix, 2008
Ortiz, Jeriel	Education	Doctor of Education in Instructional Leadership Nova Southeastern University, 2013 Master of Education in Technology Grand Canyon University, AZ 2008
Ortiz, Luisa	Spanish	Master of Arts in Spanish University of Central Florida, FL 2012
Ortiz-Torres, Irma	Education ESOL	Master of Education in Reading Grand Canyon University, 2006 (Over 50 credits at doctorate level in Education)
Pacheco, Magaly	Counseling Student Development	Doctor of Education in Counseling and Guidance Universidad Interamericana, PR 1994 Master of Public Administration Universidad de Puerto Rico, 1982
Pastrana, Luis R.	Criminal Justice	Juris Doctor, School of Law Universidad de Puerto Rico, 1986

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Patiño, Adriana	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2015
Peralta, Euclides	Economics Public Administration	Doctor of Science in Business Economics Universidad Latino Americana de Ciencia y Tecnología, Costa Rica 2010 Master of Public Administration in Non-Profit Management DeVry University, FL 2005
Pérez, Esther	TESOL	Master of Science in Teaching English to Speakers of Other Languages (TESOL) Nova Southeastern University, 2002
Pijuán, Yojamny	Science	Doctor of Medicine Universidad Central del Este República Dominicana, 2004
Puerta, María I.	Social Sciences	Doctor of Philosophy in Social Sciences Universidad Carobobo, Venezuela, 2012 Master of Political Sciences Universidad Central de Venezuela, 2002
Ramírez, Heidi Hazen	ESOL	Master of Education in Teaching English as a Second Language Universidad del Turabo, FL 2010
Rentas, Enid	Education	Doctor of Philosophy in Leadership and Education Barry University, FL 2003 Master of Arts in Reading Roosevelt University, IL 1989
Ríos, Abigaíl	Instructional Design	Master of Public Administration University of Puerto Rico, 1996 Ph.D. (in Progress, 24 credits) Instructional Design Keiser University
Ríos, Dally	Psychology	Doctor of Philosophy in Clinical Psychology Universidad Carlos Albizu, PR 2006 Master of Science in Clinical Psychology Universidad Carlos Albizu, PR 2003
Ríos, Orlando	Chemistry	Master of Science in Chemistry Universidad de Puerto Rico, 1989

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Rivera, Carmen	Spanish	Master of Arts in Spanish University of Central Florida, FL 1999
Rivera, Edwin	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2008
Rivera, Mayra	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2009
Rivera, Sheila	Spanish	Master of Arts in Spanish University of Central Florida, FL 2003
Rocafort, Héctor	Management Marketing	Master of Business Administration in Marketing Universidad de Puerto Rico, 2004
Rodríguez, Nelson	ESOL	Master of Education in Teaching English as a Second Language (ESL) Universidad del Turabo, FL 2009
Rodríguez, Tere	Education	Master of Arts in Education Governors State University, IL 1986
Roldán, Violeta	Mathematics	Master of Arts in Middle School Math University of Central Florida, FL 2007
Román, Stella	Psychology	Doctor of Philosophy in Clinical Psychology Carlos Albizu University, 2012

Master of Science in Clinical Psychology, Carlos Albizu University, 2007 |
| Rossy, Maritza | Criminal Justice | Juris Doctor Universidad Interamericana, PR 1980 |
| Ruiz, Annmarie | Science | Doctor of Medicine University of Science, Arts, and Technology, Monserrat 2015 |
| Saldoriga, Jorge | Health Management | Master of Health Administration University of Phoenix, AZ 2007

(Over 50 credits at doctoral level in Health Administration) |
| Santiago, Deborah | Management | Master of Business Administration in Strategic Management and Leadership UAGM- Carolina Campus, PR 2012 |
| Santiago, Jennifer | Education Mathematics | Master of Education in Curriculum & Instruction in Mathematics University of Texas, Arlington 2013 |

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Santiago, Ubaldo	Counseling Student Development	Master of Education in Guidance and Counseling Universidad del Turabo, FL 2009
Serrano, Ricardo	Criminal Justice	Juris Doctor Universidad de Puerto Rico, 2006 Master of Engineering Management Universidad Politécnica, PR 1996
Sharifi, Nancy	Public Administration	Master of Public Administration University of Central Florida, 1992
Solórzano, Jaime	Science	Doctor of Medicine Universidad de Guadalajara, MX 2004
Soto, Sherly	ESOL	Master of Education in ESOL Universidad del Turabo, PR 2004
Squillaro, Graciela	Spanish	Master of Arts in Spanish University of Central Florida, FL 2000
Stratico, Eliana	Special Education	Master of Education in Special Education Northeastern University, 2012
Súllivan, Luz Mariella	Education Special Education	Master of Science in Varying Exceptionalities Nova Southeastern University, FL 2000
Torres, Angel E.	Social Science	Master of Science in Social Work University of Connecticut, 2002
Torres, Nelson	Education Psychology Management	Doctor of Education in Educational Leadership University of Central Florida, 2006 Master of Education in Elementary Education Marymount University, Virginia 1994 Master of Business Administration in Logistics Management Florida Institute of Technology, 1980 Master of Arts in Educational Psychology Ball State University, IN 1977
Vázquez, María	Management	Master of Business Administration in Material Management and Control Universidad del Turabo, PR 2000
Vázquez, Susana	Education	Doctor of Clinical Psychology Ponce Health Sciences University 2015

Faculty Listing
Metro Orlando Campus

Faculty Member:	Subject Area:	Degrees/Diplomas Held & Awarding Institution:
Vélez, Myra	English	Master of Arts in English University of Central Florida, 1993
Vidal, Grisselle	Spanish	Master of Arts in Spanish Universidad de Puerto Rico, 1981
Villalobos, Mario	Finance	Master of Business Administration in Financial Management Rutgers University, NJ 1983 18 doctoral credits Doctor of Philosophy in BA/Spec. Financial Management, Northcentral University
Wiscovitch, Abigail	TESOL	Master of Education in Teaching English as a Second Language (ESL) Universidad del Turabo, PR 2009

Faculty Listing
South Florida Campus

Faculty Member:	Subject Area:	Degrees/Diplomas Held & Awarding Institution:
Abreu, Johanes	Economic Accounting Finances	Ph.D. in Economics University of Havana, Cuba, 2013 Master in Business Administration Accounting-Finance University of Havana, Cuba, 2008
Agueverre, Gonzalo	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2009
Aldana, Luis Enrique	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2010
Alicea, Leyda	Business Administration	Master of Business Management Florida Institute of Technology, FL 1985
Alonso, Jacqueline	Science	Master of Science in Nursing Florida International University, FL 2006 Doctor of Medicine Higher Institute of Medical Science of Havana, Cuba 1991
Alfonso, María Antonieta	Science	Doctor of Education University of Camaguey, Cuba 2010 Master of Science in Higher Education

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		University of Cuba, 2007
Álvarez, Andres	Management Public Health Science	Doctor of Medicine and Surgery Universidad del Bosque Bogota, Colombia 2011 Master of Science in Bioethics and Clinical Research in Medical Science Universidad del Bosque, Colombia 2011
Andino, Marcelino	Computer Sciences	Doctor of Philosophy in Information Technology Universidad de la Havana Cuba, 1981 Master of Automatic Control Universidad de la Havana, Cuba 1974
Arcelay Vargas, Nancy	Public Health Instructional Technology Education	Doctor of Health Science Keiser University, FL 2014 Master of Education in Instructional Technology American Intercontinental University Florida 2004 Master of Public Health in Maternal and Child Health Universidad de Puerto Rico, 1994 (18 credits in Education at Master Level)
Banner-Abstein, Silvana	Public Health	Master of Public Health Hebrew University Jerusalem, Israel 1990
Bedú, Lisette	Business Administration Marketing	Doctorate of Business Administration Argosy University, FL 2010 Master of Business Administration in Marketing Argosy University, FL 1993
Bido, José	Human Resources	Master of Science in Human Resource Management Florida International University, FL 2009
Bisram, Knellee	Social Sciences	Master of Arts in Latin American and Caribbean Studies Florida International University, FL 2007 (Over 18 Credits in Social Sciences)
Blanco, Raúl	Science	Doctor of Medicine Havana, Cuba 1994

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Borges, Octavio	Spanish	Doctor of Philosophy Hispanic Cultural Studies Michigan University, 2016
Brito, Jorge	Science	Master of Science in Nursing Family Nurse Practitioner Universidad del Turabo, FL 2014

Master of Science in Nursing University of Phoenix, AZ 2012

Doctor of Medicine Higher Institute of Medical Sciences of Santiago de Cuba, Cuba 1990 |
| Bruno-González, Sonia | Bilingual Education | Master of Education in Bilingual Education UAGM- Carolina Campus, FL 2011 |
| Buitrago, Vivian | TESOL | Master of Education in English as a Second Language University of Turabo, 2011 |
| Caiaffa, Andrés | Science | Doctor of Nursing Practice University of Miami, FL 2012

Master of Science in Nursing Florida International University, FL 2007 |
| Calcador, Carlos | Management Accounting | Master in Business Administration in Accounting Universidad Metropolitana PR 2011 |
| Campos, Carlos | Mathematics | Master of Science in Electrical Engineering University of Kansas, KA 1985

(18 credits in Math at the Master's Level) |
Capote-Cobián, José	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2006
Carlson, Karen	Counseling	Master of Counseling in Marriage and Family University of Phoenix, PR 2001
Carrero, Jacqueline	Special Education	Master in Education in Special Education Long Island University, NY 1994
Céspedes, Yamile	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2008
Cintrón, José	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2010
Cobiella, Lorenzo	Criminal Justice	Juris Doctorate Barry University, FL 2007
Collado, Juan C.	Education	Doctor of Education in Organizational Leadership Nova Southeastern University, FL 2010

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
	Organizational Leadership	Master of Science in TESOL Nova Southeastern University, FL 2006
Colón, Deborah	Criminal Justice	Juris Doctor School of Law Pontificia Universidad Católica, PR 2011
Conway, Angela María	Public Health	Master of Business Administration in Health Services Administration Nova Southeastern University, FL 2006
Cornejo, Edward	Counseling History	Doctor of Philosophy-History The City University of NY, 2010 Master of Philosophy-History The City University of NY, 2006 Master of Arts in Counseling Manhattan College, NY 1991
Cruz Carmona, Carlos	Public Administration	Master of Public Administration Universidad de Puerto Rico 1978
Cuxart-Falcón, Lorna	Science	Master of Science in Nursing-FNP Chamberlain College of Nursing, IL 2015 Doctor of Medicine University of Havana, Cuba, 1997
Del Negro, María	Science	Master in Science in Medical Science Central University of Venezuela 1991 Medical Doctor Universidad Central de Venezuela 1985
Dávila, María Renee	Management	Master of Business Administration in Management American Intercontinental University, FL 2007
Davin, Rafael	Science	Ph.D. of Biological Science World University, PR 1984 Master of Science in Biological Science World University, PR 1983
Díaz, Amarilys	Science	Doctorate of Philosophy in Nursing Education Capella University, MN, 2015 Master of Science in Nursing-FNP Florida International University, FL 2007
Doria, Verónica	Business Administration	Master of International Business Administration Nova Southeastern University, FL 2006

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Easdale, Alexander	Social Sciences	Master of Arts in Latin American and Caribbean Studies Florida International University, FL 1999
Eslait, María	Psychology	Master of Science in Mental Health Counseling Universidad Carlos Albizu, FL 2005 (Over 18 Credits in Psychology at Graduate Level)
Estrada, Wilfredo	Education TESOL	Master of Education in Teaching English as a Second Language Universidad del Turabo, FL 2012
Fajardo, Yovanit	Science	Master of Science in Nursing Florida International University, FL 2010 Doctor of Medicine Higher Institute Medical Science Cuba 1997
Farrel, Gryselle	Education TESOL	Doctor of Education Curriculum and Teaching University of Puerto Rico, PR 2016 Master of Arts-TESL University of Puerto Rico, PR 2006
Fernández, Beatrice	Guidance & Counseling Pharmacy	Master of Education Guidance & Counseling Universidad del Turabo, FL 2010 Pharmacy Technician Certification Board
Figueroa, Ivette	Special Education	Master of Education in Science in Special Education Herber Lehman College NY 1995
Forteza, Bárbaro	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2006
Francis, María	Spanish	Master of Linguistics & Master of ESOL and Spanish (Online) University of Basque County, Spain 1993 Master of Psychology Universidad de Barcelona, Spain 1990
Furnari, Francesco	Management	Master of Business Administration in Management University of Hartford, CT 1994
Gandía, Carlos	Science	Doctor of Veterinary Medicine Universidad Nacional Pedro Henríquez Ureña Dominican Republic, 1978
García, Gretell	Health Sciences	Master of Science in Entomology

Faculty Listing **South Florida Campus**		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		University of Florida (in progress;18 credits completed) Master of Science in Education St. Thomas University, FL 2006
García, Mariano	Marketing	Master in Marketing and Communication University of Havana, Cuba 2002
Giraldo, Juan Pablo	Business Administration	Master of Business Administration in Business Administration Nova Southeastern University, FL 2008
Godínez, Félix	Criminal Justice Social Sciences	Juris Doctor School of Law Case Western Reserve University Cleveland, OH 2000 Master of Philosophy in Economics and Political in Latin American Studies University of Oxford, UK 1998
González, Amarilys	Science	Master of Science in Nursing-FNP Universidad del Turabo, FL 2014 Master of Science in Nursing University of Phoenix, AZ 2012 Doctor of Medicine Ernesto Che Guevara, Pinar del Río, Cuba 1993
González, María	Educational Leadership Counseling Humanities Psychology	Doctorate of Leadership and Education in Counseling Barry University, FL 2006 Doctorate of Humanities and Social Science Nova Southeastern University, FL 1991 Master of Science in Marriage and Family Therapy Saint Thomas University, FL 1986 (18 Credits in Psychology at the Doctorate Level)
Gracia, Agustín	Social Sciences	Master of Science in International Relations Troy State University, AL 1991
Jaen, Bladimir	Business Administration Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, FL 2003
Kravetz, Isaac	Management	Master of Business Administration

Faculty Listing **South Florida Campus**		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
	Science	in Management University of Phoenix, 2004 Doctor of Medicine Autonomous University of Mexico 1983
Kouri, Juan H.	Health Administration	Master of Health Services Administration George Washington University Washington DC 1988
Landis, David Henri	Spanish	Master of Arts in Spanish Middlebury College, VT 1989 Master of Science in Linguistics Georgetown University, WA DC 1983
Laracuente, Fernando	Education Education Mental Health Nursing	Master of Science in Nursing-FNP Universidad del Turabo, FL 2017 Doctor of Education, Child and Youth Studies Nova University, Ft Lauderdale, FL 2006 Master of Science in Education Guidance &Counseling Long-Island University, Brooklyn, NY 1999
Laureano-Vega, Manuel	Biology Science Public Health	Doctor of Medicine Universidad Central del Este República Dominicana, 1986 Master of Science in Biology Universidad de Puerto Rico, 1982
León, Luis	Finance Human Resources	Master of Business Administration in Finance and Human Resources Universidad Metropolitana, PR 2009
López, Fernando	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2006
López, Mario Alberto	Management	Master of Business Administration Management and Strategic Leadership UAGM- Carolina Campus, FL 2011
López, Reinaldo	Chemistry	Ph.D. in Chemistry Comisión Nacional de Grados Científicos Habana Cuba 1981
López, Steven	Management	Master of Business Administration

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		in Management Southern New Hampshire University Manchester, NH 1996
Lorenzo, Elías	Social Sciences	Ph.D. of Philosophy in Portuguese Indian University, IN 2005 Master of Arts in Latin American & Caribbean Studies Indian University, IN 1995
Lozano, Bellaida	Science Education Health Management	Master of Science-Education NOVA University, FL 2016 Medical Doctor-Surgeon University of Carabobo, Venezuela, 1980 33 Credits in Health Management
McCarthy, Michael	Management	Master of Business Administration in Management Central Institute of Business Administration (INCAE) Managua, Nicaragua 1977
Machado, Humberto	Psychology	Master of Arts in Psychology Clinical Loyola University, MD 1988
Maldonado, Ruth	Entertainment Business	Master of Science in Entertainment Business Full Sail University, Winter Park FL 2011
Mardini, Roger	Public Affairs Criminal Justice	Masters of Science in Public Affairs in Criminal Justice Universidad Del Turabo, FL 2012
Martínez, Broderick	Accounting	Doctorate of Business Administration in Accounting Argosy University, FL 2009 Master of Business Administration in Accounting Nova Southeastern University, FL 1999
Martínez, Gustavo	Engineering Technology Project Management	Master of Certificate in Project Management George Washington University Washington DC 1999 Master of Engineering &Technology Cornell University, NY 1996
Martínez, Helga M.	Education Guidance & Counseling	Master of Education in Guidance and Counseling Universidad del Turabo, FL 2009

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Medina, Fernando	Accounting Taxation	Master of Accounting Taxation Nova Southeastern University, FL 2006
Méndez, Gustavo Adolfo	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2014
Méndez, Luis Alberto	English	Master of Foreign Language & Literature-English Habana University, Cuba 1990
Meneses, Gorka	Criminal Justice	Master of Arts in Criminal Justice Universidad Interamericana PR 1996
Mercader, José Luis	Business Administration	Master of Business Administration in Business Administration University of South Carolina, Columbia 1985
Mercado, Reylbeck	TESOL Spanish Management Science	Master of Science in Teaching English as a Second Language (TESL) Florida International University, FL 2008 Master in Teaching/Learning of the Spanish Language and its Culture University of Granada, Spain 2006 Master of Business Administration in Medical Management Nova Southeastern University, FL 1999 Ph.D.-Doctor & Surgeon MD Xavier Pontifical University Colombia 1976
Morabito, Gerardo	Management and Leadership	Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana FL 2013
Morales, Elmer Luis	Educational Curriculum and Instruction	Master of Foreign Language and Literature English Universidad de la Habana Cuba 1991
Mundo, Alma	Management Mathematics	21 credits Graduate Level Mathematics University of Phoenix, AZ 1994 Master of Arts in Management and Supervision University of Puerto Rico, 1978
Muñoz, Asunción	Science	Master of Science in Nursing in Advanced Practice-Psychiatric Mental Health New Mexico State University, NM 2010 Master of Science in Epidemiology Pedro Kouri Institute of Tropical Medicine Cuba 1998

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Núñez, María Eleana	Accounting	Master of Science in Taxation University of Miami, FL 2010
Núñez, Pedro E.	Finance	Master of Business Administration in Finance University of Denver, CO 1982
Oliveira, Anjelis	Science	Master of Science in Nursing & Master of Health Care Administration Phoenix University, FL 2013
Ortega, José R.	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2006
	Economics	Doctor of Philosophy in Economics Institute of Economics Lithuania URSS 1987
Otero, Janet	Spanish	Doctor of Philosophy in Spanish Florida International University, FL 2011
Páez, Pablo	Business Administration	Master of Business Administration University of Pennsylvania, PA 1975
Panagiotopoulos, Lilian	Curriculum and Instruction	Master of Education in Curriculum and Instruction University of Florida, FL 1982
Pasquali, Clara	International Relations Management	Master in International Relations John Hopkins University, WA DC 1997
Pentzke, Luis A.	Computer Science	Ph.D. Computer and Technology Nova Southeastern, FL 2012 Master of Science in Education Computer and Technology Barry University, FL 1996
Pérez, Jesús	Science	Doctor of Medicine Higher Institute of Medical Sciences of Havana, Cuba 1996
Pérez, María de Lourdes	Public Administration	Master, Nonprofit Management University of Central Florida, FL 2015
	Journalism & Media	Master of Arts in Media Studies Drake University, PA 1998
Petrash, Vilma	Social Science	Master of Public & International Affairs University of Pittsburg, PA 1988
Pinzón, Luis Felipe	Public Administration	Master of Public Administration Nova Southeastern University, FL 2014

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Ponce, Liliana	Spanish	Master of Science Fischer School of Education and Human Resources Spanish Language Education Nova University FL 2009 Master of Arts in Social Anthropology in the Faculty of Social Sciences University of Kent at Canterbury 1983
Porta, Saidi	Management	Master of Business Administration in Management Nova Southeastern University, FL 2004
Portal, Alejandro	Biomedical Engineering	Master of Science in Biomedical Engineering José Antonio Echevarría Higher Polytechnic Cuba 2011
Quintero, Vielka I.	Management	Master of Business Administration in Management Kaplan University, FL 2008
Ramírez, Juan Carlos	Health Management	Master of Science in Nursing in Family Health Nursing Florida International University, FL 2014 Doctor of Health Science Nova Southeastern University, FL 2008 Master of Business Administration in Health Administration and Policy University of Miami, FL 2004
Ramos, Javier	Mathematics	Master of Science in Mathematics Nova Southeastern University, FL 2006 Master of Education in Special Education San Buenaventura University Colombia 192
Recio, Edward	Criminal Justice	Juris Doctor Georgetown University, WA DC 1992
Rivera-Noble, Angie	TESOL	Master of Science in Teaching English to Speakers of Other Languages (TESOL) Nova Southeastern University, FL 2000
Rodríguez, Martha	Social Science	Master of Social Work Barry University, FL 2001
Romero, Natalia	Mathematics	Master of Science in Physical Science Florida Atlantic University, FL 2010
Salme, David J.	Mathematics	Master of Science in Mathematics Education Nova Southeastern University, FL 2006
Sánchez, Isabel	Elementary Education	Master of Science in Elementary Education Nova Southeastern University, FL 1987
Santiago, Eric	Education	Ph.D. in Management

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
	Management	Keiser University, FL 2014 Master of Science in Education Keiser University, 2011
Santiago, Zoraida	Education	Doctor of Education in Special Education Interamerican University of PR 2009 Master of Arts in Special Education Interamerican University of PR 2001
Segui, Patricia	Spanish	Master of Foreign Language in Spanish Portland University, Oregon 2003
Slutz, David	Elementary Education Reading	Master of Education in Curriculum and Instruction Reading Grand Canyon University, CO 2008
Tomecek, Karl	Management	Master of Business Administration in Management Nova Southeastern University, FL 2004
Torres, Alejandro	Psychology Counseling Management Spanish	Doctor of Ministry Barry University, FL 2015 Master of Business Administration in Management & Strategic Leadership UAGM- Carolina Campus, FL 2010 Master of Science in Psychology in Marriage and Family Therapy Carlos Albizu University, FL 2001 Master of Arts in Spanish St. John's University, NY 1998
Troche, Sonia	Psychology Counseling	Doctor of Philosophy in Industrial-Organizational Psychology Pontificia Universidad Católica de PR 2009 Master of Education in Guidance and Counseling Pontificia Universidad Católica de PR 1996
Túa, Olga Vanessa	Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, PR 2003
Tudela, María Elena	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2008
Tudela, María Piedad	Psychology	Master of Arts in Psychology and Counseling The University of Tulsa, OK 1982

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Urdaneta, Ulises	Finance	Master of Business Administration in Finance Andres Bello Catholic University, Venezuela, 2011 (27 Credits International Finance)
Valverde, Lourdes	Mathematics	Doctor of Philosophy in Education Mathematics National Board of Scientific Degrees, Cuba 1998
Vázquez, Elizabeth	English	Master of Arts in Education in ESOL University of Phoenix, PR 2006
Vega, Arturo	Spanish	Master of Spanish Literature and Cultures Universidad de Salamanca, Spain 2001
Vélez, Gustavo	Management Computers	Master of Business Administration in Technology Management University of Phoenix, AZ 2001
Vélez, Michelle	Finance	Master of Business Administration in Finance Universidad de Puerto Rico, 2003
Vélez, Gustavo	Management Computers	Master of Business Administration in Technology Management University of Phoenix, AZ 2001
Vethencourt, Viviana	Psychology	Master of Science in Psychology Nova Southeastern University, FL 2013
Wise, Leonel F.	Management	Master in Business Administration in Management Kaplan University, FL 2008

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Álvarez, Pedro	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2014
Arroyo, Juan E.	Human Resources	Master of Arts in Labor Relations Universidad Interamericana de PR 2006
Bangerter, Travis	Management	Master of Business Administration University of Phoenix, FL 2016
Barceló, Jonatán	Accounting	Master of Business Administration in Accounting University of Phoenix, FL 2010
Barnes, Denise	English	Master of Arts in English Curriculum Caribbean University PR 2007
Bolívar, Marga	Statistics Mathematics	Master of Science in Engineering Management University of South FL, 2004
Caballero, Wanda Y.	Guidance & Counseling	Master of Education in Guidance and Counseling Universidad Del Turabo, FL 2012

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Cádiz, Yvonne R.	TESOL	Master of Arts in TESOL New York University, NY 1978
Carbajal, Florence	TESOL	Master of Education in English as A Second Language Universidad del Turabo, FL 2010
Carmona-Torres, Lorraine	English	Master of Arts in Curriculum and Instruction of English UAGM- Carolina Campus, PR 2014
Carrillo, Francisco	Management	Master of Business Administration Global Management and International Business Strayer University 2016
Cole, Leonela C.	Business Administration	Master of Business Administration in International Business St. Thomas University, FL 2008
Colina-Rojas, Alí	Economics	Master of Arts in Economics St. Louis University, MO 1999
Collins, Glenda	Social Work	Master of Social Work Florida State University, FL 2012
Colón, Eliana	Management	Master in Business Administration Tampa College, FL 1987
Crespo, Sonia V.	Sciences	Doctor of Biology Central University of Quito Ecuador, 2006
Cruz-Monge, Verónica	English	Master of Education in English Curriculum Caribbean University, PR 2010
Davies, Celia	English	Master of Arts in English Linguistics University of South Florida, FL 2008
Engel Peñalosa, Luz Marina	Spanish Education	Master of Arts in Education Language Arts Carthage College, WI 2003
Estévez, Oribel	Life Sciences	Master of Science Nova Southeastern University, FL 2010
Fret, Juan	Accounting	Master in Business Administration in Accounting Interamerican University, PR 1980
Fuentes Jaiman, Rafael E.	Psychology	Master in Science in Human Services Springfield College, FL 2006
Galíndez, Luis J.	Public Health	Doctor of Public Health University of South Florida, FL 2009
Gebrú, Daniel W.	Pharmacy	Master of Clinical Pharmacy Universidad de la Habana, Cuba 1996
González, Develyn	Spanish	Master of Arts Spanish Language University of South Florida, FL 2015
González-Mercado, Velda	Science	Ph D. in Nursing University of Kansas City, MO 2015

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
González-Repollet, Brenda	Mathematics	Master of Arts in Mathematics Curriculum Caribbean University, PR 2013
Guevara, Christian	Business Administration	Master of Business Administration The University of Tampa, FL 2015
Harper, María Del C.	Computer Information Systems	Master of Media Design Management Sanford Brown College, FL 2010
Hernández, Adriana	Statistics Mathematics	Master of Science in Industrial Engineering & Management University of South Florida, FL 1994
Hernández, Alina	Education	Master of Education University of South Florida, FL 2006
Hernández, Marian	Mathematics	Doctor of Philosophy Science and Engineering Tulane University, LA 2008
Irizarry, Hilda E.	TESOL	Master of Education in TESOL Grand Canyon University Phoenix, AZ 2011
Jaramillo-Akers, Carmenza	Management	Master in Business Administration in Management University of Phoenix, AZ 2009
Jiménez Gómez, Amílcar	Marketing	Master in Business Administration in Marketing Interamerican University of PR 1999
Kurian, Genevieve B.	English	Master of Education in Teaching English as a Second Language National Louis University, Chicago, IL 2002
Landrón, Martha Lucía	Spanish	Master of Arts in Spanish Language Universidad de León, León, España 2009
Larrea, José I.	Accounting	Master of Science in Accounting University of Illinois, Chicago IL 1968
Lizardi, Almauri	Accounting	Master of Business Administration in Accounting Universidad del Turabo, PR 2003
López, Dalma I.	Guidance and Counseling	Master of Arts in Guidance and Counseling Universidad Interamericana, PR 2006
López, Ricardo	Mathematics	Master of Arts College of Education and College of Natural Sciences University of South Florida, FL 1993
Lugo Rosa, Orlando	Project Management Management	Master of Project Management DeVry University, FL 2003
Martínez, Pablo L.	International Relations	Master of Arts in International Business Troy University, FL 2012
Meléndez, Elsa Enid	Sociology Criminology	Doctor of Ministry Life Change University, FL 2012 Juris Doctor Pontificia Universidad Católica Ponce, PR 2005

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Mena, Nelson	Computer Information Systems	Master of Business Administration University of South Florida, FL 2008
Mena, Rosmer	Social Sciences	Master of Social Work University of South Florida, FL 2011
Millán, Lillianie	Spanish English	Master of Arts Curriculum Instruction and English UAGM- Carolina Campus, PR 2011
Moradiellos, Darwin P.	Mathematics	Ph.D. in Biometry University of Minnesota, MN 1975
Morales, Edna	Pharmacy	Bachelor in Pharmacy Massachusetts College of Pharmacy MA 1992
Mowett, Mery	Marketing	Master of Business Administration in International Trade and Marketing University of Panama- Panama City, Panama 1993
Murray, Angie	Management	Master of Science in Human Services Springfield College, FL 2013
Navas, Marisol	Health Administration	Dual Degree Master of Sciences in Nursing and Master of Sciences in Health Administration University of Phoenix, FL 2009
Oberhausen, Adriana	Psychology	Master of Arts in Mental Health Argosy University, FL 2005
Ocasio-Pérez, Lissette	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2012
Otero, Zaylee	Psychology	Doctor of Psychology Pedro Albizu University, PR 2014
Padilla, Elizabeth	Education	Master of Science in Educational Leadership UAGM- Carolina Campus, FL 2008
Paneque, Yudiely	Spanish	Master of Arts in Spanish Literature and Linguistics University of South Florida, FL 2009
Parés-Ramírez, María	Spanish	Master of Arts in Spanish Literature University of Florida, Gainesville FL 2005
Penna, Víctor	Biology	Doctor in Medicine Universidad Central del Este San Pedro de Macorís, Dominican Republic 1985
Perera, Carmen	Spanish Pharmacy	Master of Arts in Spanish Language University of South Florida, FL 2010 Doctor of Pharmacy Universidad de Santa María Venezuela, 1993
Quiñones-Reboyras, Mayra	Management	Master of Science in Human Services Springfield College, Tampa, FL
Reyes, René	Humanities	Master of Arts in History Education University of Puerto Rico, PR 1992

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Rivera Claudio, Alberto	Criminal Justice Sociology	Juris Doctor Law School Universidad de Puerto Rico, PR 1999
Rivera Ramos, Waldemar	Guidance and Counseling	Master of Science in Guidance and Counseling Nova Southeastern University, FL 2010
Rivera Rosado, Janet	Criminal Justice Sociology	Juris Doctor Universidad Interamericana de PR, PR 1997
Robayna, Manuel	Management	Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana, FL 2012
Rodríguez, Carmen S.	Management Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, PR 2014
Rodríguez, Elizabeth	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2012
Rodríguez, Linda	Social Work	Master of Social Work University of South Florida, FL 1999
Rodríguez, María C.	Management Human Resources	Master of Business Administration in Management Certificate in Human Resources University of Phoenix, FL 2008
Rodriguez-Bello, Nancy	Management	Master of Manufacturing Competitiveness Universidad Politécnica, PR 2014
Rodríguez-Diggs, Nydia	Public Health	Master of Public Health University of South Florida, FL 1994
Rojas, Rosa	Spanish	Master of Arts in Spanish University of South Florida, FL 2010
Román, Cesar	Psychology	Master of Arts in Psychology Interamerican University, PR 2006
Román-Delgado, Elizabeth	Sociology Criminal Justice	Juris Doctor Interamerican University, PR 1997
Rosa, Jemith	Public Administration	Master of Public Administration UAGM- Carolina Campus, FL 2012
Rosales Arceo, Aida	English	Master of Education International Language Framingham College, Boston MA 2003
Rosario, Marisol	Spanish	Master of Arts in Spanish Literature and Linguistics University of South Florida, FL 2015
Ruíz, Lydia Isabel	Spanish	Master of Arts in Spanish University of Northern Iowa Cedar Falls, IA 1971
Ruíz, Mercedes Doris	Education Management	Master of Education in Adult Education Capella University, MN 2013 Master of Arts in Organizational Management University of Phoenix, Tampa, FL 2004

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Saldaña, Jackeline	Management	Master of Business Administration in Global Management University of Phoenix, Tampa, FL 2002 Doctor of Management in Organizational Management University of Phoenix, AZ 2014
Sánchez Aliakbarian, Diane	English	Master of Education in Curriculum and Instruction Specialization in TESOL University of Florida, FL 2005
Seda, Juan	Management	Master of Business Administration in Management University of Phoenix, FL 1996
Sierra, Ana L.	Education	Master of Science Educational Leadership Nova Southeastern University, FL 2004
Soruco, Maria D.	Education	Master of Education in Initial Licensure University of Tampa, FL 2014
Suárez, George, Dr.	Management	Doctor of Education in Educational Leadership Nova Southeastern, FL 2006 Master of Arts in Personnel Management Webster University, St Louis, MO 1988
Torres Chaparro, Edgar	Computer Information Systems	MBA in Information System Nova Southeastern University, FL 2007
Valedón, Joan Veronika	Criminal Justice Sociology	Juris Doctor University of Florida, FL 2002
Valenzuela, Dante	English	Masters of Education Leadership Administration University of Illinois, IL 1997
Varela, Debora R.	Spanish English	Master of Arts in Spanish Language and Literature University of South Florida, FL 2015 Master of Education in Curriculum & Instruction in TESOL University of South Florida, FL 2015
Vargas, Irma	Counseling Student Development	Master of Education in Counseling Universidad del Turabo, FL 2014
Vázquez Matos, Alberto Dr.	Education	Doctor of Education in School Leadership and Teaching Walden University, MN 2011
Velarde, Einar J.	Economics	Master of Arts in International Relations Graduate Certificate in Economics St. Mary's University, TX 1987

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Zayas Santiago, Carla	Spanish	Graduate Certificate in Latin American Studies University of South Florida, FL 2010 Master of Arts in Spanish University of South Florida, FL 2008

Section IV: Programs of Study

Associate Degrees

Associate of Applied Science (AAS) – Major in Pharmacy Technician

64 Credits
Offered at the Metro Orlando and Tampa Bay Campuses (Regular and Daytime)

Program Description

The Program of Associate Applied Science (AAS) in Pharmacy Technician aspires to develop students with the knowledge and skills to perform as an important component of the teamwork of a pharmacy. The students will have the opportunity to acquire knowledge through didactic courses directed to know the most important aspects of this field. The program will also provide the opportunity to develop the techniques and skills that will enable the student to work with a high level of competence.

The Pharmacy Technician is the professional that helps the Pharmacist to dispatch medication prescribed by the doctor, under the supervision of the authorized Pharmacist. The auxiliary is qualified to work in the hospital pharmacy, community pharmacy, as well as any other licensed distributor of pharmaceutical products.

The dispatch of meds implies a series of activities in sequence that consists among others in taking care of the patient; receive and interpret the received prescription; select the product; as well as the appropriate delivery package; to verify dose; to prepare simple solutions, ointments and other pharmaceutical preparations; to carry out suitable labeling using computerized systems and computation of prices.

Graduate Profile/Outcomes

The graduate of this academic offering will be a bilingual professional academically prepared to perform technical pharmacy functions under the supervision of a licensed pharmacist. The graduate of this academic offering will be:

1. Academically prepared and capable of performing in his work environment and contribute to the health of individuals by performing to the highest professional standards of the Pharmacy Technician.
2. Will be knowledgeable of laws, regulations, and conduct of his pharmacy technician practice and his ethical responsibilities.
3. Facilitate and work effectively with License Pharmacy to ensure proper dispensations of prescription to clients and general public.

Admission Requirements

1. HS GPA 2.0 or equivalent in the GED

Associate of Applied Science – Major in Pharmacy Technician	
Curricular Sequence	**Credits**
General Education Courses	14
Major Courses	50
Total	**64**

Ana G. Méndez University - Carolina Campus
School Science and Technology
Program Title: Pharmacy Technician
Credential Issued: Associate of Applied Science (AAS)
Degree Requirements: 64 Credits

General Education Courses (14 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment	MATH 120-O Introduction to Algebra	3		
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			ENGL 115-O College Reading and Writing I	4		

Major Courses (50 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
PHAR 210-O Pharmaceutical Calculations I	3		MATH 120-O	PHAR 211-O Pharmaceutical Calculations II	3		PHAR 210-O
PHAR 212-O Pharmacy Administration	3			PHAR 226-O Pharmacotherapy for Pharmacy Technicians I	3		
PHAR 227-O Pharmacotherapy for Pharmacy Technicians II	3		PHAR 226-O	PHAR 228-O Pharmacotherapy for Pharmacy Technicians III	3		PHAR 226-O
PHAR 230-O Pharmaceutical Technology I	3		PHAR 210-O	PHAR 230-OL Laboratory of Pharmaceutical Technology I	3		PHAR 210-O
PHAR 231-O Pharmaceutical Technology II	3		PHAR 230-O	PHAR 231-OL Laboratory of Pharmaceutical Technology II	3		PHAR 230-O
PHAR 233-O Posology	3		PHAR 210-O	PHAR 250-O Hospital Pharmacy	3		PHAR 210-O
PHAR 251-O Prescription Dispensing & Pharmaceutical Specialties I	3		PHAR 211-O PHAR 227-O PHAR 228-O PHAR 230-O	PHAR 252-O Prescription Dispensing and Pharmaceutical Specialties II	3		PHAR 211-O PHAR 227-O PHAR 228-O PHAR 231-O
PHAR 255-O Pharmaceutical Legislation	3		PHAR 210-O PHAR 212-O	PHAR 256-O Supervised Practice in Pharmacy I	2		PHAR 211-O PHAR 227-O PHAR 228-O PHAR 230-O PHAR 231-O PHAR 233-O
PHAR 257-O Supervised Practice in Pharmacy II	2		PHAR 256-O	PHAR 258-O Practicum Seminar	2		PHAR 256-O

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the State and Local agencies for practicum and internship experiences. Students must comply with state and local education certification requirements for the degree, as applicable. This requirements may include a criminal background check and if required a drug test. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures. All Major Courses (PHAR) must be passed with a C or better. All 4 credit courses require laboratory. QYLE 110-O must be taken within first term of enrollment. Students must be aware of Florida Board of Pharmacy Registration application requirements, www.doh.state.fl.us/mqa/pharmacy, Registration is required for working as a Register Pharmacy Technician in Florida. These requirements include but are not limited to reporting any conviction, guilty pleas or nolo contender allegations involving drugs or alcohol. **REVISED 9/23/16**.

Bachelor Degrees

Bachelor of Science (BS) – Major in Health Services Management

123 Credits

Program Description

The program Health Services Management has to do with planning and organizing as well as evaluating the services rendered by organizations in the healthcare industry. The students who graduate from this program will be qualified to occupy jobs in the primary or intermediate management levels in the public or the private sector. Students must comply with state and local requirements or limitations to practice the profession.

Graduate's Profile/Outcomes

The graduate of this academic offering will be a bilingual professional academically prepared to perform successfully in primary and intermediate management in health services organizations. What sets apart these professionals is their knowledge in the field of public health, in the field of management, and the integration of both. In this manner, they will ensure the fine balance between providing public health services, fiscal, and managerial health of the organization. The graduate of this academic offering will be:

- professional academically prepared and capable of performing in his work environment to contribute favorably to the development of society; who cares for the improvement of health as the highest priority of the organization in which he serves; who has direct involvement in patient services of excellence; who in his competence contributes to the quality of life of the communities; who utilizes the tools of cost control to maintain cost-effectiveness, without affecting services;
- a leader in primary and intermediate health service management, where he applies his knowledge and initiative to guarantee the public access to quality health services without distinction or barriers;
- Knowledgeable of organizational policies, norms, regulations, and conduct and their relation to public health;
- a facilitator who provides a collaborative environment so that the human resources of the organization may reach their highest potential in the delivery of health services;
- a visionary of processes and results that he plans proactively in order to reach them.

Professional Component

The graduate of the professional component of the Bachelor of Science in Public Health with a major in Health Services Management will possess knowledge on the principles and foundations of public health, epidemiology, biological aspects of human illnesses, and biostatistics. The graduate will be able to solve quantitative, algebraic, accounting, finance, management theory, and economic problems at a basic level. The graduate will also have integrated into his skills the basic elements of management, human relations, and organizational conduct.

Graduate's Profile/Outcome

On completing the requirements of the component and major, the graduate will:

Conceptual:

a. Describe the different conceptions existing about health and the relationship with public health;
b. Analyze the relationship among the factors determining health and the state of health;

c. Apply mathematical, accounting, finance, and economic principles in the solution of problems;
d. Integrally apply knowledge of public health, epidemiology, and human relations necessary to act effectively and efficiently in the delivery of health services;
e. Evaluate the performance of organizations as social systems in light of the theories and practices of service management;
f. Integrate the principles of planning, organization, direction, control, and evaluation of managerial processes, as they apply to health services.

Technical-Motor:

a. Utilize computers and their software, electronic instruments, and calculators to carry out mathematical, biostatistical, accounting, and finance tasks.
b. Design tables, graphics, and diagrams to facilitate the organization and presentation of his tasks.

Affective:

a. Exhibit a proactive attitude when faced with challenges.
b. Demonstrate leadership in co-curricular, extracurricular, and professional activities.
c. Express interest and desire for his professional and personal improvement.
d. Manifest a desire and satisfaction in working in his professional area.
e. Demonstrate sensibility and empathy when considering the health needs of his clientele.
f. Demonstrate effective and efficient integration when carrying out collaborative and cooperative tasks.

Major Component

The graduate of the Bachelor of Science in Public Health with major in Health Services Management program at UAGM- CAROLINA CAMPUS will be a bilingual professional who is directly involved in the quality of life of the community. The professional in this area's primary performance is neither preventing nor curing illnesses. However, as a Public Health professional, the graduate represents a key link in providing a healthful and positive environment. In this manner, the professional in this area allows the human resources of the organization to reach their highest potential in the delivery of health services. The primary and intermediate level manager is responsible for collaborating so that the public has appropriate access to high-quality health services.

The student will develop the following skills to be able to:

Conceptual:

a. Distinguish the concepts, practices, and tendencies that define management, economics, finance, accounting, and budget in the scenario of health services.
b. Investigate situations that arise and affect the managerial scenario in the health industry, and propose remedial action.
c. Identify legislation and regulations that apply to the scenario of the health industry.
d. Design work models, involvement strategies, and evaluation techniques to carry out the appropriate processes of health service management.
e. Discriminate among different health models and systems to establish strengths, pertinence, and applicability.

Technical-Motor:

a. Utilize computers and their specialized software, electronic instruments, and calculators to carry out the tasks of managerial processes.
b. Prepare tables, graphs, and diagrams to facilitate the organization and presentation of his research work

Affective:

a. Value collaborative and cooperative teamwork.
b. Value an atmosphere of effective, participatory communication and decision making in consensus.
c. Manifest pride and satisfaction in working in health services management.
d. Demonstrate responsibility, punctuality, and diligence in the performance of his functions.
e. Value respect for professional ethics and group and individual contributions.

Bachelor of Science (BS) – Major in Health Services Management	
Curricular Sequence	**Credits**
General Education Courses	57
Core/Professional Courses	36
Major Courses	30
Total	**123**

Ana G. Méndez University - Carolina Campus
School for Professional Studies
Program Title: Health Services Management
Credential Issued: Bachelor of Science (BS)
Degree Requirements: 123 Credits

General Education Courses (57 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
COMP 110-O Computer and Software	3			ENGL 331-O Public Speaking	4		ENGL 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
HIST 273-O History of the United States of America	3			SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken on the first semester				

Core Professional Courses (36 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ACCO 110-O Quantitative Aspects	3			ACCO 111-O Introduction to Accounting I	3		ACCO 110-O
ECON 123-O Economics Compendium	3			HESC 123-O Health and Occupational Safety	3		PUHE 201-O
MANA 210-O Business Administration Theory	3			MANA 213-O Personnel Administration	3		MANA 201-O
MANA 230-O Organizational Behavior	3		MANA 210-O	PUHE 101-O Introduction to Public Health and Health Education	3		
PUHE 201-O Biostatistics	3		MATH 111-O	PUHE 210-O Biological Aspects of Human Diseases	3		SCIE 112-O PUHE 101-O
PSYC 228-O Psychology of Diversity	3			STAT 104-O Basic Statistics	3		

Major Courses (30 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
HESM 110-O Health Services Management	3			HESM 210-O Health Systems and Models	3		PUHE 101-O
HESM 220-O Health Services Planning and Evaluation	3		HESM 110-O PUHE 101-O	HESM 320-O Basic Finances in the Health Industry	3		MATH 112-O
HESM 310-O Health Economics	3		ECON 123-O HESM 210-O	HESM 340-O Budgeting for the Health Industry	3		MATH 112-O HESM 220-O
HESM 330-O Legal Aspects in the Health Industry	3		MANA 210-O PUHE 101-O	HESM 420-O Special Topics in Health Services Management	3		HESM 110-O HESM 220-O COMP 110-O
HESM 430-O Practicum in Health Services Management (Institution/Internship Coordinator's approval)	3		All Courses Concurrent with HESM 431-O	HESM 431-O Seminar in Health Services Management	3		All Courses Concurrent with HESM 430-O

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Bachelor (BS) – Major in Psychology

121 Credits

Program Description

The Bachelor in Science, Major in Psychology trains students to develop, apply, and disseminate new topics in regards to the scientific study of human behavior. The graduate will be a bilingual professional with vast knowledge and skills that will allow him/her to seek entry-level employment in Psychology-related disciplines and other fields, including law, human resources, management, business services and education. The graduate has broad areas to explore and search for alternatives to the problems in mental health, industrial-organizational psychology, and other related fields of general psychology. The program provides the student with a foundation in psychology to facilitate graduate studies in fields related to education, clinical psychology, industrial psychology, counseling, and social work. Students must comply with state and local requirements or limitations to practice the profession.

Program Objectives
- Use their knowledge and understanding of key concepts, principles, theoretical perspectives, foundational models, and historical trends in Psychology in a wide range of careers.
- Apply their gained knowledge in the area of psychological research and analysis to interpret different sociocultural situations using scientific inquiry and critical thinking to solve problems.
- Adhere to ethical and legal standards in the use and practice of psychological techniques with an understanding of their social responsibility to their community at a local, national and global level.
- Communicate effectively to express their ideas, engage others in discussion of psychological concepts, and present information for different purposes through oral and written skills in English and Spanish.
- Exhibit technical skills and abilities in application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation

Professional Outcomes
The Bachelor in Science, major in Psychology program will prepare students to:
- Apply the knowledge of psychology to matters relating to the person, organizations, groups, and society.
- Utilize diverse means to compile information on the behavior of an individual and organization.
- Analyze human behavior based on various conceptual frameworks.
- Demonstrate the use ethics in the performance of the profession.
- Communicate and present visual, oral, and written analysis of psychological problems and recommended solutions.

Bachelor in Science (BS) – Major in Psychology	
Curricular Sequence	**Credits**
General Education Courses	51
Core Professional Courses	18
Major Concentration Courses	52
TOTAL	**121**

Ana G. Méndez University – Carolina Campus
School for Professional Studies
Program Title: Psychology
Credential Issued: Bachelor of Sciences (BS)
Degree Requirements: 121 Credits

General Education Courses (51 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
MATH 111-O Intermediate Algebra I	3			ENGL 331-O Public Speaking	4		ENGL 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
HIST 273-O History of the United States of America	3			SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
COMP 110-O Computer and Software	3			SCIE 111-O Integrated Science I	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken on the first semester				

Core Professional Courses (18 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SOCI 204-O Principles of Sociology	3		SOSC 112-O	PSYC 131-O Ethics in Psychology	3		PSYC 122-O
SOSC 250-O Statistics in Social Sciences	3		MATH 111-O	SOSC 260-O Research Techniques in Social Sciences	3		SOSC 250-O
PSYC 121-O General Psychology I	3		SOSC 112-O	PSYC 122-O General Psychology II	3		PSYC 121-O

Major Courses (52 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
PSYC 210-O Human Sexuality	3		PSYC 122-O	PSYC 222-O Adolescence Psychology	3		PSYC 122-O
PSYC 225-O Social Psychology	3		PSYC 122-O	PSYC 226-O Evolutional Psychology	3		PSYC 122-O
PSYC 228-O Psychology of Diversity	3		PSYC 122-O	PSYC 321-O Personality Theory	3		PSYC 320-O
PSYC 344-O Theories of Learning and Motivation	3		PSYC 226-O	PSYC 322-O Theories and Techniques of Psychotherapy	3		PSYC 321-O
PSYC 330-O Interpersonal Psychology	3		PSYC 122-O	PSYC 327-O Psychology of the Elderly	3		PSYC 122-O
PSYC 320-O Abnormal Psychology	3		PSYC 122-O	PSYC 410-O Organizational Psychology	3		PSYC 330-O
PSYC 423-O Physiological Psychology	3		PSYC 226-O	PSYC 415-O Psychology of Leadership	3		PSYC 410-O
PSY324-O Gender Psychology	3		PSYC122-O	PSYC 460-O Senior Capstone in Psychology	3		Upon completion of 90 credits
PSYC 461-O Senior Seminar in Psychology	4		PSYC 460-O				

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Bachelor of Science (BS) - Major in Hotel Management

121 Credits
Offered at the Metro Orlando
(The Program is currently not Admitting New Students)

Program Description:

Upon completion of this program, students learn to perform management functions through related coursework in Rooms Division Management, Revenue Management, Accounting, Hospitality Sales and Marketing, and Casino Operations among others.

Graduate's Profile/Outcomes

The graduate of this academic offering will be a bilingual professional prepared to perform successfully in the areas of tourism and hotel management. What sets these professionals apart is their knowledge in the field of tourism and hotel management. The graduate of this academic offer will be a:

- Professional prepared academically and capable of performing in his workplace and contribute favorably to the development of society;
- Leader in service management applying his knowledge and initiative to guarantee that the public obtains quality service;
- Professional knowledgeable of policies, norms, regulations, and organizational conduct and their relationship to the tourism and hotel industry;
- Facilitator who provides a collaborative environment so that the human resources of the organization may achieve their highest potential in their service offerings.

General Education Component

The UAGM- CAROLINA CAMPUS graduate will be a citizen with a knowledge foundation of the development and behavior of the human being, modern technology, the nature and cultural manifestations and universal concerns that will allow him to:

- help improve the quality of life of his people;
- communicate effectively;
- identify solutions to social problems;
- value the roots of his culture;
- develop an attitude of understanding and tolerance toward cultural diversity and respect for human dignity.

Through the General Education component, the student will develop the following skills to be able to:

Conceptual:

- Know the cultural origin and the social, economic, artistic, intellectual, and political contributions.
- Know the humanistic contributions of diverse cultures integrating them to his reality.
- Know the sociological, anthropological, and political theories that explain the development of societies throughout time.
- Manage to communicate effectively in Spanish as his vernacular.
- Manage to communicate in English as a second language.

- Utilize mathematical concepts and procedures that are fundamental and necessary to his academic and professional performance.
- Demonstrate general knowledge in the use of computers and their effect on various areas of society.

Technical-Motor:

- Utilize computerized information systems to introduce and analyze data, obtain information for personal and professional benefit.
- Adequately utilize scientific equipment, instruments, and materials.

Affective:

- Value the bio-psychosocial principles that foster a greater adaptation to the personal, social, and professional world.
- Demonstrate his sensibility to the preservation of the natural and physical environment.
- Evaluate his code of conduct to reorient his personal and professional life.
- Manifest conscientiousness and sensibility to human values.

Professional Component:

The graduate of the professional component of the Bachelor of Science in International Tourism and Hotel Management with majors in Marketing, Travel Agency, and Hotel Management will be able to solve problems of a quantitative and accounting nature, management theory, and economics on a basic level. Also, he will have integrated the elemental principles of management, human relations, and organizational conduct.

Upon completing the requirements of the component and major, the graduate will:

Conceptual:

- Describe the different conceptions that exist on the tourism and hotel industry existing with tourists.
- Analyze the relationship among the factors that determine the needs of the tourism and hotel industry.
- Apply the principles of mathematics, accounting, finance, and economics in the solution of problems.
- Apply in an integral form the knowledge of the tourism and hotel industry and the human relations necessary to impact effectively and efficiently the provision of services to tourists.
- Evaluate the performance of organizations as social systems in light of the theories and practices of service management.
- Integrate the principles of planning, organization, direction, control, and evaluation of management processes as they apply to tourism services.

Technical-Motor:

- Utilize computers and their software, electronic instruments, and calculators to carry out mathematical, accounting, and finance tasks.
- Design tables, graphics, and diagrams to facilitate the organization and preservation of work performed.

Affective:

- Exhibit a proactive attitude when faced with challenges.
- Demonstrate leadership in co-curricular, extracurricular, and professional activities.
- Express an interest and desire for professional and personal improvement.
- Manifest a desire and satisfaction in working in his professional area.

- Demonstrate sensibility and empathy when considering the needs of the tourism and hotel industry.
- Demonstrate effective and efficient integration when carrying out collaborative work.

Major Component:

The graduate of the Bachelor of Science Program in International Tourism and Hotel Management with a major in Hotel Management at UAGM- CAROLINA CAMPUS is a bilingual professional having direct involvement with the tourism and hotel industry. The professional in this area's chief performance is one of service. The first-level and intermediate manager is responsible for collaborating, so the public has appropriate access to high-quality services.

The student will develop the following skills to be able to:

Conceptual:

- Distinguish the concepts, practices, and tendencies that define the management, economics, finance, accounting, and budget in the scenario of high-quality service.
- Investigate situations that arise and affect the management scenario in the tourism industry and propose remedial action.
- Identify legislation and regulations that apply to the scenario of the tourism industry.
- Design work models, involvement strategies, and evaluation techniques to carry out the processes proper to the management of tourism services.
- Discriminate among different management models and establish strengths, pertinence, and applicability.

Technical-Motor:

- Utilize computers and their specialized software, electronic instruments, and calculators to carry out tasks in management processes.
- Prepare tables, graphics, and diagrams to facilitate the organization and presentation of his work research.

Affective:

- Value teamwork in collaboration and cooperation.
- Value an atmosphere of effective, participative communication, and decision making by consensus.
- Manifest pride and the satisfaction of working in tourism service management.
- Demonstrate responsibility, punctuality, and diligence in the performance of his duties.
- Value respect for professional ethics and individual and group contributions.

Bachelor in Science (BS) – Major in Hotel Management	
Curricular Sequence	**Credits**
General Education Courses	57
Core/Professional Courses	37
Major Courses	18
Electives	9
Total	**121**

Ana G. Méndez University - Carolina Campus
School for Professional Studies
Program Title: Hotel Management
Credential Issued: Bachelor of Science (BS)
Degree Requirements: 121 Credits

General Education Courses (57 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
MATH 111-O Intermediate Algebra I	3			ENGL 331-O Public Speaking	4		ENGL 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
HIST 273-O History of the United States of America	3			SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
COMP 110-O Computer and Software	3			SCIE 111-O Integrated Science I	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken on the first semester				

Core Professional Courses (37 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ACCO 111-O Introduction to Accounting I	4			MANA 213-O Personnel Management	3		
ITHM 101-O Introduction to the Hospitality Industry	3			MANA 217-O International Relations	3		
ITHM 102-O Introduction to Management in Hospitality	3		ITHM 101-O	ITHM 115-O Tourism System	3		COMP 110-O ITHM 101-O
ITHM 290-O Spreadsheets and Database Applications	3		COMP 110-O	ITHM 280-O Guest Services	3		ITHM 101-O
ITHM 360-O Hospitality Accounting	3		ACCO 111-O ITHM 290-O	ITHM 365-O Labor and Hospitality Laws	3		MANA 213-O
ITHM 370-O Hospitality Sales and Marketing	3		ITHM 102-O	ITHM 250-O Internship I	3		ITHM 102-O ITHM 115-O ITHM 280-O

Major Courses (18 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ITHM 300-O Rooms Division	3		ITHM 101-O	ITHM 306-O Casino Operations	3		ITHM 102-O
ITHM 400-O Revenue Management for Hotel Operations	3		ITHM 250-O ITHM 290-O	ITHM 390-O Advanced Internship in Hotel Operations	3		ITHM 250-O
ITHM 402-O Organizational Behavior in the Hospitality Industry	3		ITHM 102-O	ITHM 460-O Capstone Course	3		ITHM 390-O ITHM 400-O

Elective Courses (9 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
	3				3		
	3						

(This program is in teach-out and is not admitting new students). * Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. QYLE 110-O must be taken within first term of enrollment. **REVISED 7/8/14**.

Bachelor of Arts (BA) – Major in Pre-Kindergarten/Primary Education

130 Credits
Offered at the Metro Orlando and South Florida Campuses

Program Description
The Bachelor of Arts in Pre-Kindergarten/Primary Education prepares students to meet the standard knowledge and skills that are specified for teacher preparation, including content specific standards, teacher standards and pedagogical standards of effective teaching in Pre-K through 3rd grade and impact on student achievement.

Courses and experiences include instruction, observation, and practice to demonstrate competency in the following areas:
- Content knowledge and expertise
- Instructional design, planning, and delivery
- Learning environment and management
- Knowledge of students and student learning for instructional delivery and facilitation
- Assessment to engage, monitor and inform instructional decision-making
- Professional practices, responsibilities and conduct

The program requires clinical field observations that are integrated throughout the program for a cumulative of hours prior to internship. The program includes a practicum in a Pre-K-3rd grade setting, full-time for 12 weeks providing students a supervised field experience in which they can demonstrate their skills, knowledge and pedagogical practices. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

If the student is interested in opportunities for employment in state public schools, state certification is required. Students are required to demonstrate mastery of the necessary basic skills, content and pedagogical knowledge by obtaining qualifying scores on all state examinations required for profession (standard) certification. If student is seeking professional (standard) level certification upon graduation, all certification examinations must be passed, practicum and program degree must be completed to apply to the designated state certification agency prior to practicum or graduation. If any of the aforementioned requirements are not met prior to practicum or graduation, student will acknowledge professional (standard) certification will not be met and may have to pursue a conditional or temporary certification while completing certification professional requirements.

The Pre-Kindergarten/Primary Education program meets the educational eligibility criteria for certification in the state in which the program is offered. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.

Program Objectives
- Understand the importance of the social, personal, and academic mission of early childhood education.
- Develop and form effective teachers with high-quality standards in early childhood education.
- Guide graduates to implement, modify, and integrate early childhood education curricula.
- Analyze social, psychological, and philosophical aspect of the early childhood foundations of education.

- Apply a variety of educational strategies and techniques to effectively develop cognitive and fine motor skills in young children.
- Expose the graduates to a variety of educational field experiences in a public school that will help them to develop the skills, attitudes, and abilities in order to become early childhood educators.
- Incorporate technological innovations to enrich the student's learning and the young children whom they are going to be assisting.

Admission Requirements

1. Minimum GPA 2.50

Education Programs Internship Requirements

Students are required to demonstrate mastery of the necessary basic skills, content and pedagogical knowledge by obtaining qualifying scores on all state examinations required for certification.   If student is seeking professional (standard) level certification upon graduation, all certification examinations must be passed prior to practicum or graduation.   If any of the aforementioned requirements are not met prior to practicum or graduation, student will acknowledge professional (standard) certification will not be met and may have to pursue a conditional or temporary certification while completing certification professional requirements.

Bachelor of Arts (BA) – Major in Pre-Kindergarten/Primary Education	
Curricular Sequence	**Credits**
General Education Courses	57
Core/Professional Courses	24
Major Courses	49
Total	**130**

Sistema Universitario Ana G. Méndez
UAGM- Carolina Campus
School for Professional Studies
Program Title: Pre-Kindergarten/Primary Education
Credential Issued: Bachelor of Arts (BA)
Degree Requirements: 130 Credits

General Education Courses (57 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O	HIST 273-O History of the United States of America	3		
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment				

Core/Professional Courses (24 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
EDUC 135-O Philosophical, Sociological and Psychological Foundations of Education	3			EDUC 171-O Human Growth and Development	3		
EDUC 202-O Technology and Materials for Teaching and Learning	3		COMP 110-O	EDUC 205-O Introduction to Assistive Technology	3		
EDUC 409-O Learning Evaluation and Planning	3			ECED 322-O Health, Nutrition and Preventive Medicine	3		
EDUC 403-O Curriculum Design	3			TESL 223-O Applied Linguistics in ESOL	3		

Major Courses (49 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ECED 173-O Introduction to Early Childhood/Primary Education	3			ECED 207-O Theories of Child Development and Learning	3		
ECED 308-O Management of the Early Childhood/Primary Education Environment	3			ECED 310-O Perceptual- Motor Development, Learning and the Brain	3		SCIE 112-O
ECED 311-O Cognitive and Logic-Mathematical Development	3			ECED 329-O Nature and Needs of the Exceptional Child	3		
ECED 332-O Integration and Participation of Family in Pre-K Care Centers	3			ECED 402-O Creative Expression in Early Childhood/Primary Education	3		
ECED 405-O Language Development in the Context of Reading/Writing	3			ECED 410-O Teaching Reading to non-English Speakers in PreK-3	3		ECED 405-O
EDUC 410-O Teaching Math at the Primary Level	3		MATH 112-O	EDUC 411-O Teaching Sciences at the Primary Level	3		
EDUC 414-O Language Arts at the Primary Level	3		ENGL 231-O	EDUC 435-O Interdisciplinary Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Courses
EDUC 436-O Pedagogical Integration Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Courses Except ECED 442-O ECED 443-O	ECED 442-O Practice Seminar in Early Childhood and Primary Education (University campus/Internship coordinator's approval)	1		Concurrent with ECED 443-O
ECED 443-O Practicum in Early Childhood (University campus/Internship coordinator's approval)	3		All Courses				

. *Language skills in English and Spanish will be assessed with a placement test. **Additional language** courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. The practicum is 12 weeks, full-time hours. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.* **QYLE 110-O must be taken within the first term of enrollment. REVISED 5/5/2020.**

Bachelor of Arts (BA) – Major in Special Education

130 Credits
Offered at the Metro Orlando, South Florida and Tampa Bay Campuses

Program Description
The Bachelor of Arts in Special Education prepares students to meet the standard knowledge and skills that are specified for teacher preparation, including content specific standards, teacher standards and pedagogical standards of effective teaching in Pre-K-12th grade and impact on student achievement. The program is designed to prepare students to become effective special education teachers who are capable of working with children and youth who have a variety of disabilities and in differing developmental stages. Students in this program are prepared to play a vital role in developing their students' capacities to lead lives that are productive and independent.

Courses and experiences include instruction, observation, and practice to demonstrate competency in the following areas:
- Content knowledge and expertise
- Instructional design, planning, and delivery
- Learning environment and management
- Knowledge of students and student learning for instructional delivery and facilitation
- Assessment to engage, monitor and inform instructional decision-making
- Professional practices, responsibilities and conduct

The program requires clinical field observations that are integrated throughout the program for a cumulative of hours prior to internship. The program includes a practicum in a Pre-K-12th grade setting, full-time for 12 weeks providing students a supervised field experience in which they can demonstrate their skills, knowledge and pedagogical practices. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

If the student is interested in opportunities for employment in state public schools, state certification is required. Students are required to demonstrate mastery of the necessary basic skills, content and pedagogical knowledge by obtaining qualifying scores on all state examinations required for profession (standard) certification. If student is seeking professional (standard) level certification upon graduation, all certification examinations must be passed, practicum and program degree must be completed to apply to the designated state certification agency prior to practicum or graduation. If any of the aforementioned requirements are not met prior to practicum or graduation, student will acknowledge professional (standard) certification will not be met and may have to pursue a conditional or temporary certification while completing certification professional requirements.

The Special Education program meets the educational eligibility criteria for certification in the state in which the program is offered. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.

Program Objectives

- To support the development of concepts and capacities necessary for pre-service teachers and incumbent teachers who are interested in professional development in special education.
- To strengthen and broaden this program by making it available during the day, at night and on Saturdays.
- To offer students professional and personal assistance orientations, support, and guidance, throughout their program.
- To provide education, training, and retraining through high-quality certification at different academic levels.
- To increase program demand through mass media advertising.
- To broaden students' knowledge, basic skills, and necessary attitudes, so they may become competitive dual language professionals by providing them with access to quality training and retraining on different academic levels.
- To integrate clinical field experience into the program by providing seminars, a pre-practicum, and a practicum that support special education and its related areas by developing values of citizenship and community service in Florida.
- To ensure a high-quality academic offering to special education students through effective evaluation methods, self-evaluation tools, and ongoing assessment.
- To keep teaching practices current through the latest advances in technology.
- To provide students with varied instructional resources and professional development in a collaborative learning community.
- To effectively and efficiently strengthen the structure, organization, and procedures necessary to assist active and prospective students.

Admission Requirements

1. Minimum GPA 2.50

Education Programs Internship Requirements

Students are required to demonstrate mastery of the necessary basic skills, content and pedagogical knowledge by obtaining qualifying scores on all state examinations required for certification. If student is seeking professional (standard) level certification upon graduation, all certification examinations must be passed prior to practicum or graduation. If any of the aforementioned requirements are not met prior to practicum or graduation, student will acknowledge professional (standard) certification will not be met and may have to pursue a conditional or temporary certification while completing certification professional requirements.

Bachelor of Arts (BA) – Major in Special Education	
Curricular Sequence	Credits
General Education Courses	57
Core/Professional Courses	24
Major Courses	49
Total	**130**

Sistema Universitario Ana G. Méndez UAGM- Carolina Campus School for Professional Studies Program Title: Special Education Credential Issued: Bachelor of Arts (BA) Degree Requirements: 130 Credits							
General Education Courses (57 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O	HIST 273-O History of the United States of America	3		
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st Semes.				
Core/Professional Courses (24 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education	3			EDUC 171-O Human Growth and Development	3		
EDUC 172-O Human Growth and Development	3		EDUC 171-O	EDUC 202-O Technology and Materials for Teaching and Learning	3		COMP 110-O
EDUC 204-O Education for Children with Exceptional Needs and Inclusion	3			EDUC 205-O Introduction to Assistive Technology	3		
EDUC 409-O Learning Evaluation and Planning	3			TESL 223-O Applied Linguistics in ESOL	3		
Major Courses (49 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SPED 101 Teacher Preparation in Special Education	3		EDUC 171-O EDUC 135-O	SPED 102-O Assistive Technology and other Resources in Special Education	3		EDUC 202-O EDUC 204-O EDUC 205-O SPED 101-O
SPED 103 Learning Disabilities	3		SPED 101-O EDUC 135-O	SPED 203-O Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder	3		SPED 101-O
SPED 204-O Nature, Needs, and Behavior Modification in the Gifted Education Students	3		SPED 101-O	SPED 205-O Integration of the Fine Arts in Special Education	3		SPED 101-O EDUC 202-O EDUC 204-O
SPED 207-O Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level	3		SPED 101-O SCIE 112-O MATH 112-O	SPED 208-O Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Lvl	3		SPED 101-O SCIE 112-O MATH 112-O
SPED 210-O Language Development and the Reading-Writing Processes in the Special Education Student I	3		SPED 101-O SPAN 255-O ENGL 115-O	SPED 211-O Language Development and the Reading-Writing Processes in the Special Education Student II	3		SPED 210-O
SPED 295 Evaluation and Assessment in Students with Special Needs	3		EDUC 171-O SPED 101-O EDUC 135-O	SPED 300-O The Brain and Learning	3		EDUC 171-O SPED 101-O EDUC 135-O
EDUC 403 Curriculum Design	3			EDUC 435-O Interdisciplinary Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Courses Except SPED 405-O SPED 406-O EDUC 436-O
EDUC 436 Pedagogical Integration Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Courses Except SPED 405-O SPED 406-O	SPED 405-O Teaching Practicum in Special Education (University campus/Internship coordinator's approval)	3		All Courses
SPED 406 Seminar on Teaching Practicum in Special Education (University campus/Internship coordinator's approval)	1		Concurrent with SPED 405-O				

*Language skills in English and Spanish will be assessed with a placement test. **Additional language** courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. The practicum is 12 weeks, full-time hours**.** The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.*** QYLE 110-O must be taken within the first term of enrollment. REVISED 5/5/2020.**

Bachelor of Science (BS) – Major in Criminal Justice

120 Credits
Offered at the Metro Orlando, South Florida and Tampa Bay Campuses

Program Description

The Criminal Justice System is composed of the agencies that deal with social control, such as, the Justice Department, Corrections, Police Department, and the Court System. Although these departments work independently, they share a common interest, which is to control crime while upholding justice.

The study of Criminal Justice is related to the nature and scope of crime, as well as, the reactions to those who infringe on the law. The curriculum includes the study of crime and the factors that lead to delinquency. Human behavior is emphasized in aspects of public policy and the role that citizens play in the democratic and judicial processes. Professionals in this field develop positive attitudes that allow them to be productive citizens in society. Graduates from this program will have the ability to work in the public or private sector. They will be provided with the most recent and innovative knowledge within the field of criminology, sustained by courses that discuss the Penal Code, Evidence, Juvenile Delinquency, Administration of Public Security, and the Correctional System, among others. Students will be equipped with oral and written skills necessary for the field of criminology, as well as, terminology and technical tools within the area that increase competence as a professional in this field.

Program Outcomes

The UAGM-Carolina Campus Criminal Justice program covers different approaches, which meet the needs of our students who want to enter the field of criminal investigation, forensic science, criminalistics, and criminology. The Criminal Justice Bachelor's program incorporates the following courses: General Psychology, Forensic Psychology, Introduction to Justice, Prevention and Sociological Aspects of Criminal Behavior; Applied Criminology; Criminal Technology, Fraud, and Cybercrime, and Forensic Science General Vision. These courses complement other professional and concentration components to provide the student holistic view that includes the structural, behavioral and the forensic part. Students will be equipped with oral and written skills necessary for the field of criminology, as well as, terminology and technical tools within the area that increase competence as a professional in this field.

Bachelor of Science (BS) – Major in Criminal Justice	
Curricular Sequence	**Credits**
General Education Courses	48
Core/Professional Courses	24
Major Courses	48
Total	**120**

Ana G. Méndez University - Carolina Campus
School for Professional Studies
Program Title: Criminal Justice
Credential Issued: Bachelor of Science (BS)
Degree Requirements: 120 Credits

General Education Courses (48 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ENGL 115-O College Reading and Writing I	4		ENGL 102-O*	ENGL 116-O College Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	4		SPAN 102-O*
SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SCIE 113-O Integrated Science Compendium	3			HIST 273-O History of the United States of America	3		
MATH 120-O Basic Algebra	3			COMP 110-O Introduction to Computer and Software	3		
SOSC 111-O Individual, Community, Government. and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O

Core/Professional Courses (24 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
QYLE 110-O Attitude Development and Adaptation	3		Must be taken in the 1st Semester of Enrollment	SOCI 203-O Principles of Sociology	3		
PALE 105-O Constitutional Principles	3			PSYC 123-O General Psychology	3		
SOSC 250-O Statistics for Social Sciences	3		MATH 120-O	SOSC 258-O Research Techniques in Social Sciences	3		SOSC 250-O
PSYC 225-O Social Psychology	3		PSYC 123-O	CRIM 434-O Forensic Psychology in the Criminal Justice System	3		CRIM 103-O PSYC 123-O

Major Courses (48 Credits)

Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
CRIM 103-O Introduction to Criminal Justice	3			CRIM 203-O General Principles of Penal Law and Crimes Against the Individual	3		
CRIM 320-O Criminal Investigation	3			CRIM 335-O Ethical Aspects of Justice	3		
CRIM 336-O Seminar on Substance Use and Abuse	3			CRIM 436-O General Overview of the Forensic Sciences	3		
CRIM 204-O Special Penal Laws	3		CRIM 203-O	CRIM 333-O Prevention and Sociological Aspects of Criminal Behavior	3		SOCI 203-O
CRIM 425-O Applied Criminalistics	3		CRIM 320-O	CRIM 432-O Criminal Technology, Fraud, and Cyber Crimes	3		CRIM 103-O
CRIM 118-O Civil System	3		SOSC 112-O	CRIM 206-O Introduction to Judicial Procedures	3		CRIM 103-O CRIM 203-O
CRIM 340-O The Justice System and Juvenile Delinquency	3		CRIM 206-O	CRIM 415-O Evidence, Case Preparation, and Testimony	3		CRIM 206-O
CRIM 430-O Rehabilitation, Civil Rights, and the State Correctional System	3		CRIM 103-O PALE 105-O	CRIM 475-O Supervised Practicum	3		All CRIM Courses

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with all required hours set by the state for practicum experiences and placement requirements for the professional area set by the State Law. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures students must meet before being accepted for a Practicum in Criminal Justice. QYLE 110-O must be taken within the first term of enrollment. **REVISED 7/8/14.**

Master's Degree

Master of Science (MS) – Major in Educational Leadership

42 Credits
Offered at Metro Orlando and South Florida Campuses

(This program is currently not admitting students)

Program Description

The Educational Leadership program is designed to prepare future school administrators with the skills and competencies needed to become outstanding bilingual leaders in public educational institutions at K-12. Students must comply with state and local requirements or limitations to practice the profession. *This major is for education certified students with experience in the educational field only. **Educational leadership students must pass the MARYLAND STATE requirements prior to being assigned to a school for a principal internship.**

Program Objectives

Upon completion of the program, the student will possess:

1. Knowledge, skills, and competencies necessary for successful school leadership.
2. Ability to be proactive and decisive with a moral, and ethical commitment to the school's mission.
3. Cognitive and communication skills necessary to accomplish change.
4. Flexibility in using decision making and motivational strategies for effectively managing time, resources, and personnel.

Note: This program requires a Bachelor of Arts in Education and experience in the public educational system.

ESOL Requirements: For the purpose of meeting Maryland state ESOL requirements, TESL 522-O has been added to the curriculum.

Education Programs Internship Requirements

All students seeking an education leadership degree must achieve a passing score on the Praxis I and comply with all Maryland state requirements before initiating the internship experience at a public school setting. If a student does not pass the required Maryland State exam, he/she will have to repeat the course. Additionally, before seeking a leadership educational teaching position, graduates must comply with all Maryland State Certification requirements. Refer to the Maryland's State Department of Education website for internship requirements, field, and clinical experiences requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/.

The Maryland Department of Education (2003) requires the following: "All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption."

The practicum in teaching provides students with field experiences to demonstrate accomplished principal ship practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing and they must comply with

state and local regulations. The student must refer to the Educational Leadership Internship Handbook available from the Director of Integrated Services for specific requirements and procedures.

Master of Science (MS) – Major in Educational Leadership	
Curricular Sequence	**Credits**
Major Courses	36
Internship	3
Elective Courses	3
Total	**42**

Ana G. Méndez University - Carolina Campus School for Professional Studies Program Title: Educational Leadership (K-12) Credential Issued: Master of Science (MS) Degree Requirements: 42 Credits			
Major Courses (36 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
EDUG 605-O Public School Curriculum and Instruction	3		
EDAG 650-O Human Relations, Organizational Climate and the learning environment In Educational Institutions	3		
EDAG 657-O Human Resources Management and Development in Educational Leadership	3		
EDAG 640-O Development of Leadership in Education, Theories, and Application	3		6 Credits
EDAG 641-O The Leader and the Learning Communities	3		EDAG 640-O
EDUG 611-O Evaluation, Measurement, and Assessment of the Teaching Learning Processes	3		
EDAG 644-O Technology for School Administrators	3		
EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership	3		
EDAG 652-O Budget and Financial Systems in Educational Organizations at the School Level	3		
EDUG 535-O Action Research Evaluation	3		All Courses Except EDAG 670-O
EDAG 662-O Multicultural Education for School Administrators	3		
*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools	3		
Internship Courses (3 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDAD 670-O Internship – Practice in Educational Leadership: K-12* (Requires a passing score on the FELE and Internship Coordinator's Approval)	3		Completed all courses and a passing score on the Florida Educational Leadership Exam (FELE).
Elective Courses (3 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDAD 663-O Conflict Resolution for Educational Leaders	3		
(This program is on teach-out stage and is not admitting new students).			

Master in Public Administration (MPA) – Major in Public and Non-Profit Management

36 Credits
Offered at the Metro Orlando and South Florida Campuses

Program Description:

The Master in Public and Non- Profit Management is a professional course of study for individuals pursuing careers in government, public service and non-profit organizations. Our students develop knowledge and skills in the management process in areas related to human resources; management of financial resources; organizational strategies, and the analytical techniques applied to maximizing effectiveness and efficiency in public service and in the third sector.

The Graduate Program in Public and Non-Profit Management will offer courses in the various areas: Management and Leadership in both sectors; Human Resources and Labor Relations Administration; Accounting and Finance; Legal and Ethical Issues, E-Government Projects, and Research Methods applied to public and non-profit sectors (21 credit hours).

Also, students will have the opportunity to select 4 courses (12 credit hours) among the following: Development and Management of Strategic Alliances with Non-Profit Organizations; Development of Grant Proposals for Public Sector; Topics and Cases in Urban Policy and Planning; Urban Affairs and Public Policy; Community Organizations and Public Policy; Special Topics, and Legislative Process.

There is also a Capstone Course (3 credit hours)

Program Objectives

- Satisfy the need for sophisticated managers with organizational acumen, technical skills, and an in-depth understanding of what it means to work in both, the public and nonprofit world.
- Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.
- Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven by the desire to make a difference in their communities, their nation, and their world.
- Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy, and service delivery.
- Foster in students a commitment to social purpose and the public interest
- Provide students with analytical and practical and research skills that they will require in the workforce whether they pursue a career in government, the third sector
- Create the conditions for students to acquire extensive knowledge of public policy, political systems, administrative practices, research methods, and computer applications as preparation for significant professional careers in the public sector or non-profit sectors.
- Prepare students to apply current theories of management and analysis, thereby helping them to master their current ethical and working responsibilities as public administrators and preparing them for exemplary leadership and management in the increasingly complex urban environment of future years.

Master in Public Administration (MPA) – Major in Public and Non-Profit Management	
Curricular Sequence	**Credits**
Core/Professional Courses	21
Major Courses	12
Capstone Courses	3
Total	**36**

Ana G. Méndez University - Carolina Campus School for Professional Studies Program Title: Public and Non-Profit Management Credential Issued: Master in Public Administration (MPA) Degree Requirements: 36 Credits			
Core Professional Courses (21 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
PUAG 502-O Public and Nonprofit Organizations: Management and Leadership	3		
PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs	3		
PUAG 512 Public and Non-Profit Accounting and Finance	3		
PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3		
PUAG 640-O Development and Management of E-Government Projects	3		
PUAG 515-O Research Methods Applied to Public Affairs	3		
PUAG 535-O Strategic Management and Public Policy	3		
Major Courses (Select 4 Courses - 12 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations	3		
PUAG 605-O Topics and Cases in Urban Policy and Planning	3		
PUAG 604-O Urban Affairs and Public Policy	3		
PUAG 608-O Community Organizations and Public Policy	3		
PUAG 615-O Development of Financial Proposals for Public Sector	3		
PUAG 626-O Special Topics	3		
PUAG 610-O Legislative Process	3		
Capstone Course (3 Credits)			
PUAG 665-O Capstone Course	3		9 Approved Credits of Major Courses
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **Revised 6/2011**			

Master of Education (M.Ed.) – Major in Bilingual Education

36 Credits
Offered at the South Florida Campus

(This program is currently not admitting new students)

Program Description

This Master of Education in Bilingual Education program is designed to provide the skills knowledge and abilities necessary in the area of bilingual teaching in a culturally diverse environment. Students in Master's Degree Programs in Education must have educational background and experience in a school setting.

This program is geared towards the fundamental characteristics of a bilingual teacher providing emphasis on the teaching of language and content through the use of research-based practices under the bilingual education guidelines and regulations. Also, it will provide knowledge on best-proven practices, approaches, theories, and techniques that will make them capable of helping non-English speaking students succeed in their academics while helping them develop their language skills.

This Master's Level Program provides technical knowledge in specific areas such as multiculturalism, bilingual education practices, bilingual teaching methods, learning styles, diversity in the classroom, social aspects in bilingual education, literacy in two languages, and academic success in the classroom. Students in this program will be given the opportunity to apply this knowledge in the design of curriculum, activities, strategies, and methods that will help them in acquiring the experience needed to best implement a bilingual program assuring the student success.

The program focuses on the application of language and content instruction, differentiating instruction to meet the needs of the diverse students, the promotion of multiculturalism in the classroom, and the appreciation of other cultures as a means of instruction.

The program in bilingual education offers courses on social foundations, curriculum development, language, content and culture, language acquisition, methods of teaching bilingual education, theoretical foundations of Bilingual Education, and research methods applied to bilingual education issues. The students in this program will be capable of making instructional decisions in order to meet the needs of students who are struggling academically due to the acquisition of a second language. Every student in this program will complete courses in:

1. Social Foundations of Education
2. Bilingual/Bicultural Education
3. Research Methods applied to Bilingual/Bicultural Education
4. Field Experience Internship in the area of Bilingual and Second Language Education

These courses will provide students with a broad knowledge of bilingual education, language acquisition and content learning, research-based methods, approaches, and techniques that will give them the tools needed to meet the needs of the fast-growing Hispanic student's population of Florida.

Program Objectives

- Develop and form new highly skilled bilingual teachers with high-quality standards in bilingual education and biliteracy who are qualified to teach in a multicultural environment and who is sensitive to the educational needs of the Hispanic student population.

- Graduates from the Master's Degree in Bilingual Education will be able to function in a culturally and linguistically diverse environment. Graduates from this program will also be able to contribute to the efforts made by schools in meeting the needs of the fast-growing Hispanic population. Graduates from the M.Ed. in Bilingual Education will be capable of assessing the needs of their students to design instructional activities and programs that will strengthen and increase the students' ability to develop linguistically and academically.
- The program will develop bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit our students' population.
- The graduates will know the importance of integrity and ethics in the performance of their teaching functions with special attention to the needs of the Hispanic student population and the social responsibilities of the entire school community to assure compliance with the State of Florida Statutes and Regulations.
- The program will provide the knowledge and skills necessary to develop bilingual teachers who are capable of identifying the needs of their students and design curricular activities that will best work with these students in order to help them achieve the maximum level of success in their academics.

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (General Knowledge Test) before initiating the internship experience at a public-school setting. If a student does not pass the required Florida State Exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State certification requirements.

The practicum in teaching lasts 12 weeks, 20 hours a week, providing students with field experiences to demonstrate Educator Accomplished Practices in a bilingual school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience for this program is in both English and Spanish. Students must demonstrate English and Spanish language proficiency in listening, speaking, reading, and writing. The Academic Director will coordinate placement in a school that provides teaching in both languages. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

Master of Education (M.Ed.) – Major in Bilingual Education	
Curricular Sequence	**Credits**
Social Foundation Courses	6
Specialization Courses	21
Research Courses	6
Field Experience	3
Total	**36**

Ana G. Méndez University - Carolina Campus School for Professional Studies Program Title: Bilingual Education Credential Issued: Master in Education (M.Ed.) Degree Requirements: 36 Credits			
Social Foundations Courses (6 Credits)*			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
SCFG 508-O Education and Society	3		
Student will Choose one of the Following Courses (3 Credits)			
SCFG 503-O Human Development and Learning: The Early Years and Elementary	3		
SCFG 506-O Human Development and Learning: Secondary	3		
Specialization Courses (21 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
EDBE 502-O Bilingual-Bicultural Curriculum Development	3		
EDBE 504-O Language, Literacy and Culture	3		
EDBE 525-O Biliteracy, Language, and Content in Bilingual Education	3		
EDBE 566-O First and Second Language Acquisition	3		
EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas	3		
EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education	3		
EDBE 526-O Theoretical Foundations of Bilingual Education and ESOL	3		
Research Courses (6 Credits)*			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
EDBE 510-O Introduction to Research: Purposes, Issues, and Methodologies	3		All Courses (27 Credits)
EDBE 520-O Research Methods in Bilingual and Second Language Education	3		EDBE 510-O
Field Experience (3 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
EDBE 697-O Field Experiences in Bilingual and Second Language Education* (Internship Practicum of 12 weeks, 20 hours a week)	3		20 Approved Credits, A passing score on the Florida General Knowledge Test
(This program is in teach-out, and it is not accepting enrollment at this time)*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. * The term before enrolling in this course, the student shall receive academic counseling from the facilitator in charge of the field experience process to identify a school to complete the field experience. It must be in a school that offers instruction in English and in Spanish (Bilingual Ed. Program). This program is offered at the South Florida Campus only. **REVISED 6/2011**			

Master in Management (MM) – Major in Health Service Management

42 Credits

Program Description

The Master in Management Degree with Major in Health Service Management aspires to help develop in a diverse student population critical thinking skill, creativity, knowledge development and applied skills in Health Service Management.

The graduate from the program will be a professional academically trained with the skills to perform successfully at the middle-level management of health service organizations.

The program will distinguish itself by graduating fully bilingual professional with a holistic view of the health services system. In addition, the program courses will include among other courses in health program evaluation, quality and cost control while developing decision-making skills in the context of a health services delivery.

Finally, the student will obtain the ethical and legal knowledge to practice his profession in a highly ethical and legal health services environment.

Program Objectives

- Provide a current and modern curriculum within a conceptual framework that will promote the integral development of the student and the basic skills necessary to perform at the middle level of management in health service organizations.
- Develop specialists in health service management with a holistic view and the skills, competencies necessary to perform in a management in health services organizations.
- Contribute in the education and training of professionals capable of developing creative and cost-effective strategies that improve the quality health services delivered by organizations.
- Promote the education of professionals with a holistic vision and with the skills to adapt positively and proactively to changes in society.
- Educate professionals with the necessary skills to evaluate environments strategically and assess the impact of changes in the quality of health services.
- Develop in students the necessary research skills, specialized knowledge of information resources in the area of health services.
- Provide observation and analytical skills necessary to apply theoretical knowledge to specific circumstances and obtain usable and practical information.
- Foster the development of ethical, dynamic and creative management leaders that will add value to health service organizations and services.
- Develop professionals that have the skills of collaborative work, communication and conflict resolution that will maintain group cohesion and productivity in the context of health service organizations.
- Educate professionals with a clear and integrated vision of human behavior and its effects in organizational change.
- The program will train professionals with the vision to implement innovative, ethical and creative leadership and management styles to take advantage of new opportunities for the development and growth of health service organizations at the state, national, and international level.
- Educate bilingual professionals capable of providing services in English and Spanish and on helping health service organizations serve culturally diverse populations.

Master in Management (MM) – Major in Health Service Management	
Curricular Sequence	**Credits**
Core/Professional Courses	24
Major Courses	18
Total	**42**

Ana G. Méndez University - Carolina Campus School for Professional Studies Program Title: Health Service Management Credential Issued: Master in Management (MM) Degree Requirements: 42 Credits			
Core Component (24 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
HESM 500-O Organizational Behavior	3		
HESM 510-O Strategic Planning in Health Services Organizations	3		HESM 520-O
HESM 520-O Fundamentals of Accounting and Finance in Health Services	3		Undergraduate accounting and finance course
HESM 530-O Economy in the Healthcare Market	3		HESM 520-O
HESM 540-O Health Services Information Systems	3		
HESM 550-O Research Methods in Health Services Management	3		HEMG 600-O HESM 560-O HESM 570-O
HESM 560-O Applied Biostatistics	3		Undergraduate Statistics Course
HESM 570-O Fundamentals of Epidemiology	3		
Major Courses (18 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
HEMG 600-O Fundamental in Health Services Evaluation	3		
HEMG 610-O Legal and Ethical Issues in the Evaluation of Health Services	3		
HEMG 620-O Quality Management in Health Services	3		
HEMG 630-O Analysis of Models of Program Evaluation	3		HEMG 600-O HESM 550-O
HEMG 640-O Effective Strategies in the Health Services Evaluation	3		HEMG 600-O HESM 550-O
HEMG 650-O Final Project: Development of a Health Services Evaluation Model	3		
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Master in Social Work (MSW) – Social Work

54 Credits

Program Description:

The professional in the Social Work Program promotes social and economic equity and justice and the well-being of human and social systems. Social workers utilize theories of human behavior and social systems to intervene at the points where people interact with their environments. Human rights and social justice are fundamental tenants of social work. Social workers offer a variety of services to individuals, families, groups, organizations and communities.

Social workers understand both the public and the private social service systems and how it serves its clientele. Among the services performed by social workers are appropriate referrals, direct services, short term therapies, crisis interventions, information gathering, planning, administration and evaluation of social services. Social workers analyze legislation and social policies in order to make recommendations for improving the quality of life of all citizens. Graduates of Social Work must seek professional licensing from the Social Work Board of Examiners at the State Department of Florida.

Admission Requirements

1. An earned bachelor's degree from a college or university accredited by a recognized regional accrediting agency
2. An undergraduate GPA of at least 2.75
3. Three letters of recommendation
4. An interview
5. An essay, written at the time of the interview

Program Goals and Professional Competencies

The Department of Social Work goals are:

Goal 1: To prepare students for beginning and advanced social work practice and careers

Goal 2: To promote social justice and social change

Goal 3: To advance the knowledge base of social work

Goal 4: To serve as a resource for the communities close to our main campus and off-campus sites

UAGM- Carolina Campus program in Social Work has identified twelve (12) competencies that will be central to the professional development of the students. These competencies are:

1. Identify as a professional social worker and conduct as one accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities
11. Offer mental health trans-disciplinary holistic services to individuals, families and small groups
12. Promote the quality and the accessibility of mental health services for underserved populations

Graduation Requirements for the Program:

1. A general grade point average of 3.0
2. Approve a comprehensive examination

License

License requirements vary by state. For information on applying for a license, please refer to the Social Work State Board.

Master in Social Work (MSW) – Social Work	
Curricular Sequence	**Credits**
Foundation Courses	27
Major Courses	21
Elective Courses	6
Total	**54**

Ana G. Méndez University - Carolina Campus
School of Social and Human Sciences
Program Title: Social Work
Credential Issued: Master Social Work (MSW)
Degree Requirements: 54 Credits

Foundation Courses (27 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
SWGR 504-O Social Policy Analysis	3		
SWGR 505-O Human Diversity and Social Justice	3		
SWGR 506-O Social Work with Individuals and Families	3		
SWGR 507-O Social Work with Groups and Communities	3		SWGR 506-O
SWGR 510-O Research Design	3		
SWGR 601-O Theories and Models of Human Development and Behavior I	3		
SWGR 606-O Theories and Models of Human Development and Behavior II	3		SWGR 601-O
SWGR 555-O Social Work with Seminar and Field Practicum I	6		SWGR 504-O SWGR 505-O SWGR 507-O SWGR 510-O SWGR 606-O
SWGR 670-O Comprehensive Exam (1st part)	0		Concurrent with SWGR 555-O
Major Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
SWGR 602-O Clinical Intervention I	3		
SWGR 607-O Clinical Intervention II	3		SWGR 602-O
SWGR 511-O Research Analysis	3		SWGR 510-O
SWGR 655-O Social Work with Seminar and Field Practicum II	6		SWGR 555-O SWGR 511-O SWGR 670-O
SWGR 665-O Social Work with Seminar and Field Practicum III	6		SWGR 655-O
SWGR 671-O Comprehensive Exam (2nd Part)	0		SWGR 670-O
Elective Courses (Select 6 Credits)			
SWGR 604-O Social Work and Mental Health	3		SWGR 670-O
SWGR 608-O Psychopathology, Human Behavior and Social Environment***	3		SWGR 670-O
SWGR 620-O Adult and Elderly Development	3		SWGR 670-O
SWGR 623-O Drug and Substance Abuse	3		SWGR 670-O
SWGR 616-O Violence and Society	3		SWGR 670-O
SWGR 627-O Mental Health Services and Policies	3		SWGR 670-O
SWGR 625-O Psychopharmacology and Social Work	3		SWGR 604-O SWGR 670-O

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REV 6/09/2020

Course Descriptions

ACCO 110-O Quantitative Aspects
3 Credits

This course includes the use of the electronic calculator for the student to work in business applications of the following concepts. Use of percent in business, commercial discounts, cash discounts, commissions, profit margin, simple interest, compound interest, present value, discounting commercial loans, payroll deductions, inventory, and depreciation. **Pre- Requisite: None**

ACCO 111-O Introduction to Accounting I
3 Credits

The course Elementary Accounting I includes the theory and practice of debit and credit. It also includes practice in account management as well as principles and analysis of preparing a worksheet and financial statements. It includes inventory accounting and accounts receivable, voucher systems, concepts and principles of bank statement reconciliation. **Pre-Requisite: ACCO 110-O**

ACCO 112-O Introduction to Accounting II
3 Credits

The course Elementary Accounting II studies the basic concepts in registering fixed assets and equipment. It also covers the areas of methods of depreciation and payroll accounting, corporations and statement of cash flows. **Pre-Requisite: ACCO 111-O**

ACCO 515-O Managerial Accounting
3 Credits

This course engages students in the study of the world financial requirements, the analysis of financial statements and investment decisions. It also examines related topics such as cost accounting, budgets, and control of benefits, taxes, and inventory. **Pre-Requisite: None**

ACCO 606-O Governmental and Non-Profit Accounting
3 Credits

In-depth study of non-profit and governmental accounting and the information presented in financial statements and other reports of governmental bodies and not-for-profit agencies. The course will emphasize budget control and reporting for decision-making. **Pre-Requisite: None**

ACCO 627-O Advanced Auditing
3 Credits

A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice. **Pre-Requisite: None**

ACCO 628-O Advanced Accounting
3 Credits

Accounting for business combinations and mergers, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships. Application of different methods of accounting for investments on the books of a   parent   company. Topics include consolidation procedures of non-controlling interests, intercompany sales, intercompany debt, ownership patterns and income taxes. **Pre-Requisite: None**

ACCO 629-O Federal Taxes
3 Credits

A study of the federal income tax law, US Treasury regulations and IRS revenue rulings and court cases. A major emphasis of the course will be tax avoidance and detailed study of personal federal tax forms and ethics. **Pre-Requisite: None**

ACCO 630-O Special Issues in Taxation
3 Credits

A study of special taxation situations, regulations, policies and the law. The course will deal with inheritance, gifts and donations, and trusts, among others. **Pre-Requisite: None**

ACCO 631-O Health and other Non-Profit Institutions Accounting
3 Credits

In-depth study of information presented in financial statements and other reports of health and other non-profit institutions and the state and federal laws that apply. **Pre-Requisite: None**

ACCO 633-O Internal Auditing
3 Credits

The course will provide an in-depth study of internal auditing generally accepted policies and regulations. Students will analyze the ethics code and procedures for the planning, internal controls evaluation, and reporting. **Pre-Requisite: None**

ACCO 635-O Information Systems Accounting
3 Credits

The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization's units. The course emphasizes procedural techniques and studies the flow of financial data through the institution's accounting systems. **Pre-Requisite: None**

BIOL 101-O Introduction Biological Sciences I
3 Credits

This course is designed to provide instruction in the fundamentals of cell structure and physiology. It includes an examination of the cultural aspects of biology and science that provide for man's interaction with his ecological environment. Emphasis is placed on organic evolution as well as on human biological processes. **Pre-Requisite: None**

BIOL 102-O Introduction Biological Sciences II
3 Credits

The course familiarizes the student with the basic concept of modern biology. Topics included are characteristics of living organisms, organization of life, metabolism, reproduction, integration, coordination, and diversity of life. **Pre-Requisite: BIOL 101-O**

BIOL 250-O Introduction to the Study of Environmental Sciences
3 Credits

The course is a practical and appreciative study of the environment. It presents basic concepts of environment and human population as a frame of reference for the rest of the topics. The content also includes analysis and evaluation of soil, water, air, and energy resources, emphasizing fundamental aspects of pollution of these resources and their possible fitness. The development of the topic of environmental ethics is discussed with concern. **Pre-Requisite: None**

BUSG 505-O Research Techniques in Business Administration
3 Credits

This course focuses on the application of various research techniques in businesses and the relationship between investigation and practice. It also covers the examination of the utilization of data analysis and the statistical applications to solve business problems. Additionally, this course also includes the use quantitative and qualitative research designs (Eight Week course). **Pre-Requisites: All courses except BUSG 651-O**

BUSG 525-O Fundamental Ethics in Business Administration
3 Credits

This course covers the study of the conceptual and philosophical fundaments of the businesses emphasizing the study of ethics in decision-making process. It analyzes the values and how they are integrated to influence the organizational culture. The main discussion topics will be ethics and free commerce.

BUSG 650-O Action Research in Business
3 Credits

This course includes an analysis of real and simulated case studies for the appropriate application of the planning, decision making, and problem-solving processes. It includes a comparative analysis of patterns and managerial problems. The seminar is geared towards the application of related principles, concepts, and theories. This course includes the development of an individual research project. **Pre-Requisites: 36 approved credits**

BUSG 651-O Business Research
3 Credits

Presentation of a research in the area of the student's specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. A minimum of 30 hours of scheduled meetings with the assigned professor will be needed to prepare for the presentation. **Pre-Requisites: All courses**

BUSG 655-O Integration Seminar
3 Credits

Analysis of real and simulated case studies for the appropriate application of the planning, decision making, and problem-solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts, and theories. This course includes the development of an individual research project. **Pre-Requisites: All courses**

COIS 100-O Computer Literacy
3 Credits

This is a computer literacy course that exposes the student to historical development, organization, functions,

capabilities, limitations, and applications of modern computer systems and types of peripheral devices. **Pre-Requisite: None**

COMP 110-O Computer and Software
3 Credits

This course studies the application and handling of basic computer concepts, productivity tools. Include the analysis and evaluation of different application software. The course emphasizes the creation and editing of documents and effective presentation of programs such as search engine, internet, electronic mail, word processor, and presentations. The course requires computer laboratory experiences and practice in the use of the Internet.

CRIM 103-O Introduction to Criminal Justice
3 Credits

Introductory course in which the origin and development of the Criminal Justice System in Florida will be studied. The class will examine the aspect and basic functions of the police, the courts, defense's lawyers, district attorney, the correction facilities and the juvenile justice system. Consideration is given to the study of the crime, definition, reach and factors associated with crime. **Pre-Requisite: None**

CRIM 118-O Civil System
3 Credits

This course seeks to provide the student with knowledge of the historical process that promoted the development of our civil law system and its main components, such as Property Law, Family Law, Contracts, Estate Law, and Torts. **Pre-Requisites: SOSC 111-O, SOSC 112-O**

CRIM 203-O Criminal and Juvenile Legislation in Florida
3 Credits

This course focuses on general principles of the Penal Code of Florida are studied in this course. The topics covered are criminal intention, tentative, authors, the conspiracy, classification of crimes, criminal concealment, the defenses, penalties, aggravating circumstance, the theory of the physiology of causality. The course studies crimes against persons and property. Case study and jurisprudence are an integral component of the course. **Pre-Requisite: None**

CRIM 204-O Special Penal Law
3 Credits

Study of the special penal laws that regulate the penal conduct in the state. The psychology of juvenile legislation and the study of the law that cover minor offenders. Case study and jurisprudence. One semester, 3 hours weekly. **Pre-Requisite: CRIM 203-O**

CRIM 206-O Introduction to Judicial Procedures
3 Credits

This course is a study of the established procedures for the treatment of lawbreakers. Also covered are the criminal procedures to be followed in the investigation, arrest and the corrective measures applied. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. **Pre-Requisites: CRIM 103-O, CRIM 203-O**

CRIM 208-O Evidence, Case Preparation, and Testimony
3 Credits

This course studies the rules of evidence related to the criminal process, with emphasis on hearsay and its exception. The course focuses on how to prepare an effective presentation of a criminal case before a court, and how to give oral testimony. **Pre-Requisite: None**

CRIM 320-O Criminal Investigation
3 Credits

The course of Criminal Investigation consists of the study of the origin and evolution of the criminal investigation and its relation with the antisocial in Florida. The process of the investigation of the felony from the study of the scene where the crime was committed until the judicial process takes place. The basic techniques of scientific interviews cross-examination, and the modern methods for the investigation of crime. **Pre-Requisite: None**

CRIM 333-O Prevention and Sociological Aspects of Criminal Behavior
3 Credits

Sociological study of criminal behavior based in the search of its etiology. This course emphasizes in the analysis of the criminal phenomenon, based on sociological and criminological theories of crime. Students will analyze the individual and collective effects of crime. They will also develop proposals and discuss the public policies related to prevention, intervention, and treatment of crime worldwide. **Pre-Requisite: SOCI 203-O**

CRIM 335-O Ethical Aspects of Justice
3 Credits

This course studies the principles and ethical theories that guide the individual decision-making process within the

Criminal Justice System. The laws that regulate individual and professional ethical behavior are discussed. This course is carried out by use of conferences and research in jurisprudence. **Pre-Requisite: None**

CRIM 336-O Seminar on Substance Use and Abuse
3 Credits

The course is designed to explore the use and abuse of alcohol, tobacco, and other drugs. The physiological, psychological, and social effects will be studied and analyzed critically and objectively. Particular emphasis will be placed on the participation of various agencies in relation to prevention, treatment, and the control that the substance use and abuse exercises over the community. **Pre-Requisite: None**

CRIM 340-O The Justice System and Juvenile Delinquency
3 Credits

The course presents a broad vision of juvenile delinquency. The theories relating to the causes of delinquency (nature and extent) are studied in order to analyze the causes of illegal behavior of youths, within the context of the family, school, and community, are discussed. Delinquent behavior and due process of the law related to the modern social institutions in the state will be discussed. The students will analyze the social relations to the problems of juvenile crime (prevention, treatment, and control), as well as, the analysis of the history and role of the juvenile court system. **Pre-Requisites: CRIM 103-O, CRIM 203-O, CRIM 206-O**

CRIM 400-O Criminal Procedure
3 Credits

This course studies the established procedures for the treatment of lawbreakers. This course also covers the criminal procedures to be followed in the investigation, arrest and the corrective measures that apply. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. **Pre-Requisite: CRIM 203-O**

CRIM 415-O Evidence, Case Preparation and Testimony
3 Credits

This course studies the rules of evidence relating to the judicial process, with emphasis on hearsay and its exception, how to prepare an effective presentation of a case before a court, and how to present evidence. **Pre-Requisites: CRIM 103-O, CRIM 203-O, CRIM 206-O**

CRIM 425-O Applied Criminalistics
3 Credits

The course consists of the study of the origin and development of forensic sciences based on the different types of evidence used in criminal investigation. Emphasis is placed on the importance of the preservation and handling of evidence in the judicial process. It includes topics such as the definition and scope of forensic sciences, its study and application of the scientific technique in criminal investigation, from an updated approach and directed towards specialized research in scientific legal techniques. **Pre-Requisite: CRIM 320-O**

CRIM 430-O Rehabilitation, Civil Rights, and the State Correctional System
3 Credits

Principles of the correction system, its philosophy, legal bases, organization and administration of correctional facilities. Included are the area of penal institutions, community programs, the parole board, community rehabilitation, the Bureau of evaluation and canceling, program of treatment and assistance for people confined to penal institutions and the penal officers group. **Pre-Requisites: CRIM 103-O, PALE 105-O**

CRIM 432-O Criminal Technology, Fraud, and Cyber Crimes
3 Credits

This course aims to familiarize students with the term fraud and its definition in the Penal Code, and offenses in which the term applies to fraud in our criminal justice system. Also, consider the terms for the inhabitants of Cyberspace. Students will learn to apply the form of search and tracking of evidence on computers and digital equipment. Work on how to identify, preserve, package and present such evidence in a legal and proper scrutiny should be submitted to the preservation of the "Chain of Evidence." Includes the study of Federal Law, State & International applied in the digital computer fraud. **Pre-Requisite: CRIM 103-O**

CRIM 434-O Forensic Psychology in the Criminal Justice System
3 Credits

Studies the application of psychology to legal proceedings. Integrates different types of psychology to the evaluation of witnesses, evidence, and presentation of oral evidence in court. Students will learn to use modern techniques of interrogation and psychological interview. They will also apply theoretical knowledge in a dynamic practice in the classroom.

CRIM 436-O General Overview of the Forensic Sciences
3 Credits

Study of the basic principles of the auxiliary sciences of Criminal Law. Emphasizes in the application of science to legal proceedings in the Criminal Justice System. They work on issues related to toxicology, anthropology, pathology, chemistry, physics, dentistry, among other disciplines, from a forensic perspective. Applies scientific knowledge to the legal context for the training of forensic expert thinking. **Pre-Requisite: None**

CRIM 475-O Supervised Practicum
3 Credits

This is a field experience in which the student will have the opportunity to apply the knowledge gained and the skills and values developed in a private or public agency that has a working relation with the Criminal Justice System. **Pre-Requisites: All CRIM Courses**

ECED 173-O Introduction to Early Childhood/Primary Education
3 Credits

This course offers an overview of the field of early childhood and primary education. Aspects such as history, state and federal legislation, public policy, philosophy, programs, curricula and the early childhood profession are analyzed. A proper understanding of the reasons, rationale, importance, and objectives of early childhood and primary education in contemporary society and in the next decades is addressed. **Pre-Requisite: None**

ECED 207-O Theories of Child Development and Learning
3 Credits

The purpose of this course is to expose students to the theories, which represent the main standpoints of progressive education. Implications of child development and learning processes on teaching approaches are examined. **Pre-Requisite: None**

ECED 308-O Management of the Early Childhood/Primary Education Environment
3 Credits

The purpose of this course is to provide a strong foundation on the design, management, and interpersonal relationships within the learning environment. Interaction between environment and significant learning is addressed. The course provides an overview of State Laws and Regulations as they relate to Early Childhood Education in the state. **Pre-Requisites: EDUC 171-O, ECED 173-O**

ECED 310-O Perceptual Motor- Development, Learning and the Brain
3 Credits

This course studies the theories on the development of the human brain. It covers current research related to this field. Educational implications of these theories on the processes of child development and learning, as well as, their impact on modern pedagogy are analyzed. **Pre-Requisites: SCIE 111-O, SCIE 112-O**

ECED 311-O Cognitive and Logic – Mathematical Development
3 Credits

The purpose of this course is to provide future professionals with the knowledge and tools to understand the cognitive development – structures and processes - of preschool and primary education children, including logic-mathematical development. This course also provides the knowledge and skills for professionals in this field to facilitate development through the planning of appropriate curriculum. **Pre-Requisite: None**

ECED 322-O Health, Nutrition and Preventive Medicine
3 Credits

This course concentrates on the study of related factors to conservation and health improvement. The course focuses on health environment analysis and its impact on the preschooler, elementary, and secondary students. Emphases on the factors that affect the teacher's mental health as well as the student's mental health are integrated in the course. Discussion about drug and alcohol use and abuse and its impact on conduct is addressed. The study about the importance of nutrition, hygiene, and physical aptitude is integrated in the course. Evaluation of personal health habits and the relation with the individual performance is also studied in the course. **Pre-Requisite: None**

ECED 329-O Nature and Needs of the Exceptional Child
3 Credits

This course covers the psychological, social, historical and philosophical foundations of early childhood education geared at satisfying areas that need to be strengthened in children with exceptional needs and capabilities. The following aspects are analyzed: nature and learning needs of preschoolers and primaries with exceptional needs and capabilities; procedures, techniques, and instruments for diagnosis and intervention for this population; educational programs, models and teaching approaches; curricular development for an education of this nature. **Pre-Requisite: None**

ECED 332-O Integration and Participation of Family in Pre-K Care Centers
3 Credits

This course is design to develop awareness among future teachers on the importance of the family in the educational scenario of children. It also covers a self-reflection about the diversity concept of families (their beliefs acceptance degree, multiculturalism, gender, respect, socio-economical level, among others). It includes the design, administration, and analysis of research instruments for Pre-K centers and child development. **Pre-Requisite: None**

ECED 402-O Creative Expression in Early Childhood/Primary Education
3 Credits

In this course, students are exposed to experiences in creativity in order to develop an awareness of the need of aesthetic expression in the preschool and the primary education curriculum. Workshops include movement activities, plastic arts, music, and children's games. **Pre-Requisite: None**

ECED 403-O Curriculum Development in Preschool and Primary Education
3 Credits

This course presents diverse curricular models for Early Childhood Education. Emphasis is given to the analysis of different curricular designs, which take growth and development as point of departure, for Pre-K and Primary Education. The course reviews curricular approaches geared at Pre-K and Primary Education. **Pre-Requisites: All Core and Major Courses**

ECED 405-O Language Development in the Context of Reading/Writing
3 Credits

This course covers the study of oral and written language development from birth to age eight. Theories and recent research are presented. Curricular models that promote language development with emphasis on phonics, phonological awareness, shared reading and guided reading. Integration of children's literature into the curriculum: survey, evaluation, selection of books for children, strategies for selection and use of literacy genres is also studied. **Pre-Requisite: None**

ECED 410-O Teaching Reading to non-English Speakers in Pre-K-3
3 Credits

This course covers the fundamentals of language development with emphasis on the development of reading skills and strategies. It focuses on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet the State English Language Arts Standards. It prepares students in the adaptation of instructional methods and materials to provide enrichment for students with special learning needs and students from linguistically and culturally diverse backgrounds. **Pre-Requisite: ECED 405-O**

ECED 442-O Practice Seminar in Early Childhood and Primary Education
1 Credit

This course covers a discussion, analysis, and evaluation of the responsibilities and situations arising in Early Childhood Education and Primary Education Student/Teaching Practice. It is designed to enrich and complement the day-to-day practicum experience as required in the state. **Pre-Requisite: be a fourth-year student; Concurrent with ECED 443-O. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.**

ECED 443-O Practicum in Early Childhood (Pre-K) and Primary Education (K-3)
3 Credits

This course is the final requirement in the early childhood and primary teacher education program. It is the field experience in which the candidate assumes the duties and

responsibilities a teacher performs in a preschool and the primary education environment, as required in the state. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies. The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. **Pre-Requisites: All Courses, Concurrent with ECED 442-O**

ECON 123-O Economics Compendium
3 Credits

This course is a compendium of Economics 121-O and 122-O, this course places emphasis on microeconomics, particularly the theory of firms and markets. It provides a condensed vision of modern macroeconomic theory, including the problems of physical and monetary policy that are pertinent to economic systems. **Pre-Requisite: None**

ECON 520-O Business Economics and Finances
3 Credits

This course covers a comprehensive study of the principles in macro & micro-economy and finances applied to businesses. In the area of economics, it will discuss and analyze the following topics: economic indexes, Federal Reserve Rules, international commerce, commercial exchange rate, unemployment causes and effects, inflation, consumer's demand and costs structure. In the area of finances: business planning, long-term investments, financial planning for the management of taxes and human resources, financial planning for international markets and the decision-making processes necessary to project the financial vision of the company.

ECON 530-O Business Economics
3 Credits

Comprehensive course that studies the principles of macroeconomics and microeconomics applied to companies. Participants will discuss and analyze economic aspects associated with the following: economic indices,

Federal Reserve policies, National Fiscal Policy, causes and effects of unemployment, inflation, consumer's demand and cost structure in business. As part of the macroeconomic and microeconomic theories, the economic analysis tools mentioned above will be discussed; the dynamics of enterprises and the way of projecting their operations into the future. The understanding of these aspects will provide the basis for the economic analysis that integrated the knowledge of statistics, mathematics and the economic theory that are useful in the decisional process of companies. **Pre-Requisite: None**

EDAG 640-O Development of Leadership in Education, Theories, and Application
3 Credits

This course studies the origin and development of the theories and focal points of administrative and general supervision practices. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The study of the current leadership concepts in the state is an integral component of the course. The course covers the study the differences between various leadership styles. It also covers the importance of vision, communication, motivation, teamwork, and partnerships with community and stakeholders. Strengthen leadership by standards and of work plans. Pre-Requisites: 6 credits of prior courses

EDAG 641-O The Leader and the Learning Communities
3 Credits

This course is an analysis of the formation and development of leaders in learning communities of educators. It also covers a discussion of the theories and current models of leadership and supervision. It includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem-solving and decision-making is incorporated and applied to real-life scenarios. Students will be involved in the development of a shared educational vision. Students will also develop a leadership theme in consensus with the professor with direct application to education. Students will be involved in case studies and clinical field experiences projects. **Pre-Requisite: EDAG 640-O**

EDAG 644-O Technology for School Administrators
3 Credits

This course prepares students to apply technology to the areas of administration, instruction, and educational institutions. Students will evaluate various computer hardware and software components which are appropriate to the management of schools. **Pre-Requisite: None**

EDAG 650-O Human Relations, Organizational Climate and the Learning Environment In Educational Institutions
3 Credits

This course studies the development and evolution of the framework and theories of behavior and organizational conduct to the present. It covers explanations of the challenges and trends that affect educational organizations as open systems. It also includes analysis of individual, interpersonal, group and organizational behavior and how these influence performance of effective academic leadership. It differentiates between organizational climate and culture. It covers strategies for the development of positive community and organizational climates. Students engage in discussion of the importance of human resources in organizations. Applications of critical issues in the environment of education are addressed in the course. **Pre-Requisite: None**

EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership Education
3 Credits

This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, in the United States. Topics are framed in the context of the history of education in Florida. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are incorporated in the course. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Florida as well as in the United States are addressed. **Pre-Requisite: None**

EDAG 652-O Budget and Financial System Educational Organizations at the School Level
3 Credits

This course studies the concept, methods, practices, and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning is studied. Design of a budget for a program or organization is required as part of course requirements. Identify and evaluate methods of financing in public and private education. Competence in financial planning cost control, accountability of income and expenses, and management of cash flow. Simulate management of a budget. **Pre-Requisite: None**

EDAG 657-O Human Resources Management and Development in Educational Leadership
3 Credits

This course is designed to introduce students to the area of school personnel administration. The course emphasizes reflective thinking that would help the students in making ethical decisions and a planning recruitment selection retention evaluation and termination within the school climate. **Pre-Requisite: None**

EDAG 662-O Multicultural Education for School Administrators
3 Credits

This course explores the cultural biases in the existing theories and current research in the area of multiculturalism. Students will actively participate in experiential approaches designed to develop a higher skill base when working with individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations within the school climate. **Pre-Requisite: None**

EDAG 663-O Conflict Resolution for Educational Leaders
3 Credits

This course assesses the issues involved with problem identification, problem-solving, change enabling, and accountability in relation to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change. **Pre-Requisite: None**

EDAG 670-O Internship-Practice in Educational Leadership: K–12
3 Credits

This course covers the application of the knowledge, skills, and values in an environment of real practice for leaders in education at level K-12. Design of organizational structures is studied in the course. Discussion for the development of a portfolio and other evaluative instruments is a critical component of the course. This course requires mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. It also studies the surrounding geographic-community conditions that affect learning. It requires a discussion between the professor and the student of a structured plan for practice. **Pre-Requisites: Completed all courses and a passing score on the Florida Educational Leadership Exam (FELE).**

EDBE 502-O Bilingual-Bicultural Curriculum Development
3 Credits

This course reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. It includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Students will connect prior knowledge with new course content and applications through large and small group discussions, demonstrations, and cooperative learning among other strategies.

EDBE 504-O Language, Literacy, and Culture
3 Credits

This course examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. It explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the

following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education
3 Credits

This course presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical, and sociocultural perspectives. It also emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. are discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 510-O Introduction to Research: Purposes, Issues, and Methodologies Research Course (6 hours)
3 Credits

This course presents the multiple frameworks that inform education action research, the various methodologies employed in collecting and analyzing data, and the advantages, limitations, and values implicit in conducting and evaluating research. This course examines the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information

resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 520-O Research Methods in Bilingual and Second Language Education
3 Credits

This course introduces and develops research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectically diverse populations; emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues. The Research Methods in Bilingual & Bicultural Studies course will focus on research issues in bilingual-bicultural education. It will provide students with opportunities to develop research questions, establish methods, review research literature, and begin field work for the writing of their Masters theses or M.Ed. papers. **Pre-Requisite: EDBE 510-O**

EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas
3 Credits

This course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English Language Learners' Literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of learning activities that promote oral and written communication, use of technology, in cooperative group settings, research, and observation of classroom experience.

EDBE 525-O Biliteracy, Language, and Content in Bilingual Education
3 Credits

This course analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. It also stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content

areas. This course presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

EDBE 526-O Theoretical Foundations of Bilingual Education and ESOL
3 Credits

This course presents an introduction to the field of Bilingual Education as opposed to English as a second language, with attention to basic concepts of second language acquisition in various subject matter contexts. It also discusses the interdisciplinary perspectives of second language acquisition and their application to content area classroom practices. The different factors influencing the acquisition of English as a Second Language are examined as well as current research in applied linguistics and different approaches to language teaching. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 566-O First and Second Language Acquisition
3 Credits

This course addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. It also introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. It includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods,

methods of collecting and analyzing information and reporting findings.

EDBE 697-O Field Experiences in Bilingual and Second Language Education
3 Credits

Observations and classroom participatory internship experience (12 weeks, 20 hours a week) with second language learners and youth in a public school at the grade level the student has specialized in are required in this course. Students will follow the Internship Handbook requirements to comply with internship State law Mandates. **Pre-Requisites: 20 credits approved; including EDBE 502-O, EDBE 525-O, and EDBE 566-O**

EDUC 135-O Philosophical, Sociological, and Psychological Foundations in Education
3 Credits

The course Foundations of Education is the basic course of the programs for the preparation of teachers at all levels. It is geared towards the study of the psychological, sociological and philosophical principles in the field of education. **Pre-Requisite: None**

EDUC 171-O Human Growth and Development I
3 Credits

In this course, students are exposed to theoretical and empirical foundations of human development and growth from conception through adolescence. Analysis is conducted from a multidisciplinary perspective. Emphasis is given to the changes that occur in each of the stages of transition from childhood to adolescence and their implications for the educational process. **Pre-Requisite: None**

EDUC 172-O Human Growth and Development II
3 Credits

Interdisciplinary study of human development from adolescence through adulthood. The course integrates the physical, cognitive, socio-emotional and moral dimensions of the individual and their implications for educational practice. It analyzes the development from cases that are contextualized in the socio-historical, cultural and educational context. The course is developed through case analysis and observations of the developing person. **Pre-Requisite: None**

EDUC 202-O Technology and Materials for Teaching and Learning
3 Credits

Through this course, emphasis is placed in the systematic planning, preparation and use of media, and the evaluation of educational materials. This course encourages the integration of creativeness to the existing educational technology, and the consideration of the needs, interests, developmental stage, and the scope and sequence of the curriculum. **Pre-Requisite: COMP 110-O**

EDUC 204-O Education for Children with Exceptional Needs and Inclusion
3 Credits

This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners, mainly those in high risk of hat being adequately educated. **Pre-Requisite: None**

EDUC 205-O Introduction to Assistive Technology
3 Credits

This course provides general knowledge about Assistive Technology for persons with disabilities. Analysis of legal foundations and theoretical considerations in which equipment availability and Assistive Technology services are the resources to promote the participation of independent living at home, school, or work or community. This course also covers the identification, description, and classification of Assistive Technology equipment with the purpose of improving the functional capacities of these people in order to improve their quality of life. Field and laboratory experiences are required. **Pre-Requisite: None**

EDUC 305-O Sociological Foundations of Education
3 Credits

In this course, students analyze the sociological foundations and their relation to the educational process. It also examines the social problems that affect educational development. Interaction between culture and education, social change and education, social groups,

school and the community is also studied. **Pre-Requisites: SOSC 111-O, SOSC 112-O**

EDUC 355-O Evaluation and Measurement of the Educational Process (Pre-K to Third Grade)
3 Credits

This course covers the theory and practice of the educational evaluation process in Pre-K to Third Grades in the state. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria and in performance and mastery test, among others. Traditional concepts of preparation, administration, correction, and interpretation of progress tests, and basic concepts of statistics are studied. This course also includes the discussion of other evaluation procedures the prospective teacher should be aware of. **Pre-Requisites: EDUC 171-O, TESL 222-O**

EDUC 403-O Curriculum Design
3 Credits

This course focuses on the evaluation and practice of the methodologies, techniques, and approaches to curriculum design at the school level. It also discusses curriculum design models. The course covers the study and analysis of the curriculum guide, the expectations, and standards that make up the school curriculum. It reflects upon the skills of critical thinking and creative construction of knowledge in the domains of competencies, skills, and attitudes. **Pre-Requisite: None**

EDUC 409-O Planning and Evaluation of Learning
3 Credits

Deals with the principles and foundations of evaluation and measurement, means and techniques for quantitative, as well as, qualitative evaluation. Includes application, interpretation, and analyses of results within the learning process. EDUC 171-O, 172-O; be a third-year student. Program's gatekeeper course. **Pre-Requisite: None**

EDUC 410-O Teaching Math at the Primary Level
3 Credits

This course focuses on the principles, foundation, and methods of teaching Math at the primary level. It incorporates the analysis of math standards as required in the State. The course includes research-based practices to teach Math effectively to impact student achievement. The course incorporates the requirements for Math State Assessment. **Pre-Requisites: MATH 111-O, MATH 112-O**

EDUC 411-O Teaching Sciences at the Primary Level
3 Credits

This course focuses on the principles, foundation, and methods of teaching Science at the primary level. It incorporates the analysis of Science standards as required in the State. The course includes research-based practices to teach Science effectively to impact student achievement. The course incorporates the requirements for Science state assessment. **Pre-Requisite: None**

EDUC 414-O Language Arts at the Primary Level
3 Credits

This course will study and analyze the curriculum guides and standards for the education of language arts at the primary level (K-3). Evaluation and praxis of the methodologies, techniques, and approaches for the linguistics and literature in this level. The course will give emphasis in grammar and oral practice, reading and writing skill for the primary levels. Reflection, skills of critical-creative thought and construction of knowledge from the domain of the Spanish linguistics skills. Awareness, application, and assessment of techniques, methodologies and approaches in the education of the English like second language. **Pre-Requisite: None**

EDUC 420-O Philosophical Foundations of Education
3 Credits

This course offers an interdisciplinary perspective of historical philosophical, cultural, and social foundations, taking as point of departure fundamental debates and problems in education, which have directed changes throughout time. Educational philosophies are compared and analyzed. Implications and applicability of philosophical theories on problems and controversies of present education are viewed. Philosophical principles that guide the educational system, in terms of philosophy and policy are assessed. **Pre-requisite: None**

EDUC 435-O Interdisciplinary Seminar*
3 Credits

This course is a professional seminar blending socio-humanistic and scientific academic knowledge that students have developed during their teacher preparation courses. Discussion and analysis of trends, methods, and innovations related to fundamental knowledge and communication competencies of the future teacher in his/her local and global context as required in the state. Emphasis in case studies, problem-solving, themes discussion and application of technology are incorporated. **Pre-Requisites: School authorization is**

required. This is an 8-week course. Pre-Requisites: All courses except EDUC 436-O, ECED 442-O or SPED 405-O. *Course must be completed with a passing grade before registering in ECED 442-O OR SPED 405-O

EDUC 436-O Pedagogical Integration Seminar*
3 Credits

This course integrates academic and professional knowledge obtained throughout the course of study of future teachers. Innovations in education, methods, techniques, and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher's certification examination requirements in the state. As part of completing this course successfully, the student must provide evidence of receiving a passing score on the Florida General Knowledge Test. Pre-Requisites: To be completed during the semester just preceding practice in teaching. This is an 8-week course. **Pre-Requisites: All courses except ECED 442-O or SPED 405-O. *Course must be completed with a passing grade before registering for ECED 442-O or SPED 405-O**

EDUG 535-O Action Research Evaluation
3 Credits

This course explores the concept of "Action Research" as a form of evaluation to help improve class instruction. Students will conduct an Action Research in a school setting to gather results of their activities to improve instruction. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. **Pre-requites: All Courses except EDAG 670-O**

EDUG 605-O Public School Curriculum and Instruction
3 Credits

This course explores the field of curriculum theory from an organizational framework of practices. This course exposes students in the field of educational leadership to curriculum development, evaluation exploration of curriculum, revision, and changes. **Pre-Requisite: None**

EDUG 611-O Evaluation, Measurement, and Assessment of the Teaching-Learning Processes
3 Credits

A study of the processes of assessment, measurement, and evaluation applied to teaching in the State. Design and application of instruments aligned to the evaluation processes that impact classroom practices in a framework of a standards-based curriculum. The course focuses on the use of evaluation rubrics and assessment instruments. **Pre-Requisite: None**

ENGL 050-O Preparatory English
4 Credits

This course is designed for low and high beginning level students (Level 1 – Starting). It is a conversational and grammar-based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic coursework in their selected degree program. This course requires the use of E-Lab and/or the Language Lab guided by the course English faculty.

ENGL 102-O Basic English
4 Credits

This course is designed for low and basic level students (Level 2 – Emerging). The primary goal of this course is to teach communicative competence, which is the ability to communicate in English according to the situation, purpose, and student's roles in the communication process at the professional level. Emphasis is placed on the development of aural (listening)/oral (speaking) comprehension skills. Basic reading and writing (productive) skills are also emphasized. In both cases, assignments and activities are in the context of topics from the degree programs the students represent. It systematically reviews basic structures and vocabulary with a substantial amount of listening, speaking, reading, and writing practice, which leads students to a more confident ownership of the language. Reconstruction of relevant life and job activities will be used in a constructivist approach to learning. This course requires the use of e-lab and/or the language lab guided by the course English faculty.

ENGL 115-O College Reading and Writing I
4 Credits

This course is designed for English intermediate level students (Level 4 – Developing). It is the first-year English course. The course focuses on paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the intermediate proficiency level. The course is intended to prepare students for the demand of college

writing focusing on reading critically and incorporating source material in student's own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work activities. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisite: None**

ENGL 116-O College Reading and Writing II
4 Credits

This course is designed for English high intermediate level students (Level 4 – Expanding). It is the continuation of the first-year English course, ENGL 115. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase skills on professional college reading and writing skills aligned to the student's degree program. Research projects will be developed through the responsible use of technology by individual, pair, and group work. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisite: ENGL 115-O**

ENGL 205-O Introduction to Literature I
3 Credits

This is a required course for English majors. The course focuses on the study of the short story, poetry, essay, and drama. **Pre-Requisites: ENGL 115-O, ENGL 116-O**

ENGL 211-O Basic Business English I
3 Credits

This course has speaking fluency as a major goal as it stresses the correct usage of the fundamental structures of the English Language. It emphasizes language skills such as listening and writing while strengthening basic reading compression skills. **Pre-Requisite: ENGL 104-O**

ENGL 212-O Basic Business English II
3 Credits

This course is the continuation to Basic Business English I (ENGL 211-O) for students in the Business Administration and Secretarial Sciences programs. The aim of this course is to improve the basic foundations for studying and practicing composition of goodwill, claim, and adjustment, and persuasive messages to name a few. Reports and media communications will be emphasized to equip students with necessary tools to develop news releases and newsletters. Since conducting a job search and preparing effective employment communication is an important goal, the course also focuses on these principles. **Pre-Requisite: ENGL 211-O**

ENGL 220-O Academic Reading and Writing I
3 Credits

This is an intermediate to high-intermediate level course that develops reading and paragraph composing skills required in general education, and core curriculum courses. The course contains a variety of readings from biology, business, history, psychology, cultural anthropology, and economics. The course also encourages the whole writing process, as students develop writing pieces that are relevant to college work. **Pre-Requisites: ENGL 103-O, 104-O**

ENGL 221-O Academic Reading and Writing II
3 Credits

This course is designed to introduce intermediate to high-intermediate students to the basics of essay writing. Lessons review the basic structure of English paragraphs and essays, major types of essays, usage, and grammar. This course also contains a variety of readings from biology, business, history, psychology, cultural anthropology, and economics. The course encourages the whole writing process, as students develop writing pieces that are relevant to college work. This course has speaking fluency as a major goal as it stresses the correct usage of the fundamental structures of the English language. It emphasizes language skills such as listening and writing while strengthening basic reading comprehension. **Pre-Requisite: ENGL 220-O**

ENGL 331-O Public Speaking
4 Credits

This course is designed for English advanced level students (Level 5 – Bridging). An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. This course is divided in two required parts: intensive practice in writing different types of essays, monographs, reports, and conducting research in their degree program. The course also focuses in strengthening public speaking skills. English language and professional etiquette for public speaking is studied and practiced in weekly classes. All course assignments and activities are delivered in the context of topics from the degree

programs the students represent. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisites: ENGL 115-O, ENGL116-O**

ENGL 500-O Graduate Preparatory English
3 Credits

This course is a conversational/grammar preparatory course designed to prepare graduate-level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course requires the use of E-Lab or the Language Lab.

ENGL 501-O Academic Writing for Graduate Students I
3 Credits

This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of E-Lab or the Language Lab. **Pre-Requisite: English placement test scores.**

ENGL 502-O Academic Writing for Graduate Students II
3 Credits

ENGL 502-O is a writing course designed to improve the academic writing skills of graduate students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations, and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and paragraph unity. This course requires the use of E-Lab or the Language Lab. **Pre-Requisite: English placement test scores.**

EXPL 101-O Experiential Learning: Introduction to Portfolio
1 Credit

This course involves the evaluation of theoretical and practical experiences for the preparation of an experiential learning portfolio. It is a presentation of evidence and support documentation related to occupational and personal skills acquired in the student's life to petition their evaluation for academic credit. **Pre-Requisite: None**

FINA 530-O Managerial Finance
3 Credits

An approach to business planning, long-term investment management, financial planning for taxes and for human resources in the organization, financial transactions in international markets, risk management, and the decision-making process will be studied to project the financial vision in business including going public. The course presents advanced finance concepts in asset pricing, capital budgeting, capital raising, payout policies, risk management and corporate governance as well as related practical applications. Furthermore, a discussion of financial instruments, markets and institutions and how they have innovated through the use of internet-based transactions will be presented. **Pre-Requisite: None**

HEMG 600-O Fundamental in Health Services Evaluation
3 Credits

Discussion of the development of the discipline, the scope, effectiveness, and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario. **Pre-Requisite: None**

HEMG 610-O Legal and Ethical Issues in the Evaluation of Health Services
3 Credits

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in Florida and the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics, and compliance. Meet specific regulations, Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included. **Pre-Requisite: None**

HEMG 620-O Quality Management in Health Services
3 Credits

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the quality movement. Will discuss how the quality has impacted organizations, success factors, team's work and customer satisfaction. Will present quality initiatives taken at local and international levels to ensure the quality of services. **Pre-Requisite: None**

HEMG 630-O Analysis of Models of Program Evaluation
3 Credits

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course, the students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly. **Pre-Requisites: HEMG 600-O, HESM 550-O**

HEMG 640-O Effective Strategies in the Health Services Evaluation
3 Credits

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to labor scene, including tax, resource conservation and green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, compliance, among others. The course will encourage proactive approach to the analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for. **Pre-Requisites: HEMG 600-O, HESM 550-O**

HEMG 650-O Final Project: Development of a Health Services Evaluation Model
3 Credits

Practical application of the principles and methods of assessment in the management of health services, programs and policies. Distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. The approach is aimed at the development of a model for program evaluation and use of information obtained in the evaluation of programs or cases. The course is eight weeks. The course includes two hours of computer lab. **Pre-Requisites: All courses**

HESC 123-O Health and Occupational Safety
3 Credits

The application and evaluation health, environmental health, occupational safety and security principles is included in this course. The study of the origin and development of federal and state legislation related to the workplace. The implementation of environmental policies, its economic effects as related to occupational safety and security will be discussed. The course also focuses on the discussion of different techniques for the prevention of lesions, accidents, and illnesses, related to the occupations as well as the corresponding administrative guidelines and policies. The course uses research, case discussions, reflective essays and teamwork among other teaching methods. The responsible use of technology is encouraged. **Pre-Requisite: None**

HESM 110-O Health Services Management
3 Credits

This is an introduction to the fundamental concepts of management of health services facilities. It covers the application of the administrative processes: organization, direction, control, and evaluation. Emphasis is placed on public policies, health services management status, trends, organization, practices, and issues relative to the delivery of health services in Puerto Rico and in the United States. **Pre-Requisite: None**

HESM 210-O Health Systems and Models
3 Credits

In this course, students study the systems, models, health policies, and the infrastructure of health services in the state and in the United States. Emphasis is placed on health reforms and its implication in the delivery of health services to the general population. This course also includes a review of the historical development and the future of health services. **Pre-Requisite: PUHE 101-O**

HESM 220-O Health Services Planning and Evaluation
3 Credits

In this course, students are exposed to the historical development of planning and evaluation of health services in the state and in the United States with emphasis on its impact in organizations and in communities. This course includes the theoretical foundations of planning strategies. The course discusses and applies the techniques of evaluation to the health sector. **Pre-Requisite: HESM 110-O**

HESM 230-O Basic Accounting for the Health Industry
3 Credits

In this course, students are exposed to the study of the social, economic, and political developments that have influenced and determined the accounting practices in the health services industry. It reviews accounting procedures and discusses their applications in the health services industry. Actual and hypothetical health services accounting problems will be discussed. **Pre-Requisite: MATH 111-O**

HESM 310-O Health Economics
3 Credits

This course exposes students to the modern micro and macro economy applied to health services in the public and private sectors. Emphasis is placed on the situations and issues of health economics. It also discusses the relationship between the market forces of need and demand of health services. **Pre-Requisites: ECON 123-O, HESM 110-O**

HESM 320-O Basic Finances in the Health Industry
3 Credits

This course covers the study of the financial practices of health services organizations. Also, it includes the fundamental methods and techniques for financial administration in the health services industry, including fund distribution, capital management, determination

and assignment of costs service rates. Case studies and applications are provided. **Pre-Requisites: MATH 111-O, MATH 112-O**

HESM 330-O Legal Aspects in the Health Industry
3 Credits

This course studies the existing legislation in health services in the state and in the United States. Emphasis is placed on the norms that have a bearing on the health services industry. Application experiences through case studies in aspects such as malpractice, patient rights, informed consent, doctor-patient relationship, accidents, collective bargaining and ethical and legal issues. **Pre-Requisites: MANA 210-O, PUHE 101-O**

HESM 340-O Budgeting for the Health Industry
3 Credits

This course studies budget models, including the corresponding programmatic plans, and budget distribution. Emphasis is placed on goals, objectives, and measurable results. The course provides for the application of budget models and techniques to health services settings. **Pre-Requisites: MATH 112-O, HESM 220-O**

HESM 410-O Health Information Systems
3 Credits

This is a general introduction to the theory of information systems. The course provides for the application and use of software packages specifically designed for the health services industry for use in micro-computers and in mainframes, and for data collection, services utilization, billing, census, and others. **Pre-Requisites: COMP 110-O, HESM 110-O, HESM 220-O**

HESM 420-O Special Topics in Health Services Management
3 Credits

This course exposes students to an analysis and discussion of current issues and trends in the health services industry. Emphasis is placed in critical reading and analysis of case studies. **Pre-Requisites: HESM 110-O, HESM 220-O, COMP 110-O**

HESM 430-O Practicum/Seminar in Health Services Management
3 Credits

Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will

have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues, and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. This is an 8-week course. Pre-Requisites: All courses, Concurrent with HESM 431-O and Institution or Internship Coordinator's Approval. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

HESM 431-O Seminar in Health Services Management
3 Credits

This course focuses on the application of theory to practice in the field of Health Management. Best practices in strategic planning are used during the field experience seminar. The professor will supervise the student during the seminar process as the student applies management, critical thinking skills, and develop skills for the establishment of an organizational strategic plan as a course project. **Pre-Requisites: All courses, Concurrent with HESM 430-O**

HESM 500-O Organizational Behavior
3 Credits

The course will present how organizational behavior involved in the role, performance and leadership of the manager in health services. It will present the concepts of leadership, difference between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies. **Pre-Requisite: None**

HESM 510-O Strategic Planning in Health Services Organizations
3 Credits

The students will study the components of planning, institutional goals, budget development, strategic thinking and continuous monitoring mechanisms qualitative and quantitative in healthcare scenario. Assessment methodologies will be discussed to compare different situations. Work plans will be developed, institutional goals, budget, and continuous monitoring mechanisms qualitative and quantitative healthcare scenarios. **Pre-Requisite: HESM 520-O**

HESM 520-O Fundamentals of Accounting and Finance in Health Services
3 Credits

This course explores the essential practices of accounting and finance applied to the health sector. The student will apply the concepts learned from the environment of healthcare settings, including costs, forecast, future costs, direct and indirect costs, "ratios," patient's day's costs, case mix, productivity, inventory analysis, balance sheet, EBITDA, among others. It will focus on the development and interpretation of daily and monthly financial reports as a measure of risk prevention and institutional stability. The course will include additional practice exercises and the use of computer programs. **Pre-Requisites: Undergraduate accounting/finance courses.**

HESM 530-O Economy in the Healthcare Market
3 Credits

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analyses of the health market including case studies. It will assess the micro and macro environment that explain economic processes. **Pre-Requisite: HESM 520-O**

HESM 540-O Health Services Information Systems
3 Credits

Students will learn the basics of design, requirements, applications, operation, control, and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols, and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will know and indicate links requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others. The course includes two laboratory contact hours weekly. **Pre-Requisite: None**

HESM 550-O Research Methods in Health Services Management
3 Credits

Summary of research methods that apply to the management of health services, students will analyze the various research designs and conduct quantitative or qualitative studies. Students will be strengthened between the drafting processes of applied research reports that help management in decision making. The course lasts eight (8) weeks. The course includes two contact hours of laboratory weekly. **Pre-Requisites: HEMG 600-O, HESM 560-O, HESM 570-O**

HESM 560-O Applied Biostatistics
3 Credits

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions, and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis. The course includes two laboratory contact hours weekly. **Pre-Requisite: Undergraduate Bio-Statistic course.**

HESM 570-O Fundamentals of Epidemiology
3 Credits

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will consider the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistics strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs. **Pre-Requisite: None**

HIST 223-O Contemporary History
3 Credits

This course briefly covers the main historical events of modern history from the French Revolution (1789) to the present. The course analyzes the most important movements and ideologies of the eighteenth, nineteenth and twentieth centuries. This course emphasizes the study of historical facts basic to our contemporary civilization. **Pre-Requisite: None**

HIST 253-O Survey Course in the Study of History of Puerto Rico
3 Credits

This is a compendium course, which includes a study of the historical evolution of Puerto Rico from the Pre-Colombian period to the present. **Pre-Requisite: None**

HIST 263-O Latin American History
3 Credits

This course presents the historical evolution of Latin American countries from pre-Columbian cultures to the present. Analysis of social, political, economic, and cultural trends is included in this course. **Pre-Requisite: None**

HIST 273-O History of the United States of America
3 Credits

This course is a survey of the political, economic, and socio-cultural development of the United States of America through its history. It covers the humanization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed to the development of the U.S. from its origins to present. **Pre-Requisite: None**

HUMA 101-O World Cultures I
3 Credits

This course is a critical study of humanity's cultural evolution from its beginnings to the development of cities and urban life, with special attention on ancient cities. It promotes general understanding of moral, social, and cultural values through history. The course covers the study and analysis of the origins of Western civilization from prehistory to the development of the Hellenistic civilization. Students will develop cooperative and critical thinking skills by the analysis of human development and the influence Ancient World cultures, and civilizations have on contemporary political, economic, and sociocultural factors. Emphasis will be on the role played by aesthetics, philosophical, political, and economic factors in civilization. Students will have the opportunity to interact and construct their own knowledge on the topic. **Pre-Requisite: None**

HUMA 102-O World Cultures II
3 Credits

The course of Humanities 102 (HUMA 102), World Culture II is a critical study of the cultural evolution of humankind since the development of cities and urban life to the present. Special attention is paid to cultural events of greatest impact for humanity. The course promotes understanding of moral, social and cultural aspects of Hispanics living in Florida. **Pre-Requisite: HUMA 101-O**

ITHM 101-O Introduction to the Hospitality Industry
3 Credits

This course will introduce the student to the most important areas within the Travel and Tourism Industry. Special importance will be given to Lodging, Food and Beverage, and the Meeting Industry. It will examine the nature, scope, and significance of the industry and the major elements of the tourism system. The course will use the Internet as a research tool, the Email as means of communication and MS Word for papers and projects. **Pre-Requisite: None**

ITHM 102-O Introduction to Management in Hospitality
3 Credits

This course covers a virtual and real tour of a selection of local, regional and world hotels, restaurants, and pubs. It will explore the diversity of the industry in these settings through observation and analysis of the tourism systems in place. The student will identify studied elements and theories and will reflect about their application in a real or virtual setting. It will include the use of the Internet as a research tool and the PowerPoint software to make presentations. The student will have to participate in field trips throughout the term. **Pre-Requisite: ITHM 101-O**

ITHM 115-O Tourism System
3 Credits

This course will help students to understand the different types of impact that tourism has on destinations. Students will learn about the process of tourism planning. Emphasis is placed on the economy, culture, society, and the environment. It will use the Internet as a research tool and MS Word and PowerPoint software for papers and presentations. **Pre-Requisites: ITHM 101-O, COMP 110-O**

ITHM 250-O Internship I
3 Credits

Work experience in a professional setting. The student will intern within the tourism and hotel industry to gain on the job work experience. Each intern will need to rotate into three (3) different areas of the hotel for a minimum of 250 hours. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week and final project presentations discussing the students learning experience will be required. **Pre-Requisites: ITHM 101-O, 102-O, 115-O, 280-O**

ITHM 280-O Guest Services
3 Credits

The role of service in a successful tourism and hotel operation is explored in this course. Topics to be discussed include: handling difficult customers, dealing with complaints, learning how to listen, how to determine if a guest is happy with the service, what to do when they are not. A service philosophy is introduced. **Pre-Requisite: ITHM 101-O**

ITHM 290-O Spreadsheet and Database Applications
3 Credits

This is an introduction to business-related computerized microcomputer software applications including spreadsheet, database, presentation and graphics packages. The student will learn how to use the packages to organize, interpret and present information. **Pre-Requisite: COMP 110-O**

ITHM 300-O Rooms Division
3 Credits

The goal of this course is to present an in-depth analysis of the major components (front office, housekeeping, guest services, reservations, engineering and maintenance and security) of the rooms division within a hotel. The interaction with this division and the other management areas of the hotel are explored in relation to customer service. The course will use the Internet as a research tool, Fidelio software, e-mail as a means of communication, and MS Word and Excel for assignment, research papers, and projects. **Pre-Requisite: ITHM 101-O**

ITHM 302-O Introduction to Conventions, Meetings, and Events
3 Credits

This course provides students with an overview of the conventions, expositions, events, and meetings industry including convention center facilities and convention service management responsibilities. The focus will be on the operational aspects including the main meeting management functions of determining purpose, goals, and objectives; identify speakers, topics, content and plan

the program; determine entertainment and evaluate the success through effective means; site and facility selection. The course will use the Internet among other research tools, E-mail as a means of communication and MS Word and Power Point for papers and projects. **Pre-Requisite: ITHM 250-O**

ITHM 306-O Casino Operations
3 Credits

This course is an instant inside look at the gaming industry. Topics include staffing, types of operations, security, entertainment, and economic impact. The course will use the Internet among other research tools, the E-mail as a means of communication, and MS Word and Excel for assignments, research papers, and projects. **Pre-Requisite: ITHM 102-O**

ITHM 307-O Physical Facilities and Maintenance
3 Credits

This course focuses on the management of the physical plant from a design and maintenance perspective. Special emphasis is given to preventive maintenance programs, energy management, basic building system design, security and control efforts and coordination within the facility and other departments. The course will use the Internet as a research tool, the Email as means of communication and MS Word for papers and projects. **Pre-Requisite: ITHM 250-O**

ITHM 310-O Convention and Group Sales
3 Credits

This course will provide students with the tools for presentation of the specialized sales skills required for the industry. Topics will include: vocabulary relative to the hotel sales office, understanding of the needs and wants of the two markets, introduction to room set-up, the audiovisual components and technology utilization, menu planning and the roles and responsibilities of convention sales and service managers, the concept of cold calls, successful sales techniques, booking strategies as well as the review and negotiation of contracts, and the appropriate financial management of a meeting. Refine listening techniques and communication skills as tools of the trade. The course will use the Internet among other research tools, E-mail as a means of communication, and MS Word and PowerPoint for assignments, research papers, and projects. **Pre-Requisite: ITHM 250-O**

ITHM 340-O Food and Beverage Operations
3 Credits

This course is an overview of the food and beverage operations in hotels including room service, beverage outlets, and themed dining rooms. Topics to be covered include concepts of good service techniques, the importance of sanitation and nutrition, a basic understanding of upscale selling, introduction to wines, liquors, and coffees. The course will use the Internet among other research tools, MS Word and PowerPoint for papers and projects. **Pre-Requisite: ITHM 102-O**

ITHM 341-O Catering Sales & Operations
3 Credits

In this course, students study hotel catering, including sales, operations, and relationships with other departments and outside vendors. Emphasis on servicing various market segments for the Meeting Industry is given. The course will use the Internet among other research tools, Email as means of communication, and MS Word for papers and projects. **Pre-Requisite: ITHM 340-O**

ITHM 360-O Hospitality Accounting
3 Credits

This course focuses on financial and managerial accounting principles and practices for the hotel and tourism industry. The Uniformed System of accounts of the American Hotel and Motel Association will be followed. **Pre-Requisites: ACCO 111-O, ITHM 290-O**

ITHM 365-O Labor and Hospitality Laws
3 Credits

This course is an application of legal requirements to issues related to the hotel's industry which include the innkeeper/guest relationship, rights of employees/employers, liabilities, relationship to the guest, and negligent acts. Understanding of the legal considerations associated with operating a hotel or tourism business is emphasized. The course includes labor issues applied to the local environment. **Pre-Requisites: ITHM 250-O, ITHM 213-O**

ITHM 370-O Hospitality Sales and Marketing
3 Credits

This course focuses on the functions and principles of hospitality marketing and sales. Students will learn the essential marketing functions in the field. The course incorporates the development of a marketing plan with emphasis on sales and marketing techniques, target

marketing, advertising, public relations, and market study and analysis. The course uses the Internet among other research tools, email as means of communication, and MS Word, Excel, and PowerPoint for projects and presentations. **Pre-Requisite: ITHM 102-O**

ITHM 390-O Advanced Internship in Hotel Operations
3 Credits

This course is an advanced job experience opportunity for students who will work a total of 300 hours within the hotel industry in one area selected by the student and approved by the ITHM Internship Coordinator. Evaluations from supervisors and the ISTHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required. **Pre-Requisite: ITHM 250-O**

ITHM 400-O Revenue Management for Hotel Operations
3 Credits

This course investigates the different financial instruments and structures by which hotels and tourism entities operate. The concepts of revenue management and cost control are explained from a yield management and revenue management approach. The student review the basic financial concepts and reporting requirements that apply to the industry. Emphasis is placed on the uses of financial data for planning, cost control techniques and their use in defining goals of the organization. The course will use the Internet as a research tool, the Email as means of communication. MS Word, Excel, and PowerPoints will be used for assignments, research papers, and projects. **Pre-Requisites: ITHM 250-O, ITHM 290-O**

ITHM 402-O Organizational Behavior in the Hospitality Industry
3 Credits

This course is an application of organizational behavior. The main concepts are explored throughout lectures, case studies, management games, and exercises. Topics include leadership, decision-making, motivation, power and organizational change. The course will use the Internet as a research tool, the Email as means of communication. MS Word will be used for research papers and projects. **Pre-Requisite: ITHM 102-O**

ITHM 404-O Convention and Event Planning Logistics
3 Credits

This course focuses on the integral vision of all the logistic elements to be taken into consideration in the planning process. The broad review of financial management, facilities, services aspects, the in-depth study of reservation and housing, transportation, specifications guidebook, registration, shipping, function rooms arrangements, exhibits, marketing, promotion, publicity and production of materials will be achieved in the course. The Internet among other research tools, Email as means of communication. MS Word, Excel, and PowerPoint will be used for assignments, research papers, and projects. **Pre-Requisite: ITHM 250-O**

ITHM 406-O Special Events Management
3 Credits

This course covers the logistics for planning one-time events. Topics include crowd control, special effects, lighting, decorations, sound, and protocol for fairs, festivals, sporting events, and grand openings. The course will use the Internet among other research tools, Email as means of communication. MS Word, Excel and PowerPoint will be used for assignments, research papers, and projects. **Pre-Requisite: ITHM 250-O**

ITHM 455-O Internship II
3 Credits

This is an advanced job experience opportunity. The student will work a total of 300 hours within the Convention or Event Management Area, selected by the student and approved by the ITHM Internship Coordinator. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required. **Pre-Requisites: ITHM 250-O, ITHM 310-O**

ITHM 460-O Capstone Course
3 Credits

This will be the last course taken just before graduation. The course will explore all the areas related to the major. Case studies and problem-solving will be used to explore trends and issues pertaining to the current problems in the industry. Emphasis is placed on the student's abilities to investigate, analyze, and discuss these issues through written work. The student will use different technological tools to conduct research and present a project. **Pre-Requisites: ITHM 390-O, ITHM 400-O**

MANA 101-O Introduction to Business
3 Credits

The course presents a study of business, its nature, its environment, and opportunities. It introduces students to the broad principles of business in the fields of marketing, finance, organization, and administration. It teaches the application of behavioral science by management. It also applies case studies to encourage analytical thinking. **Pre-Requisite: None**

MANA 210-O Business Administration Theory
3 Credits

This course examines the principles and functions of the managerial process systematically. The focus of the course is to analyze the role and behavior of human resources in an enterprise and its interrelations. The course also studies the application of functional planning, organization, direction, and control of managerial case studies. **Pre-Requisite: None**

MANA 213-O Personnel Management
3 Credits

This course studies the basic functions in personnel administration: recruiting, selecting, training, and personnel evaluation. In addition, this course will place emphasis on the importance of the personnel office and of the supervisor and the relationship with the employer. **Pre-Requisite: MANA 210-O**

MANA 217-O International Relations
3 Credits

Theoretical study of the international relations in a political and legal context providing emphasis in the development of an international mind set is the main focus of the course. Analysis of the political, cultural, social and economic world map is incorporated into the course. Issues such as global political power, economic relations, war and peace motivations, national security, terrorism and the role of international organizations are discussed in the course. Course strategies such as research, case studies, class presentations and cooperative work among others are utilized in addition to the effective use of the technological resources.

MANA 230-O Organizational Behavior
3 Credits

This course provides an overview of the individual's personal characteristics within the organizational setting. In order to understand people's behavior in organizations, students will thoroughly cover the following topics: organizational theory and practices, individual characteristics and social processes, understanding group behavior and organizational objectives, organizational effectiveness, and performance. **Pre-Requisite: None**

MANA 500-O Organizational Behavior and Development
3 Credits

This course involves students in the study of the human behavior in an organization with an emphasis on application of theories and concepts of the human behavior in an organization and in management. Some of the main topics are motivation, leadership, reaction to change, formal & informal communication, interpersonal relations and group dynamics. **Pre-Requisite: None**

MANA 501-O Organizational Development and Behavior
3 Credits

The course Organizational Behavior and Development is oriented towards the study of the impact of the organizational behavior and its effects on the development of an Organization. Its main emphasis is the application of these theories at an individual and group level; and the processes related to the effectiveness and efficiency of an organization.

MANA 613-O Management of Diversity
3 Credits

Study of the complex dynamics of diversity in the organization and the strategies to promote unity and avoid stereotypes in order to achieve its mission and objectives. Evaluation of demographic trends and value diversity in labor force and its projections in the organizational structure. Analysis of the impact and legal implications in management related to discrimination for sex, ethnic origin, age, disability, sexual orientation, and religion. **Pre-Requisite: None**

MARK 510-O Marketing Management
3 Credits

This course is developed from the basic fundamental management theories of marketing. It emphasizes the process of decision making necessary for a marketing environment oriented to the company goals and based on the analysis of the markets' opportunities and needs. **Pre-Requisite: None**

MATH 103-O Basic Mathematics I
3 Credits

Study of the fundamental concepts in basic mathematics: operations with whole numbers, fractions and decimals, ratio, proportions, percentage, integer numbers, measurement, and applications. **Pre-Requisite: ACCUPLACER Math Placement Test.**

MATH 104-O Basic Mathematics II
3 Credits

Elementary algebra and introduction to geometry, statistics and probability, exponential laws, polynomials, linear equations, and basic concepts of geometry. **Pre-Requisite: ACCUPLACER Math Placement Test**

MATH 105-O Basic Mathematics
3 Credits

This course presents the fundamental operations used with whole numbers, decimals, fractions, percentages, measurements, integers, ratios and proportions, and scientific notation. It also covers basic algebra, first-degree equations and graphs, and the metric and apothecary systems. **Pre-Requisite: None**

MATH 111-O Intermediate Algebra I
3 Credits

This course covers the rational exponents and radicals, linear graphs and quadratic equations, inequalities, systems of equations and their applications; special products factoring, and rational expressions. **Pre-Requisite: None**

MATH 112-O Intermediate Algebra II
3 Credits

This course covers the rational exponents and radicals, linear graphs and quadratic equations, inequalities, systems of equations and their applications; special products factoring, and rational expressions and basic geometry concepts. **Pre-Requisite: MATH 111-O**

MATH 120-O Basic Algebra
3 Credits

This course presents topics such as the set of real numbers, percentage, algebraic expressions, linear equations, linear inequalities, polynomials and its basic operations. Emphasize in application and comprehension skills. Develop the course concepts with the responsible use of technology, cooperative learning, problem-solving

and different assessment techniques. **Pre-Requisite: None**

PALE 105-O Constitutional Principles
3 Credits

Study of the Constitution of the United States of America. Emphasis on the rights, privileges, and immunities.

PHAR 210-O Pharmaceutical Calculations I
3 Credits

In this course, the aspects related to the solution of problems of pharmaceutical nature are discussed: foundations of measures and calculations, reasons, and proportions, metric system, apothecary and avoirdupois systems, domestic system, conversions between the system and the interpretation of prescriptions. **Pre-Requisite: MATH 120-O**

PHAR 211-O Pharmaceutical Calculations II
3 Credits

In this course the following aspects related to the solution of problems of pharmaceutical nature are discussed: preparations of percentage, increase, and reduction of formulas, concentration, and dilution, pediatrics dosage, thermometry, parenteral preparations and calculations related to filling prescriptions. **Pre-Requisite: PHAR 210-O**

PHAR 212-O Pharmacy Administration
3 Credits

The course is designed to provide the student with the basic business management skills, the laws, and regulations applicable to the operational aspects of a commercial drugstore. The relations with the suppliers, patients, management and other personnel of the community pharmacy are studied. The students through study cases evaluate facts for the purchase, management, and maintenance of a drugstore. **Pre-Requisite: None**

PHAR 226-O Pharmacotherapy for Pharmacy Technicians I
3 Credits

This is the first of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology, and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. **Pre-Requisite: None**

PHAR 227-O Pharmacotherapy for Pharmacy Technicians II
3 Credits

This is the second of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology, and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. **Pre-Requisite: PHAR 226-O**

PHAR 228-O Pharmacotherapy for Pharmacy Technicians III
3 Credits

This is the third of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology, and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. **Pre-Requisite: PHAR 226-O**

PHAR 230-O Pharmaceutical Technology I
3 Credits

This course presents the different types of drug delivery systems. The aspects related to the drug bioavailability and route of administration for different dosage forms are discussed. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging, and storage. Aspects related to the bioavailability of the drug and route of administration for different dosage forms are briefly discussed. Laboratory practice is included for almost all the topics of the course. Requires laboratory. **Pre-Requisite: PHAR 210-O**

PHAR 230-OL Pharmaceutical Technology I Laboratory
3 Credits

This laboratory type course offers students the opportunity to put into practice the knowledge acquired in the Pharmaceutical Technology I course. It familiarizes the student with the basic equipment and materials required in a community or hospital pharmacy for the preparation of compounding drugs. Examples of different dosage forms that are prepared are solutions, syrups, tinctures, emulsions, lotions, ointments, among others. **Pre-Requisite: PHAR 210-O**

PHAR 231-O Pharmaceutical Technology II
3 Credits

This is a continuation course that presents the different types of dosage forms and drug delivery systems. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging, and storage. Aspects related to the drug bioavailability and route of administration for different dosage forms are briefly discussed. Laboratory practice is included for almost all the topics of the course. Requires laboratory. **Pre-Requisites: PHAR 210-O, 230-O**

PHAR 231-OL Pharmaceutical Technology II Laboratory
3 Credits

This laboratory type course offers students the opportunity to put into practice the knowledge acquired in the Pharmaceutical Technology II course. It familiarizes the student with the computer system used in community or hospital pharmacies for proper billing of different dosage forms discussed in the course. The correct way of administration, management, and interpretation of prescriptions of dosage forms is discussed and practiced. Examples of dosage forms discussed are ophthalmic products, optic products, nasal products, pharmaceutical aerosols and topical, oral 175 products, among others. **Pre-Requisites: PHAR 210-O, 230-O**

PHAR 233-O Posology
3 Credits

Study of the activities related to the filling of facultative prescriptions. The student will apply concepts studied on dose, administration routes, drug concentration, and interactions. Emphasis is given in the prescription interpretation, correct labeling, and instructions to the patient. One semester, 3 hours lecture. **Pre-Requisite: PHAR 210-O**

PHAR 250-O Hospital Pharmacy
2 Credits

The course is a comprehensive study of the pharmaceutical services provided by the pharmacy to the hospital departments in concern. The content includes analysis and evaluation of the drug distribution systems. It also emphasizes in-patients and out-patients dispensing procedures that govern the safe administration of drugs and biological. Computers in hospital pharmacy, intravenous additives system, hyperalimentation and

other special topics are also evaluated. **Pre-Requisite: PHAR 210-O**

PHAR 251-O Prescription Dispensing and Pharmaceutical Specialties I
3 Credits

This course includes the discussion of all the activities related to the prescription dispensing procedures. Topics included are prescription interpretation, product selection, prescription preparation, packaging, and labeling. Instruction to the patient in regard to proper use of the medication, possible interactions and proper storage and disposition are discussed. Emphasis is given to the study of the different product specialties such as generic drugs, trade names and over the counter drugs. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

PHAR 252-O Prescription Dispensing and Pharmaceutical Specialties II
3 Credits

This is a continuation course that includes the discussion of all the activities related to the prescription dispensing procedures. Topics included are prescription interpretation, product selection, prescription preparation, packaging, and labeling. Instruction to the patient in regard to proper use of the medication, possible interactions and proper storage and disposition are discussed. Emphasis is given to the study of the different product specialties such as generic drugs, trade names and over the counter drugs. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

PHAR 255-O Pharmaceutical Legislation
3 Credits

This course presents the laws related to the production, distribution of pharmaceutical products and other substances sold by the community drugstore under local, State Law and the Federal Laws and Regulations. It also discusses the laws, regulations and ethical norms that affect the pharmacy profession. **Pre-Requisites: PHAR 210-O, 212-O**

PHAR 256-O Supervised Practice in Pharmacy I
2 Credits

Supervised practice is designed to develop in students the necessary skills for pharmacy service, patient-oriented, which is acquired through experiences in a community or hospital pharmacy. Clinical practice is conducted under the direct supervision of a licensed and registered with the

Department of Health pharmacist. Through his work in community or hospital pharmacy students will obtain experience in the following areas: pharmacy management, prescription dispensing, patient-oriented services and the use of profiles. This clinical practice is directed and coordinated by a professor of the institution and will require a minimum of 200 hours of practice per semester to approve it. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

PHAR 257-O Supervised Practice in Pharmacy II
2 Credits

This course is a continuation of a supervised practice which is aimed at further developing students' skills in the pharmacy service, pharmacy administration, dispensing, patient-oriented services, the use of profiles and all those other skills necessary for a pharmacy technician. Clinical practice is conducted under the direct supervision of a licensed and registered with the Department of Health pharmacist. This clinical practice is directed and coordinated by a professor of the institution and will require a minimum of 200 hours of practice per semester to approve it. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

PHAR 258-O Practicum Seminar
2 Credits

This type course seminar is intended to provide students with the opportunity to review all the knowledge in the approved courses and during the first phase of their practical experience to prepare them to take their professional exam. Emphasis will be given in relevant areas such as pharmaceutical calculations, drug treatment, technical, administrative and legal aspects of the pharmacy practice. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

POSC 253-O Political System
3 Credits

This course is an analysis of the political and judicial development from the 19th century to the present and the relationship of this development to organizations and the international world. The students will receive an introduction to the principles related to the government. **Pre-Requisite: None**

PRMG 530-O Project Management I: Introduction to Project Management
3 Credits

This course covers the analysis of processes related to Program Management. Comprehension of a projects' life cycle and the importance of evaluating its different phases in the achievement of organizational goals is also studied. Emphasis is placed on the development of skills and competencies related to planning and methodologies of the area. It also covers the study of general theoretical and practical related concepts. Contrasts between project and operations are studied in the course, as well. **Pre-Requisite: None**

PRMG 640-O Project Management II: Project Planning
3 Credits

This course focuses on analysis, action plan development, and usage of effective methods in project management. It also includes studies the processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools, and techniques used in project management processes. **Pre-Requisite: None**

PSYC 121-O General Psychology I
3 Credits

This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial, and motor systems, perception, learning, and intelligence. The basic theories and their relation to individual and social relations. **Pre-Requisite: None**

PSYC 122-O General Psychology II
3 Credits

The course is an introduction to the scientific study of the fundamental principles that rule human behavior. Concepts and principles related to the development and maturity, such as impulses, motivation feelings, and emotions, frustrations and conflicts, abnormal and normal, etc. will be studied. Also, basic relations and their relationship to the individual and society will be included. **Pre-Requisite: PSYC 121-O**

PSYC 131-O Ethics in Psychology
3 Credits

The course explores legal, ethical, and professional choices in the human services field. Topics include decision-making models, confidentiality, standards, and ethical ideas that guide professional applications of psychology in teaching, research, and practice, including an in-depth exploration of ethical principles and professional codes of conduct. Students also explore professional organizations in the field as well as ethical and professional issues in the discipline of psychology. **Pre-Requisite: PSYC 122-O**

PSYC 210-O Human Sexuality
3 Credits

This course will offer the student the opportunity to understand the principles and concepts related to human sexuality, its history, and tradition. The contributions made by scholars in this field and also the basic determinants of sexual conduct. Physiology, anatomy and the psychological and cultural aspects of sexuality will be stressed. The different sexual dysfunctions and their origins will be studied. All themes will be discussed within the reality of the various cultures. **Pre-Requisite: PSYC 122-O**

PSYC 222-O Adolescence Psychology
3 Credits

Adolescent development and behavior: personality, learning, vocational selection, moral development and social adjustment in the society. Alienation and social commitment are analyzed. **Pre-Requisite: PSYC 122-O**

PSYC 225-O Social Psychology
3 Credits

This course covers a scientific study of the social behavior of the individual. It focuses on the critical analysis of the relationship between culture and personality inside the social constructive process, such as attitudes, duties, stereotypes, opinions, mass phenomenon, social structures, and conflicts. The theories apply to social test are explored. **Pre-Requisite: PSYC 122-O**

PSYC 226-O Evolutional Psychology
3 Credits

This course allows students to study the human development since its conception to death. This course focuses on the theories of learning, cognition in the development, and psychodynamic. It also places emphasis on the interpersonal processes, cognitive, and motivation. It explores the findings in the scientific investigation of the study of human development. **Pre-Requisite: PSYC 225-O**

PSYC 228-O Psychology of Diversity
3 Credits

Study of the human and cultural diversity from the perspective of the sciences of conduct. Analysis of the differences and similitudes of the individual human behavior as it relates to ethnicity, gender, religion, age, disabilities, sexual orientation, learning differences, types and levels of intelligence, language, and socioeconomic status, among others. Analysis of the psychological, social, economic and legal implications using as a framework current research on diversity. This course will be conducted through discussion of topics, research, case studies and case analysis, technology and group projects. **Pre-Requisite: PSYC 226-O**

PSYC 320-O Abnormal Psychology
3 Credits

The purpose of this course is to critically analyze what is considered normal behavior. The definitions of what is considered normal and abnormal will be compared, taking into consideration both cultural and socioeconomic criteria in defining these concepts. The evolution of the concept of mental disorder will be analyzed, along with its epidemiology, etiology, diagnosis, and treatment, in addition to the many services and theories that apply to the mental patient. This course also reviews topics associated with stress and its management, human spiritually, and developmental disabilities. Additionally, the different entities of the DSM-V will be explored. **Pre-Requisite: PSYC 321-O**

PSYC 321-O Personality Theory
3 Credits

This course is a critical evaluation of the principal psychological theories from their origin to the present; establishing their application to psychotherapy. This course also covers the concept of personality from psychoanalytic theories, social, epistemological and existentialist. **Pre-Requisite: PSYC 122-O**

PSYC 322-O Theories and Techniques in Psychotherapy
3 Credits

This course covers various focused and psychotherapeutic processes of therapy. It explores theories of personality and learning for counseling, psychology, and psychoanalysis of the function that is carried out. It also concentrates on the discernment in the change of conduct or behavior in the treatment and the justification of the psychotherapeutic techniques. **Pre-Requisite: PSYC 321-O**

PSYC 324-O Gender Psychology
3 Credits

This course is designed to introduce the student to the psychological study of gender. Topics will include: What it means to be a male or a female in our society and other societies around the world; how gender develops over the lifespan; how gender shapes our lives and how the social world shapes our construction of gender; how similar and different males and females are across a number of domains; and how culture, religion, and the media shape and reinforce ideas about gender. **Pre-Requisite: None**

PSYC 327-O Psychology of the Elderly
3 Credits

This course offers the student the opportunity to develop the necessary skills to critically evaluate the psychological theories related to the elderly population, recent research in the field, and their implications. The implications of sensory and perceptual changes, learning, memory, intelligence, personality, and motivation in the daily routines of the elderly will be examined. The course integrates readings, discussions, and research in which the students can apply the acquired knowledge. **Pre-Requisite: PSYC 122-O**

PSYC 330-O Interpersonal Psychology
3 Credits

Research, theory and their practical applications pertaining to the beliefs, attitudes, and behaviors as they relate to conflict and conflict resolution. Focuses on basic skills for resolving interpersonal conflicts. Topics include analysis of problems associated with emotion, gender roles, culture, ethnicity, communication, confidentiality and impartiality in mediation. **Pre-Requisite: PSYC 122-O**

PSYC 343-O Theories of Learning and Motivation
3 Credits

This course establishes an introduction to the basic theories of the personality. It stresses the critical reflection concerning the theories. It presents a clear and precise picture of the principal characteristics of each theory. It should also foster criteria in order to guide each evaluation following the theories. **Pre-Requisite: PSYC 226-O**

PSYC 344-O Theories of Learning and Motivation
3 Credits

This course introduces students to theories of learning and motivation. Students will learn about empirical

research and theoretical perspectives including classical conditioning, operant conditioning, reinforcement, avoidance, punishment, and intrinsic/extrinsic motivation. **Pre-Requisite: PSYC 226-O**

PSYC 350-O Psychopathology Principles
3 Credits

The course offers the student a comprehensive foresight of the concepts, the history, and the social and scientific aspects of normal behavior in the human being. It introduces the classification of psychological disturbances and the development of the necessary skills in the use and management of the DSMIV. **Pre-Requisite: PSYC 122-O**

PSYC 355-O Industrial Psychology
3 Credits

This course focuses on the introduction to the study of the Industrial Organizational Psychology methods, theories and its historical perspective. **Pre-Requisite: None**

PSYC 400-O Psychological Measurement
3 Credits

This course studies the principles of psychological measurements; evaluation of the characteristics of the test, such as validity and trustworthiness, quantification, conversion of points, linguistic adoption and normalization. A general overview of the tests that are used in the psychological field will be explored. A focus will be given to the controversies that have arisen regarding the use and interpretation of the same. **Pre-Requisites: PSYC 122-O, PSYC 226-O, PSYC 343-O**

PSYC 402-O Research and Methodology
3 Credits

This course is an introduction to the scientific study of behavior with special emphasis on laboratory methods, the design, recompilation, and analysis of the facts using statistical programs of the computers. Work will be done with outcomes of the scientific studies, their interpretation, theoretical and the contrast with new investigation. **Pre-Requisite: None**

PSYC 410-O   Organizational Psychology
3 Credits

This course focuses on the contribution of applied psychology to our understanding and practice of management within organizations. This course reviews behavioral science, theories, methods and tools to use and apply in today's work environments. This course

covers the design and evaluation of personnel selection and training programs in a variety of organizational settings, development of predictors; evaluation of instructional and training systems; criteria for performance evaluation, promotion, and training. The course material will begin with an overview of work and organizations in modern industrial society, and then examine individual behavior, move to behavior in groups or teams, and finally discuss organizations as a whole. **Pre-Requisite: PSYC 330**

PSYC 415-O Psychology of Leadership
3 Credits

This course covers the study of the theory and application of fundamental principles of leadership. Students will identify and learn the characteristics of effective leadership across multiple settings. Emphasis is on the psychological theories and how they address the concept and context of leadership. Psychological approaches to the measurement of leadership effectiveness will be used to evaluate various contemporary models found in popular culture. **Pre-Requisite: PSYC 410**

PSYC 423-O Physiological Psychology
3 Credits

This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior and the superior cortical processes is studied. The different emotional theories dealing with motivation and learning will be analyzed. The impact of the theories of behavior will also be analyzed. In addition, the different types of drugs will be considered as well as their effect on the human behavior. **Pre-Requisite: PSYC 122-O**

PSYC 450-O Psychology Seminar I
3 Credits

This course covers the acquisition and development of the basic skills of communication and interview. Application and use of the help process, such as empathy, respect, approval, and confidentiality is an integral component of the course. Other themes such as Mental health **Pre-Requisites: PSYC 122-O, PSYC 226-O, PSYC 322-O, PSYC 343-O, PSYC 350-O, PSYC 400-O**

PSYC 451-O Psychology Seminar II
3 Credits

This course focuses on personal and group aid. It is required that each of the students, under supervision, completes a scientific study and is able to apply the proper scientific methodology. This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial and motor systems, perception, learning, and intelligence are integrated into this course. **Pre-Requisite: PSYC 450-O**

PSYC 460-O Senior Capstone in Psychology
3 Credits

This course engages students in a capstone experience to bring together the various areas of knowledge and skills gained through the program. Students will consider the emerging trends in Psychology and its application to the real world. This course will help students to self-reflect in their areas of interest and begin career exploration. Students will learn about techniques used for planning their career development within the discipline of psychology or related field, and specific terminology used in the profession. Students will develop their skills in interviewing, oral presentation, and creation of effective written materials for job searches or graduate school admission. Students will select an area or focus for their final research project. **Pre-Requisite: Completion of 90 credits**

PSYC 461- O Senior Seminar in Psychology
4 Credits

The course covers topics from both natural and social science knowledge bases of the discipline. Requires students to demonstrate knowledge learned throughout the program and apply these theories to real-world issues. Students are expected to analyze and integrate learning experiences acquired throughout their program and to evaluate research and current topics relative to their area of concentration. Students complete a research paper that synthesizes knowledge and tools learned in their program while developing an innovative solution to a discipline-specific problem. Students present their research paper and a PowerPoint presentation. **Pre-Requisite: PSYC 460- O**

PUAG 502-O Public and Nonprofit Organizations: Management and Leadership
3 Credits

This course is designed to review the theory and examine the practice of leadership and management in public and nonprofit organizations. Students will examine the mission, organizational structure, resources, and work processes in both sectors. It focuses on the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising. **Pre-Requisite: None**

PUAG 512-O Public and Non-Profit Accounting and Finance
3 Credits

The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management, assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the main issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework. **Pre-Requisite: None**

PUAG 515-O Research Methods Applied to Public Affairs
3 Credits

This course focuses on the study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools are also included. No previous training in statistics is required, but fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences. **Pre-Requisite: None**

PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations
3 Credits

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fundraising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions. **Pre-Requisite: None**

PUAG 535-O Strategic Management and Public Policy
3 Credits

This course introduces students to the concept of public service strategies and how they relate to the public policy-making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy-making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques, and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role in developing, implementing and monitoring strategy for organizations operating in the public sector. **Pre-Requisite: None**

PUAG 604-O Urban Affairs and Public Policy
3 Credits

This course explores national and local urban policy concerning the major problems that cities and metropolitan regions confront today. Economic globalization, income inequality, and metropolitan decentralization shape the urban policy and analytic focus of the course. It will cover the types of public policies (federal, state and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. **Pre-Requisite: None**

PUAG 605-O Topics and Cases in Urban Policy and Planning
3 Credits

This course focuses on the basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Emphasis is given to the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on the project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. **Pre-Requisite: None**

PUAG 608-O Community Organizations and Public Policy
3 Credits

The course will cover how community-based organizations are affected by and affect urban development and city services. We will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. Community organizations often are defined by how state, federal and city governments define poverty, urban blight, and other measures of the community (including people, not just place). The capabilities and interests of communities often are quite different than those narrowly defined perceptions, and new public policy strategies are recognizing this. How communities communicate to the public policy arena and how government addresses community in that arena are important topics to consider as we search for effective

means to solve problems and address issues that are of interest to both the nonprofit and public sectors. **Pre-Requisite: None**

PUAG 610-O Legislative Process
3 Credits

This course focuses on a strategic study of the legislative process in the state and its impact on public and non-profit management. **Pre-Requisite: None**

PUAG 615-O Development of Financial Proposals for Public Sector
3 Credits

This course is a practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on the formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or nonprofit organization project is a requirement. **Pre-Requisite: None**

PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs
3 Credits

This course focuses on the study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course integrates methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public and nonprofit agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the non-union sector in both private, non-profit and public sectors. **Pre-Requisite: None**

PUAG 626-O Special Topics
3 Credits

The course explores modern topics in the field of public administration and non-profit management. Study of the economic, political, social affairs and contemporary challenges that affect the administration of public sector and nonprofit agencies are done. Understanding of the relationships between social, political, economic, and communication systems of today's modern world. Analysis of the management and leadership characteristics of the new public sector administrator, according to new management trends in the changing environment of the 21st Century. **Pre-Requisite: None**

PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations
3 Credits

This course will provide the analysis of on management issues unique to the nonprofit sector. The course focuses on the hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non-financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long-term contractual and non-contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. **Pre-Requisite: None**

PUAG 640-O Development and Management of E-government Projects
3 Credits

This course focuses on the perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include the development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case

studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in E-Government. **Pre-Requisite: None**

PUAG 665-O Capstone Course
3 Credits

The purpose of this course is to engage the students in a capstone experience intended to bring together the various areas of knowledge and skills covered in the program. This course integrates knowledge from the curriculum and uses this core knowledge to complete an applied research project that demonstrates mastery of key concepts, methods, and skills in the public and nonprofit management program. **Pre-Requisite: 9 approved credits of Major Courses.**

PUHE 101-O Introduction to Public Health and Health Education
3 Credits

This course is an introduction to the different conceptions of health, as well as, the basic principles of public health and education. This course covers an analysis of the relationships that exist among the four major factors that determine health. It also deals with various epidemiological concepts about health and illness, the natural history of diseases, attention and prevention levels, specific protection measures and health promotion. Emphasis is placed on existing health education models for individual and community intervention. **Pre-Requisite: None**

PUHE 201-O Biostatistics
3 Credits

This course focuses on the basic concepts and principles of statistics applied to life and health. Emphasis on the basic techniques used in scientific research, primarily in areas of health education and public health. Analysis of the major statistical concepts such as the scientific method and the statistics method and others. **Pre-Requisite: Math 111-O**

PUHE 203-O Introduction to Epidemiology
3 Credits

This course studies the occurrence, distribution, and causes of diseases in communities using the epidemiologic method. The epidemiologic, as well as, the scientific method are applied to the health-illness process and its causes, particularly transmissible, chronic, mental diseases and high-risk behaviors. **Pre-Requisite: PUHE 201-O, concurrent w/ PUHE 210-O**

PUHE 210-O Biological Aspects of Human Diseases
3 Credits

This course develops sound scientific attitudes, the concepts and the basic biological processes of diseases, such as inflammation, immunological reactions, regeneration and growth control, fibrosis, and necrosis using the scientific method as the tool. Pathogenesis is incorporated to the various perspectives of epidemiology and disease control as they relate to public health. Laboratory experiences promote the application of technology to the study of the principal human diseases and agents that cause them. **Pre-Requisites: SCIE 112-O, MATH 112-O, PUHE 101-O**

QYLE 110-O Attitude Development and University Adaptation*
3 Credits

Analysis and evaluation of the values, attitudes, and prejudices in the academic and professional life. Studies the effect that students' behavior has in their lives and in other people's lives as well. Evaluates different styles of ethical behavior from different philosophical perspectives. This allows them to choose the perspectives that foster greater self-control, particularly in the academic setting. Students apply concepts through concept maps, self-reflection, case study, role-playing, group work, and the responsible use of technology. The course must be completed within the first term of enrollment in the institution. ***Required for all new undergraduate students.**

REHU 600-O Human Resources Management and Organizational Development
3 Credits

A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependence of the constitutive elements of managerial styles, strategic planning, culture and organizational structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes. **Pre-Requisite: None**

REHU 610-O Training and Development of Human Resources
3 Credits

The evaluation of methods, concepts, theories, and strategies for the integral human resources development as a function of the individual and organizational needs and expectations. It will emphasize the training need assessment, instructional design, development, and evaluation of training and development programs. It will also analyze research designs and other mechanisms for the evaluation of the effectiveness and efficiency of the teaching and learning process, transference and results measurement. **Pre-Requisite: None**

REHU 611-O Labor and Industrial Relations in Human Resources Management
3 Credits

A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees, and the management. It will discuss the rights, prerogatives, and obligations of the involved parties and their implications for the organizational system. **Pre-Requisite: None**

REHU 612-O Compensation and Benefits Management
3 Credits

Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation. **Pre-Requisite: None**

REHU 614-O Security, Hygiene, and Labor Quality Life Management
3 Credits

The study of safety and security, disabilities, industrial hygiene, health and legislation related to these areas and the impact in human resources management. The course focuses on the responsibility involved to create a safe place for working. Insurance, medical services, prevention, and quality life in work are discussed. **Pre-Requisite: None**

REHU 615 -O International Human Resources Management
3 Credits

Study of the philosophy, theories, policies and predominant practices in the field of human resources management applied to an international context. It focuses on the analysis of the principal strategies applied to the human resources field, and their effect on the organizational dynamics in a global economic market. It will emphasize the study of the impact of cultural, economic, labor, human and logistic factors. **Pre-Requisite: None**

REHU 620-O Leadership in the Organization
3 Credits

Study of leadership styles and their functions in business. Motivation, communication, control strategies, the impact of change, team working, and effective relations in leadership are discussed. The course also analyzes needs to identify, understand, and maximize organizational leadership strategies. Leadership is evaluated from the following perspectives: organizational development, decision-making process, and total quality. **Pre-Requisite: None**

SCIE 111-O Integrated Sciences I
3 Credits

SCIE 111-O course, Integrated Sciences I, gives the students the opportunity to familiarize themselves and integrate concepts from the different areas of science. The topics included in this course are Sciences processes, the scientific method, interrelationship between science and technology, matter, energy, physical sciences, and chemistry. Through the use of learning activities, the student will identify, analyze, and discuss teaching techniques and strategies to relay their knowledge to their future students in a constructivist and dynamic way. **Pre-Requisite: None**

SCIE 112-O Integrated Sciences II
3 Credits

SCIE 112-O is the second part of the introductory course to the fundamental concepts of Environmental Science and Biology. The course focuses on the study of living organisms and the interaction among them, placing emphasis on the scientific method, logical reasoning and the development of critical and creative through to understand the molecular and cellular base of all organisms. It also covers topics such as evolution and inheritance based on classic and molecular genetics. It

discusses cell energy, metabolism, cell reproduction and growth and their interrelation, to understand how organisms function and the role homeostasis plays on each living being. **Pre-Requisite: SCIE 111-O**

SCIE 113-O Integrated Science Compendium
3 Credits

This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health, and interactions between these and the environment will also be studied. **Pre-Requisite: None**

SCFG 503-O Human Development and Learning: The Early Years and Elementary
3 Credits

This course will focus on the developmental processes school-age children, kindergarten through elementary school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people. Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 506-O Human Development and Learning: Secondary
3 Credits

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 508-O Education and Society
3 Credits

This course is a study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with an emphasis on their social, economic, political, historical, and philosophical dimensions. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations, and proposing new topics for research.

SOCI 201-O Principles of Sociology I
3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy, and politics. It involves an analysis of contemporary social problems. **Pre-Requisites: SOSC 101-O, 102-O**

SOCI 202-O Principles of Sociology II
3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy, and politics. It involves an analysis of contemporary social problems. **Pre-Requisite: SOCI 201-O**

SOCI 203-O Principles of Sociology
3 Credits

This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions, and influences of interaction, changes, and social processes. **Pre-Requisite: SOSC 112-O**

SOCI 204-O Principles of Sociology
3 Credits

This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions, and influences of interaction, changes, social processes, and the analysis of the social problems that are most frequently present in society. The presentation of the themes to be discussed will be from a sociological perspective. **Pre-Requisite: SOCS 112-O**

SOCI 213-O Social Problems
3 Credits

This course focuses on discussion and analysis of the social problems that are most frequently present in society. The presentation of the themes to be discussed will be from a sociological perspective. **Pre-Requisite: None**

SOSC 101-O Introduction to the Study of Social Sciences I
3 Credits

This course introduces the student to the application of scientific methods. It also emphasizes the study, research, and critical analysis of the concepts and methodology of the psychological, sociological, and anthropological fields. The theories that rule these disciplines, and the problems and possible solutions of them are also studied in the course. **Pre-Requisite: None**

SOSC 102-O Introduction to the Study of Social Sciences II
3 Credits

This course focuses on the study, research, and critical analysis of the concepts and methodology of the social sciences emphasizing the political and economic fields. Theories and proposals of economic and political problems that are fundamental in the contemporary world are integrated with an interdisciplinary approach. **Pre-Requisite: SOSC 101-O**

SOSC 111-O Individual, Community, Government, and Social Responsibility I
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. **Pre-Requisite: None**

SOSC 112-O Individual, Community, Government, and Social Responsibility II
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. **Pre-Requisite: SOSC 111-O**

SOSC 250-O Statistics in Social Sciences
3 Credits

This course is an introduction to the statistical methodology as applied to Social Sciences. Basic statistical concepts and techniques are introduced. The course also emphasizes the scientific and graphical presentation of data, as well as its analysis. **Pre-Requisite: MATH 111-O**

SOSC 258-O Research Techniques in Social Sciences
3 Credits

Introduces the learner to the application of all scientific techniques for research and investigation in the social sciences. Places emphasis on basic procedures for gathering data, establishing the problem and hypothesis, analyzing, interpreting and applying findings. **Pre-Requisite: SOSC 250-O**

SOSC 260-O Research Techniques in Social Sciences
3 Credits

Introduces the learner to the application of all scientific techniques for research and investigation in the social sciences. Places emphasis on basic procedures for

gathering data, establishing the problem and hypothesis, analyzing, interpreting and applying findings.
Pre-Requisite: SOSC 250-O

SPAN 100-O Communications Skills for Spanish as a First Language
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a basic level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as a useful tool in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

SPAN 102-O Introductory Spanish Language- Basic Level II
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At an intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as a useful tool

in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

SPAN 115-O Reading, Writing, and Oral Communication in Spanish I
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a high intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities, with emphasis on spelling and grammatical rules, and the correct use of writing/editing techniques, that college-level students will learn effective ways to express themselves and apply these to their subject area. They will not only learn the proper rules for written communication but also the correct etiquette that includes from writing e-mails to written reports. Special attention is given to verbal communication and body language as important characteristics of formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.
Pre-Requisite: None

SPAN 116-O Reading, Writing, and Oral Communication in Spanish II
4 Credits

This advanced Spanish course focuses on the use of language from a communication approach thus allowing the adult learner to develop further his/her language

skills. In addition, the course deals with reading analysis and interpretation in reference to the evaluation of the content of the message (inference, critical analysis, distinguishing between facts, opinions, and assumptions), which goes beyond the meaning of the text, techniques, and author's resources. It also includes studying the text readings from the reader's perspective, while analyzing the content in reference to the central idea of the context, secondary idea, vocabulary, the correlation of ideas, different types of speeches, and languages. The course will give special attention to the proper wording of messages and sentence/paragraph construction. It will allow many opportunities to practice and manage grammatical structures in reference to spelling, punctuation, the development of techniques for oral presentations, proper body language, and the use of technology. The course pays close attention to the practice and management of grammatical structures in regards to the inaccuracies or misuse of the language (barbarisms, solecisms, ambiguities, agreement, pleonasms, etc.). The course is developed through reading discussions, reflections, reviews, research, essay writing, and oral presentations supported by technology. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. **Pre-Requisite: SPAN 115-O**

SPAN 201-O Business Spanish I
3 Credits

This course includes a systematic development of the basic linguistic skills necessary for the ownership of the vernacular language. In this course, the students will exercise the most relevant aspects of the oral and written language; including the principals of grammar, spelling, linguistics, organizational and commercial literature, and increase their vocabulary. There is also an emphasis on the use of the argumentation, the implementation of logic and critical thinking; underlining the principals, the forms, propositions and the factors which will affect the communication process. **Pre-Requisite: SPAN 102-O**

SPAN 202-O Business Spanish II
3 Credits

This course will focus on the basic linguistic skills for the redaction of business documents. The composition of letters and business memos such as credit awards, claims, letters of appreciation, collection notices and other business documents as deemed necessary such as the search for employment. The students will also learn how to manage internal business documents. **Pre-Requisite: SPAN 201-O**

SPAN 215-O Advanced Composition
3 Credits

This developmental course focuses on the study and practice of writing techniques through the analysis of readings that develop creative and critical thinking skills. It includes composition exercises designed to develop the basic writing skills: organization of ideas; simple, complex, coordinate, and subordinate sentence structure; paragraph structure; outlining and summarizing; and the identification and writing of the different paragraph styles (exposition, persuasion, narration, and description). The course is designed for only 20 students in the classroom in order to give them individualized attention. **Pre-Requisite: SPAN 102-O**

SPAN 221-O Introduction to Spanish Literature I
3 Credits

This course is an introduction to Spanish literature from its beginnings to the nineteenth century. The course includes reading and interpretation of the major literary selections in Spanish literature and analyses and interpretation of representative works and authors. **Pre-Requisites: SPAN 101-O, 102-O**

SPAN 255-O Spanish for Writing and Research
4 Credits

This highest-level Spanish course focuses on the strengthening of Spanish language skills; allows the adult learner to further develop his/her linguistic skills, technical writing, and oral expression, in order to reach the highest and most effective professional level of communication. The learner will perfect the art of writing technical reports, essays, and conduct research relevant to his/her academic subject area. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its

resources, guided and supported by all Spanish faculty members. **Pre-Requisites: SPAN 115-O, SPAN 116-O**

SPAN 500-O Graduate Preparatory Spanish
3 Credits

This is a preparatory Spanish course for graduate-level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate-level activities, workshops and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the UAGM Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. This course requires the use of E-Lab or the Language Lab.

SPAN 501-O Academic Writing for Graduate Students I
3 Credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the UAGM Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of E-Lab or the Language Lab.

SPAN 502-O Academic Writing for Graduate Students II
3 Credits

A native speaking student who takes the UAGM Spanish Placement Test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to a paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on

written assignments. This course requires the use of E-Lab or the Language Lab.

SPED 101-O Teacher Preparation in Special Education
3 Credits

This course covers the history of special education and its legal bases, the concept of inclusion and assistive technology, as well as the procedures to identify and to serve students with impairments. This course also covers a critical discussion of the legislative, judicial and present matters that belong to the special education process. Self-reflection of personal and necessary professionals attributes for the work with students with impairments is emphasized. Evaluation of experiences designed to help in the learning of the students with impairments is integrated. It also covers the application, observations, analysis, and development of assessment instrument and planning lessons; also, responsible use of technology. **Pre-Requisites: EDUC 171-O, EDUC 135-O**

SPED 102-O Assistive Technology and other Resources in Special Education
3 Credits

This course covers the exploration and familiarization with the development of the field of assistive technology as a means to promote the independent participation of the exceptional student in the school environment and in its community. Analysis of the role of the assistive technology in the extension of the social, cognitive, physical and communication abilities of the student with special needs, as established in the law IDEA (1997) is emphasized. Application and evaluation of assistive technologies used for students with different impairments, mainly those recommended by The Assistive Technology Industry Association are integrated. Practices applied with this equipment and accessories is explored. It also includes the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. **Pre-Requisites: EDUC 202-O, EDUC 204-O, EDUC 205-O**

SPED 103-O Learning Disabilities
3 Credits

This course emphasizes the study of concepts, theories, discipline standards, characteristics, and issues related to students who display specific learning disabilities. Analysis of foundation knowledge essential to understanding the nature and needs of individuals with learning disabilities and contextual influences, especially for pre- and in-service classroom teachers and related professionals are

explored. The course also covers a reflection of recent developments and research findings, current issues, and the general structure of educational intervention programs. It also includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. **Pre-Requisites: EDUC 135-O, SPED 101-O**

SPED 203-O Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder
3 Credits

This course focuses on the analysis of strengthens and social, psychological, physiological, and emotional weaknesses that characterize a student with a deficit of attention. Emphasis on the development of individualized educational programs, appropriate educational practices in the special education classroom and/or in the regular setting is given. Study of the interdisciplinary contribution required for the effective transition of the student to the school life and work is explored. Application, observations, analysis, and development of assessment instruments and planning lessons; responsible uses of technology are also included. **Pre-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O**

SPED 204-O Nature, Needs and Behavior Modification in the Gifted Education Students
3 Credits

This course provides the opportunity for students to study the social, emotional, and cognitive characteristics of the gifted student. Analysis of the diverse programs and theories related to the education of this population is studied. Emphasis on the development of projects for the education of these students is given. Field observations experiences in schools specialized in the education of gifted students with talents. it also covers the application, observations, analysis, and development of assessment instruments and planning lessons; also, responsible use of technology. **Pre-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O**

SPED 205-O Integration of the Fine Arts in Special Education
3 Credits

The course emphasizes on the application of music, theater, corporal movements, visual arts and other manifestations of the fine arts in the design of effective educational planning and strategies for special education students. Practice, case studies, curriculum development

and field observation experiences are provided. This course also covers the application, observations, analysis, and development of assessment instruments and planning lessons; responsible use of technology. **Pre-Requisites: SPED 101-O, EDUC 202-O, EDUC 204-O**

SPED 207-O Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level
3 Credits

This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Elementary Level. The emphasis on the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of the curriculum in sciences and math with attention to the individual differences. It focuses on the application, observations, analysis, and development of assessment instruments and planning lessons; and responsible use of technology. **Pre-Requisites: EDUC 135-O, SPED 101-O, MATH 112-O, SCIE 112-O, EDUC 171-O**

SPED 208-O Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level
3 Credits

This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Secondary Level. The emphasis on the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of the curriculum in sciences and math with attention to the individual differences. Practice, case studies, curriculum development and field observation experiences are provided. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. **Pre-Requisites: EDUC 135-O, SPED 101-O, MATH 112-O, SCIE 112-O, EDUC 171-O**

SPED 210-O Language Development and the Reading-Writing Processes in the Special Education Student I
3 Credits

This course provides students with the analysis of the basic cognitive processes (attention, perception, and memory) that intervene in the development of the

language of the student with special needs. Review of the development of the reading and the writing from the linguistic enriched environments, and inside the integral language approach is also included. Evaluation of the meta-linguistic and meta-cognitive processes and its importance in the development of the language is studied. It includes the use of semantic maps, cases studies, problem-solving, distance learning, thematic discussions, and portfolio use. **Pre-Requisites: EDUC 135-O; SPED 101-O, SPAN 115-O, SPAN 250-O, SPAN 255-O, ENGL 115-O, ENGL 231-O**

SPED 211-O Language Development and the Reading-Writing Processes in the Special Education Student II
3 Credits

This course concentrates on the design of instructional strategies that facilitate the reading and writing for students with special needs. It also includes the evaluation of interactive equipment that support the instruction and that facilitate the development of the linguistic skills. Use of semantics maps, cases studies, problem-solving, distance learning, thematic discussions, and portfolio assessment are studied. **Pre-Requisite: SPED 210-O**

SPED 215-O Curricular Foundations for Special Education
3 Credits

This course includes an analysis of the foundations, elements and curricular concepts in the special education field. It also covers the process of curriculum adaptations for the exceptional population. Management of approaches, techniques, strategies, and instructional methods adapted to special education is included. Evaluation of educational experiences that stems from the appropriate practices for the attention of the special needs is studied. Curricular models for the attention of the special education children supported by the federal regulation are emphasized. The use of semantics maps, cases studies, problem-solving, distance learning, thematic discussions, and portfolio is integrated. **Pre-Requisites: EDUC 202-O, EDUC 204-O, SPED 101, EDUC 171-O, EDUC 135-O**

SPED 295-O Evaluation and Assessment in Students with Special Needs
3 Credits

This course focuses on the study of the evaluation methods of the student with special needs. Analysis and evaluation protocols of the exceptional student for the development of assessment process at the initial and during the school year. It provides students with the study of the relation of the processes of evaluation and assessment, the federal and state laws of academic achievement and the development of the Individual Educational Plan (IEP). It also includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. **Pre-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O**

SPED 300-O The Brain and Learning
3 Credits

This course is an introduction to the study of the most recent research about neurophysiological phenomena that have a bearing on learning. It also includes the analysis of the role played by cerebral activity in the different learning styles, especially learning disabilities at K-12 levels. Analysis of the curricular design that is most compatible with these neurophysiological phenomena is studied. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. **Pre-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O, SPED 215-O**

SPED 405-O Teaching Practicum in Special Education
3 Credits

this course is the final stage of a practice field experience in which the candidate assumes the duties and responsibilities of a teacher in a specialized scenario. It offers the teacher candidate the opportunity to promote the physical, emotional, social and intellectual development of children and youth in special education. Students work under the supervision of a regular teacher from an accredited school and a college supervisor appointed by the School of Education. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule and must plan accordingly. Concurrent with SPED 406-O. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. **Pre-Requisites: All Courses**

SPED 406-O Seminar on Teaching Practicum in Special Education
1 Credit

This course focuses on discussion, analysis, and evaluation of the responsibilities and situations arising in the student teaching practice. This course is designed to enrich and complement the practicum experience. It includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. **Pre-Requisite: Concurrent with SPED 405-O**

STAT 104-O Basic Statistics
3 Credits

This course will provide the student with the fundamental concepts and methods of statistical analysis. Using as framework sampling methods, graphic representations, central tendency and dispersion measures, probability distributions and the central limit theorem. These will be developed by the analysis and evaluation of cases and research projects. Technology, like spreadsheets and statistical software, will be used responsibly. **Pre-Requisite: None**

STMG 600-O Leadership and Entrepreneurial Vision
3 Credits

This course focuses on the analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations' vision and mission. Human Resources Strategies for empowerment and its impact on the organizational culture are emphasized. Application of theoretical knowledge in relation to individual, interpersonal, and group behavior within the organization are studied. The course addresses the study of leadership and organizational behavior in a continuously changing environment. **Pre-Requisite: None**

STMG 601-O Strategic Management
3 Credits

This course focuses on analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses are emphasized. The application of the vision, mission, goals, and objectives for the development of strategies in the planning process is studied. Development of a strategic plan that includes identification and evaluation of alternatives for its control is required as part of the course. This course is targeted to the development and application of analytical skills related to strategic planning. **Pre-Requisite: None**

STMG 602-O Technological Applications and Information Systems
3 Credits

This course develops analytical skills for the operational integration of different information resources. The course allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations' effectiveness. It emphasizes the importance of technology for strategic planning and problem-solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate and, make decisions related to information systems. **Pre-Requisite: None**

STMG 603-O Entrepreneurial Communication
3 Credits

The course focuses on the analysis of effective skills for communication and presentations. The emphasis on knowledge and critical use of different techniques means and programs is integrated. The course evaluates different aspects of the communication process including the audience, understanding the context, the receptor and the importance of feedback for effective communication. This course also focuses on the study of theoretical and practical concepts for effective business communication. **Pre-Requisite: None**

STMG 604-O Organizations and Global Economy
3 Credits

The course studies the opportunities that the global economy offers to management. The course analyzes economic principles based on problem examination and the challenges represented on a globalized economy. It includes decision making on financial, economic, and stock market issues. It evaluates strategic opportunities and risks regarding organizational development in the global context. **Pre-Requisite: None**

STMG 608-O Strategies for Change, Professional, and Entrepreneurial Development
3 Credits

The course focuses on the analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension, respect for diversity, and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture are integrated. Environmental and structural forces within the organization are a main topic of the course. The course appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies. **Pre-Requisite: None**

SWGR 504-O Social Policy Analysis
3 Credits

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field in the United States. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505-O Human Diversity and Social Justice
3 Credits

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect United States' society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506-O Social Work with Individuals and Families
3 Credits

An introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507-O Social Work with Groups and Communities
3 Credits

The course explores the process of formation, maintenance, and evolution of groups, communities, and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities, and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in the group, community, and organizational processes. The focus is placed on the social worker's commitment to social justice, equality and respect for human rights in order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy of today's the United States. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations. **Pre-Requisite: SWGR 506-O**

SWGR 510-O Research Design
3 Credits

This course deals with the methodology of designing scientific, social research. It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 511-O Research Analysis
3 Credits

This is the second part of the 6 credits course centralized in the scientific, social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

SWGR 555-O Social Work with Seminar and Field Practicum I
6 Credits

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals, groups, families, communities, and organizations. It is expected that students can consolidate their education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system. In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frame their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work where students attend three hours a week. **Pre-Requisites: SWGR 504-O, SWGR 505-O, SWGR 506-O, SWGR 507-O, SWGR 510-O, SWGR 601-O, SWGR 606-O**

SWGR 601-O Theories and Models of Human Development and Behavior I
3 Credits

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications

of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 602-O Clinical Intervention I
3 Credits

This course is part of an advanced component of the curricular model. This is intended to aid the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples, and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification of various mental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) for precise diagnostics. Several aspects that relate to the environmental and psychosocial functioning in which humans operate are considered. Moreover, analysis of the various roles of the social work professionals' functions and activities as well as the personal traits or qualities necessary to facilitate the process and the various clinical intervention strategies is taken into consideration. Similarly, it's intended that students develop the skills necessary to identify the strengths and the importance of prevention promotion in order to achieve improved psychosocial functioning. Students are expected to consider legal ethics, human diversity and culture to identify the needs, problems, and concerns that require attention during the clinical intervention.

SWGR 604-O Social Work and Mental Health
3 Credits

This course is directed to the analysis and evaluation of the role, function, as well as the social, ethical and legal responsibility of the clinical social worker that provides services to clients that present mental health problems. It focuses on the concepts of mental illness, the elements involved and the factors that influence the development of mental conditions from a biological, systemic and holistic perspective. The course explores the more common mental conditions, their etiology, and prevalence, and the methods of prevention and treatment in accordance with the DSM IV-TR as a tool in the diagnosis of mental illness. **Pre-Requisite: SWGR 670-O**

SWGR 606-O Theories and Models of Human Development and Behavior II
3 Credits

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined. **Pre-Requisite: SWGR 601-O**

SWGR 607-O Clinical Intervention II
3 Credits

This course is part of an advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the theoretical model and therapeutic intervention techniques considering the target population. It emphasizes on the analysis of various mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems, and concerns that require attention during the clinical intervention.

SWGR 608-O Psychopathology, Human Behavior, and Social Environment
3 Credits

The course examines the history of mental health in the United States in its sociocultural context and evaluation of different approaches to studying psychopathology. The student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment.

The course explores some of the most common mental conditions, their etiology, and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the evaluation of the functions, roles, and social responsibility as well as the contrast of the ethical and legal aspects of

the social worker in clinical practice. **Pre-Requisite: SWGR 670-O**

SWGR 610-O Management of Social Services
3 Credits

Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as governing structures, administrative leadership, policy development, program planning and development, human resources, fundraising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 613-O Administration and Supervision of Human Resources
3 Credits

Analysis of how social services administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring, and supervision among others will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and community research.

SWGR 615-O Evaluation of Social Services and Programs
3 Credits

This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services. In this course, students will analyze and evaluate the principles and the most commonly recognized theories of evaluation of social programs and services, as well as how to implement them in their agencies. This course will include the analysis and evaluation of theories and models as well.

SWGR 616-O Violence and Society
3 Credits

This course examines the nature and causes of violence in society, and how its manifestation contributes and perpetuates violence on an interpersonal and intrafamilial level. A diversity of manifestations of violence will be examined from macro and micro-system perspectives. Students will also research and examine the systemic and ecological aspects that perpetuate oppression, inequality, and social injustice, and how these affect human and social group behavior and development. Particular focus

is placed on the acquisition of the knowledge to identify and assess risk factors, and on the research skills to evaluate, compare, and contrast different prevention and treatment alternatives. In addition, the course will look at case studies that particularly reflect United States' reality, considering the ethical and legal elements that affect social worker's interventions. **Pre-Requisite: SWGR 670-O**

SWGR 620-O Adult and Elderly Development
3 Credits

This course focuses on the acquisition of knowledge and skills for interventions with adults. It explores factors that promote well-being and prevent illness and disorders in adults and the elderly. Bio-psycho-social theories of aging, the impact of health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to health will be presented. **Pre-Requisite: SWGR 670-O**

SWGR 623-O Drug and Substance Abuse
3 Credits

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions. The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marihuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the DSM IV-R. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services. **Pre-Requisite: SWGR 670-O**

SWGR 625-O Psychopharmacology and Social Work
3 Credits

This course has a clinical and orientation to practice. The aim is to examine the interaction and impact of psychopharmacological medication as part of the treatment of mental health patients. Clinical practice of social work includes the acquisition of knowledge of psychotropic medications, and how they interact with the treatment plan. An integral part of this course is to focus on the design of treatment plans through the use of technology resources, recent research related to therapeutic interventions with families and patients. **Pre-Requisites: SWGR 604-O, SWGR 670-O**

SWGR 627-O Mental Health Services and Policies
3 Credits

The course discusses the historical development of the mental health services in the United States. It analyzes the public policies, regulations and the administration of the mental health services, together with the programs, promotional services, prevention, treatment and rehabilitation of children, adolescents and the adult population. The relationship between the governmental sector, private providers, insurers and community-based organizations for the provision of mental health services will be discussed. The impact of federal laws and the financial mechanism for the provision of mental health services will be critically examined. The course will also analyze the stigmatization affecting mental health patients as a human rights and social justice issue. **Pre-Requisite: SWGR 670-O**

SWGR 628-O Budgeting and Finances for the Social Sector
3 Credits

This course is intended for students that aspire to manage a social service agency or program. It provides a basic understanding of the following non-profit management concepts: fiscal policies, accounting systems, budgets, internal controls, financial statements, financial planning and analysis, cash management, among other relevant topics. Students will be exposed to case studies to apply the concepts and to make financial and budgeting decisions for the benefit of the organization or agency.

SWGR 632-O Social Policy Design and Program Development
3 Credits

Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, and conferences.

SWGR 655-O Social Work with Seminar and Field Practicum II
6 Credits

The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values,

ethical and legal issues in professional practice. It is expected that students develop clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented.

At this stage, it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the intervention with the client and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 665-O Social Work with Seminar and Field Practicum III
6 Credits

The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design, and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the DSM-IV-TR for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan from this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. During this course, it is expected that students integrate their knowledge, values, and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and strengthen the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the course encourages students to achieve integration of evidence-based practices in the

intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 670-O Comprehensive Exam I
0 Credits

The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are SWGR 504-O, SWGR 505-O, SWGR 506-O, SWGR 507-O, SWGR 510-O, SWGR 601-O, SWGR 606-O and SWGR 555-O. The exam is divided into three areas: a) research, b) foundation c) generalist practice. **Pre-Requisite: Concurrent with SWGR 555-O**

SWGR 671-O Comprehensive Exam II
0 Credits

The comprehensive exam II is an individual exercise course covering the master's degree Major courses; these are SWGR 511-O, 602 SWGR-O, SWGR 607-O, SWGR 655-O and SWGR 665-O. The exam is divided into three areas: a) research, b) specialty c) advance practice. **Pre-Requisite: SWGR 670-O**

TESL 222-O Methods of Teaching ESOL Students in Schools
3 Credits

This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audio-lingual and communicative approaches. Additionally, research-based successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL State and TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP) and recognizes the need for training in order to work with LEP students and focuses on cross-cultural understanding and methods of teaching speakers of other languages. This is considered the ESOL anchored Course. This course must be taken before the student takes any other ESOL course. **Pre-Requisite: ENGL 231-O**

TESL 223-O Applied Linguistics in ESOL
3 Credits

This course seeks to provide language educators a well-grounded background in the area of language acquisition and learning in order to meet the diverse and specialized needs of ESOL students. This course is designed to provide students with the essential basis on which they can build future studies of language acquisition, language learning, and teaching. It examines major areas of linguistics (e.g., phonetics, phonology, syntax, semantics, and sociolinguistics) and focus on various aspects of language structure and use. What does it mean to know a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of acquiring a second language (L2)? These are only some of the questions that this course will address. All the topics, however, will enrich the knowledge of the language, and how it impacts learning and teaching. This course should be taken as a capstone ESOL course. **Pre-Requisite: None**

TESL 522-O Theory and Practice of Teaching ESOL Students in Schools
3 Credits

This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state regarding ESOL. This course focuses on the application of the historical processes and research-based proven practices for ESOL students to achieve academic performance in school from the perspective of the guidance counselors' and school administrators' expectations and roles. This is a survey course that addresses the following areas: linguistics, culture, methods, curriculum, and assessment best practices proven to impact student achievement. **Pre-Requisite: None**