

Universidad Ana G. Méndez

Carolina Campus Catalog

2022-2023

Florida Branch Campuses

METRO ORLANDO

SOUTH FLORIDA

TAMPA BAY



Volume I
August 2022

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Section I: UAGM- Carolina Campus

Our Profile

Universidad Ana G. Méndez - Carolina Campus (UAGM – Carolina Campus) 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 three off-campus locations in Puerto Rico are located in 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 Tampa Bay campus located in Tampa. The UAGM – Carolina Campus is 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 postsecondary certificate programs, associate degrees, baccalaureate programs, and master programs, in the areas of business, culinary arts, tourism, science and technology, education, social work, criminal justice and criminology. Founded in 1949, 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 7,892 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.

The academic faculty consists of one-hundred and sixty-seven (156) full-time professors. Fifty-three percent of the full-time faculty has doctorates while the rest of the faculty possesses master's degrees in their fields of expertise.

Mission

The Carolina Campus and its locations are accredited units of Universidad Ana G. Méndez that develop responsible and solidary citizens, capable of contributing to sustainable development through a social-humanist education of excellence that values research, internationalization, entrepreneurship, technology, culture, and commitment to the community. This is fulfilled by offering students an atmosphere of respect, academic freedom, and intellectual challenge, in addition to the necessary resources to help them develop high cultural and ethical values, critical thinking, intellectual curiosity, language and technological skills, as well as the personal and professional skills required for success in their professions and daily lives.

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), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, telephone: 267-284-5011. 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.

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 their 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. Méndez-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

Dr. Anthony Rivera González
Vice Chancellor

Dr. Philip Murray Finley
Dean of Academic Affairs

Jesús García Oliveras
Dean of Student Affairs

Dr. Claribette Rodríguez Rivera
Acting Director of Licensing and Accreditation

Marisol Muñoz Zabala
Dean Institutional Effectiveness

Dr. Ericks Vázquez Guzmán
Department Director- Business

Prof. Stanley Tapia Rivera
Department Director- Tourism and Culinary Arts

Dr. Jorge Torres Colón
Department Director- Science and Technology

Prof. Rosario Meléndez Centeno
Department Director- Liberal Arts

Prof. Jorge Diazgranados Jiménez
Department Director- Engineering Technology and Pilot Programs

Dr. Wilda Montero Colón
Department Director- Nursing

Dr. Vionette Rodríguez
Department Director- Allied Health Sciences

Dr. Natalie Pérez Luna
Department Director- Social Work

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

Universidad Ana G. Méndez (UAGM) is a private non-profit institution of higher education and a component of Sistema Universitario Ana G. Méndez. UAGM has three main campuses: UAGM-Gurabo Campus, UAGM-Cupey Campus, and UAGM-Carolina Campus. Governance (governing bodies) is established as follows: Board of Directors, University Board and Academic Senate.

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.

Central Administration and Board of Directors

A Board of Directors of thirteen members governs the AGMUS. The Executive Officers of the Central Administration are: The President, the Executive VicePresident, the Vice-President for Financial Affairs, the Vice President for Planning and Institutional Effectiveness, the Vice President of Academic Affairs, the Vice-President for Administrative Affairs, the Vice-President for Marketing and Student Affairs, the Vice President of Human Resources. The Board of Directors is composed of 13 members: 5 permanent and 8 elected. The Board is organized in diverse working committees that include: Government Commission, Academic and Student Affairs Commission, Finance Commission, Audit Commission, and Executive Committee.

The University Board is a single governance body at central level. It is constituted by: UAGM President (presides), Nine (9) UAGM vice-presidents, Operational and Executive Vice President, Vice President of Academic Affairs, Vice President of Marketing and Students Affairs, Vice President of Planning and Institutional Effectiveness, Vice

President of Human Resources, Vice President of Financial Affairs, Vice President of International Affairs, Vice President of Administrative Affairs, Vice President of Telecommunications and Academic Innovation, Chancellor of each campus, Two (2) full-time faculty members per campus, and a student representative per campus.

Board of Directors

René A. Soto Torres, Board Chair

Migdalia Torres Rivera, Board Member, Board Vice Chair

José F. Méndez Méndez, Permanent Board Member / AGMUS President

Ramiro Millán Catasús, Permanent Board Member

Herminio Martínez Escudero, Permanent Board Member

Rafael A. Nadal Arcelay, Permanent Board Member

Wilfredo Cosme Ortiz, Board Member

Rita Di Martino, Board Member

Delia Castillo de Colorado, Board Member

María J. Rodríguez Martínez, Board Member

Héctor M. Cabrera Oliveras, Board Member

Oscar Jiménez, Board Member

Non-Discrimination Statement

Universidad Ana G. Méndez – Carolina Campus 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. The University is required by Title IX not to discriminate on the basis of sex in education programs and activities. The University Title IX Coordinator for any inquiries by students, parents or guardians, employees and applicants for admissions and employment is Ms. Luz Velázquez and she can be reached at 5575 S. Semoran Blvd. Suite 502 Orlando, FL 32822, Telephone: 407-563-6501, email: Invelazquez@uagm.edu.

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

Sandra Martinez

Campus Director

Rosa Musi

Academic Director

Vacant

Director of Student Affairs

Natalia Montalvo

Director of Admissions

Jeniffer Molina

Director of Financial Aid

Mariola Rivera

Associate Registrar/ Credential Evaluation Services

Yadira Berríos

Bursar

Dimary Dosal

Bursar

Rafael Del Rio

Learning Assistant Specialist

Dirza Almestica

Director of Learning Resources Center

South Florida Campus Administration and Staff

Marcela Munera

Campus Director

Vacant

Academic Director

Vidal Lopez

Director of Student Affairs

Kalinka Sotolongo

Director of Admissions

Jeniffer Molina

Director of Financial Aid

Cinthia Tineo Vasquez

Associate Registrar/ Credential Evaluation Services

Jorge Báez

Bursar

Tampa Bay Campus Administration and Staff

Viviana Barrabia

Acting Campus Director

María C. Rodríguez

Academic Director

Viviana Barrabia

Director of Student Affairs

Annette Alexander

Director of Admissions

Jeniffer Molina

Director of Financial Aid

Marisabel Quiroga

Associate Registrar/ Credential Evaluation Services

Miriam Avilés

Bursar

Manuel Robayna

Learning Assistant Specialist

Dirza Almestica

Director of Learning Resources Center

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.

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

Website: www.uagm.edu/florida

Academic Calendars

2022-2023 Academic Registration Calendar Carolina Campus Fall 2022

	71 8/22/2022- 10/8/2022 (7 weeks)	72 10/17/2022- 12/10/2022 (7 weeks)	81 8/22/2022- 10/15/2022 (8 weeks)	82 10/17/2022- 12/17/2022 (8 weeks)	14 8/22/2022- 12/3/2022 (14 weeks)
Financial Aid- FAFSA Priority Deadline	7/25/2022	9/19/2022	7/25/2022	9/19/2022	7/25/2022
Admissions Deadline	8/26/2022	10/21/2022	8/26/2022	10/21/2022	8/26/2022
Classes Begin	8/22/2022	10/17/2022	8/22/2022	10/17/2022	8/22/2022
Add/Drop Deadline	8/28/2022	10/23/2022	8/28/2022	10/23/2022	8/28/2022
Census Attendance Deadline	9/5/2022	10/31/2022	9/5/2022	10/31/2022	9/5/2022
Deadline to Request Class Reinstatement	9/9/2022	11/4/2022	9/9/2022	11/4/2022	9/9/2022
Withdrawal Deadline	9/28/2022	11/30/2022	10/3/2022	12/5/2022	11/14/2022
Classes End	10/8/2022	12/10/2022	10/15/2022	12/17/2022	12/3/2022
Grades Due	10/10/2022	12/12/2022	10/17/2022	12/19/2022	12/5/2022
Graduation Application	10/31/2022	10/31/2022	10/31/2022	10/31/2022	10/31/2022
Holidays/University Recess		11/5/2022, 11/11/2022, 11/21/2022-11/27/2022		11/5/2022, 11/11/2022, 11/21/2022-11/27/2022	11/5/2022, 11/11/2022, 11/21/2022-11/27/2022

*Make-up classes will be required to meet the minimum classroom hour requirement.

Calendar subject to change

September 17, 2022 is the celebration of the U.S. Constitution.

**2022-2023 Academic Registration Calendar
Carolina Campus
Spring 2023**

	71 1/9/2023- 2/25/2023 (7 weeks)	72 3/6/2023- 4/29/2023 (7 weeks)	81 1/9/2023-3/4/2023 (8 weeks)	82 3/6/2023- 4/29/2023 (8 weeks)	14 1/9/2023-4/22/2023 (14 weeks)
Financial Aid- FAFSA Priority Deadline	12/12/2023	2/6/2023	12/12/2023	2/6/2023	12/12/2023
Admissions Deadline	1/13/2023	3/10/2023	1/13/2023	3/10/2023	1/13/2023
Classes Begin	1/9/2023	3/6/2023	1/9/2023	3/6/2023	1/9/2023
Add/Drop Deadline	1/15/2023	3/12/2023	1/15/2023	3/12/2023	1/15/2023
Census Attendance Deadline	1/23/2023	3/20/2023	1/23/2023	3/20/2023	1/23/2023
Deadline to Request Class Reinstatement	1/27/2023	3/24/2023	1/27/2023	3/24/2023	1/27/2023
Withdrawal Deadline	2/15/2023	4/19/2023	2/20/2023	4/17/2023	4/10/2023
Classes End	2/25/2023	4/29/2023	3/4/2023	4/29/2023	4/22/2023
Grades Due	2/27/2023	5/1/2023	3/6/2023	5/1/2023	4/24/2023
Graduation Application	2/28/2023	2/28/2023	2/28/2023	2/28/2023	2/28/2023
Holidays/University Recess	1/16/2023, 2/20/2023	4/2/2023-4/9/2023	1/16/2023, 2/20/2023		1/16/2023, 2/20/2023, 4/2/2023-4/9/2023

*Make-up classes will be required to meet the minimum classroom hour requirement.

Calendar subject to change

**2022-2023 Academic Registration Calendar
Carolina Campus
Summer 2023**

	71 5/8/2023-6/24/2023 (7 weeks)	72 6/26/2023- 8/19/2023 (7 weeks)	81 5/22/2023- 7/22/2023 (8 weeks)	14 5/8/2023-8/19/2023 (14 weeks)
Financial Aid- FAFSA Priority Deadline	4/10/2023	5/29/2023	4/24/2023	4/10/2023
Admissions Deadline	5/12/2023	6/30/2023	5/26/2023	5/12/2023
Classes Begin	5/8/2023	6/26/2023	5/22/2023	5/8/2023
Add/Drop Deadline	5/14/2023	7/2/2023	5/28/2023	5/14/2023
Census Attendance Deadline	5/22/2023	7/17/2023	6/5/2023	5/22/2023
Deadline to Request Class Reinstatement	5/26/2023	7/21/2023	6/9/2023	5/26/2023
Withdrawal Deadline	6/14/2023	8/9/2023	7/10/2023	8/7/2023
Classes End	6/24/2023	8/19/2023	7/22/2023	8/19/2023
Grades Due	6/26/2023	8/21/2023	7/24/2023	8/21/2023
Graduation Application	6/30/2023	6/30/2023	6/30/2023	6/30/2023
Holidays/University Recess	5/29/2023	7/3/2023- 7/9/2023	5/29/2023, 7/3/2023-7/9/2023	5/29/2023, 7/3/2023-7/9/2023

*Make-up classes will be required to meet the minimum classroom hour requirement.

Calendar subject to change

Students' Academic Requirements, Regulations and Services

Admissions

Non-Degree Programs

Applicants to UAGM Florida 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:

- The applicant must provide evidence of a standard high school diploma or its equivalent.
- 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").
- 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:

1. Evidence of previous credits, courses or studies documenting graduation from secondary school
2. A General Education Diploma (GED) or other diploma or graduation document
3. Certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalent
4. 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

This program is not admitting new students

Master in Social Work (MSW)

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

This program is not admitting new students

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.

Readmission

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

Each student applying for readmission to the Institution will be subject to the current curriculum in effect for the program of study to which they are re-admitted.

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 Florida 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 their provisional application.

Awarding of Transfer Credit and Alternative Ways to Earn Credit

Universidad Ana G. Méndez – Carolina Campus allows students to proceed expeditiously toward their degree and academic program objectives by providing guidelines for the transfer of postsecondary credit and alternative ways to earn university credit. Regardless of transfer credit status, students must earn a minimum of 25% of their degree credit hours as institutional credits to be awarded at Universidad Ana G. Méndez – Carolina Campus degree.

Coursework From Regionally Accredited Institutions

All coursework from degree-granting institutions that are fully accredited at the collegiate level by their appropriate regional accrediting agency will be awarded in accordance with the following guidelines:

- All official transcripts must be received within forty-five (45) days after the student's first part of term at Universidad Ana G. Méndez – Carolina Campus;
- All College level or College preparatory courses which have both grades and credit hours will be considered for transfer if they meet the minimum grade requirement of a "C" or higher for undergraduate programs and a "B" or higher for graduate programs;
- Credits at the upper-division college level (300 and 400 level courses) are not accepted for transfer into diploma and associate-degree programs and are only evaluated for transfer credit into baccalaureate programs; diploma credits are not transferrable at the 100 level.
- Course credits evaluated for transfer from colleges with different credit systems (i.e., quarter hours, units, etc.) are converted to semester hours;
- Core/Major courses, including business, technical and professional courses, may be accepted if those credits were earned no more than 5 years prior to the enrollment date (this requirement may vary by School).
- Regardless of the number of credits accepted in transfer, the student must complete at least 25% of the college-level credits required to earn an Ana G. Méndez – Carolina Campus degree;
- If initial placement in courses cannot be determined after the evaluation of transfer work, students may be required to complete entry testing in one or more disciplines to determine course placements(s);

- All credits that are transferred to Universidad Ana G. Méndez – Carolina Campus will become part of the student's permanent academic record and will appear on the Ana G. Méndez – Carolina Campus official transcript as transfer credit;
- Transfer credits will be applied by the designated University officials in the most appropriate manner to the student's program in the area of general electives, general education, program courses, and other academic requirements.

Coursework From Sistema Universitario Ana G. Mendez

Credits earned at any Sistema Universitario Ana G. Mendez (UAGM) institution will be accepted without a time limit **unless otherwise prohibited by program requirements**. UAGM courses will transfer as a "T" on the student's academic record and will not impact the student's grade point average (GPA) at Universidad Ana G. Méndez – Carolina Campus.

Coursework from Non-Regionally Accredited Institutions

Prior to initial enrollment at Universidad Ana G. Méndez – Carolina Campus, a student may request credit for coursework earned at an institution that is not regionally accredited. All coursework approved by the designated academic administrator will be evaluated using the same guidelines as those for regionally accredited institutions. The academic administrator will determine specific course equivalency for a general education or major course or degree program requirement. Additionally, the equivalency may be granted towards elective credit. Approval of all evaluated coursework will be included in the Universidad Ana G. Méndez – Carolina Campus official student transcript. Denied requests may be appealed in writing to the Vice Chancellor of Academic Affairs or their designee.

Coursework From International Institutions

All official transcripts received from post-secondary institutions outside of the United States that are in English, or Spanish will be evaluated by our Registrar's office using the same guidelines for regionally accredited institutions using AACRAO Edge.

All official transcripts from post-secondary institutions outside of the United States that are not in English, or Spanish must have a course-by-course commercial evaluation completed by an agency approved by the National Association of Credential Evaluation Services (NACES) at the student's expense. Universidad Ana G. Méndez – Carolina Campus will perform an evaluation based on the course-by-course evaluation report received directly from one of the approved agencies and in accordance with the same guidelines as those for regionally accredited institutions.

Students will not be awarded General Education English credit for courses taken outside of the United States, its territories or Puerto Rico. These students will be required to take a placement test to place into the appropriate level English course.

Credit By Examination- Outside Agencies

Universidad Ana G. Méndez – Carolina Campus accepts some form of transfer credit through credit by examination from outside agencies. No grades or grade point values will be assigned for credit by examination. Official copies of these test scores must be submitted directly to Universidad Ana G. Méndez – Carolina Campus Admissions from the appropriate issuing agency.

a. Advanced Placement Exams (AP)

A student who wishes to receive credit for Advanced Placement courses must have their Advanced Placement scores sent from the College Board directly to Universidad Ana G. Méndez – Carolina Campus Admissions. A

student who earns a score a 3, 4, or 5 on any Advanced Placement test is awarded Universidad Ana G. Méndez – Carolina Campus credit for the equivalent course according to established university guidelines. Students who obtained a 3 or higher on an AP exam should speak with their campus registrar.

b. Defense Activity Non-Traditional Education Support (DANTES/DSST)

The Defense Activity Non-Traditional Education Support (DANTES) program is a test conducted by the Educational Testing Services (ETS). The DANTES Subject Standardized Tests (DSSTs) measure earned achievement in specific university courses. Universidad Ana G. Méndez – Carolina Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not permit a student to use exam credit towards grade forgiveness. Students who have taken DANTES Subject Standardized Tests should speak with their campus registrar.

c. Excelsior University Examinations

Excelsior University Examinations (formally known as Regents University Exams or the Proficiency Examination Program) are developed by Excelsior University using national committees of faculty consultants and national studies to assess how well the tests measure the performance of students in actual University courses. Excelsior University Examinations are approved by the American Council on Education and Excelsior University is accredited by the Middle States Commission on Higher Education (MSCHE). Universidad Ana G. Méndez – Carolina Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not permit a student to use exam credit towards grade forgiveness. Students who have taken Excelsior University examinations should speak with their campus registrar. Detailed information about Excelsior University

Examinations can be found online at www.excelsior.edu.

d. International Baccalaureate (IB)

The International Baccalaureate (IB) Diploma Program is a rigorous two-year, pre- university liberal arts program of study for the highly motivated, academically oriented secondary student. The Diploma is awarded only to the student who meets curricular, service, and thesis requirements and score at the prescribed level on internationally standardized subject examinations. Through the IB program, a student may be awarded up to 30 university level credit hours. No grades will be assigned to credits awarded through the program. The student will not receive credit for 18 courses that duplicate credit awarded for courses attended at Universidad Ana G. Méndez – Carolina Campus or credit that was awarded through other accelerated programs (i.e., AP, CLEP, credit by examination, etc.). Universidad Ana G. Méndez – Carolina Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not permit a student to use exam credit towards grade forgiveness. Students who have IB scores should speak with their campus registrar.

e. Cambridge Advanced International Certificate of Education (AICE)

The AICE program is an international advanced secondary curriculum and assessment program equivalent to the British system of “A-Levels”. AS-Level courses are comprised of curriculum lasting one academic year. A-Level courses encompass all AS-Level curriculum as well as additional topics. A-Level coursework is completed over two academic years. Universidad Ana G. Méndez – Carolina Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not permit a student to use exam credit towards grade

forgiveness. Students who have taken AICE courses should speak with their campus registrar.

f. College-Level Examination Program (CLEP)

The College Board provides the CLEP program and offers students 30+ exams that cover introductory college level material. Students have the opportunity to be awarded credit according to established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not permit a student to use exam credit towards grade forgiveness. Students who have taken or are interested in taking a CLEP exam should speak with their campus registrar.

Education Credit for Military Service

Students may earn university credit for military experience. Students should work directly with their campus Registrar to review military experience. The Registrar’s Office will award credit on a course-by-course basis in relation to the student’s declared program of study following the ACE recommended guidelines, and with approval from the appropriate Academic Administrator.

Students using VA educational benefits are required to submit their Join Services Transcript (JST) or the Community University of the Air Force transcript. Upon receipt of the transcript, the Registrar’s Office will award credit on a course-by-course basis in relation to the student’s declared program of study following the ACE recommended guidelines, and with approval from the appropriate Academic Administrator.

Credit For Licensure or Certification

Universidad Ana G. Méndez – Carolina Campus may award university credit to students intended to meet requirements toward academic programs and degrees based on specific licensure or certification. Eligible students must complete the *Articulation Credit*

Transfer Form and provide a copy of the appropriate license or certification. The designated academic administrator will review documentation and determine the award of credit for the Registrar to post on the student's educational record.

Prior Learning Credit (PLC)

Prior Learning Credit (PLC) is a way student may be awarded appropriate credit for demonstration of knowledge gained from previous learning experiences outside the classroom. This learning may result from an industry certification, in-service training, or experience acquired during employment. Credit awarded through existing articulation agreements and MOU's will be excluded from this process.

Prior Learning Credit Guidelines:

- Students must be enrolled in Universidad Ana G. Méndez – Carolina Campus courses in order to be considered for PLC;
- Credits awarded through PLC will appear on the student's official transcript as credit only; no grade point values will be assigned to PLC;
- A student cannot earn PLC for a course in which credit has already been attempted; PLC cannot be used to forgive a grade previously earned in a credit course;
- A student must complete 25% of each degree or certificate program's total credit hours at Universidad Ana G. Méndez – Carolina Campus.

Prior Learning Credit Process:

- Students who are interested in PLC must fill out a *PLC Application Form* and submit it to the School Dean.

- The School Dean will contact the student to review the requirements of the portfolio.
- Once the student submits the portfolio, the School Dean will review and determine what PLC credit will be offered.

Transcripts

Universidad Ana G. Méndez – Carolina Campus provides official and unofficial copies of student transcripts within our established university guidelines. Universidad Ana G. Méndez – Carolina Campus does not provide copies of other institution's transcripts to the student or to other institutions.

Residency Requirements

A student must complete a minimum of 25% of their applicable program credits from Universidad Ana G. Méndez – Carolina Campus to meet the residency requirements. In addition, transfer students must complete a minimum of 25% of the prescribed number of credit hours within their major area of study in order to be measured for the recognition with honors.

International Students

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

Dual Language Model

Dual Language Nature of Degree Programs

Degree programs at the SUAGM-UAGM – Carolina Campus Florida 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 Florida 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's degree received in any of the United States Campuses are not required to take developmental language courses.

Method of Instruction

1. Non-degree and degree programs may be offered in a schedule of five (5), seven (7), eight (8) or fourteen (14) week sessions.
2. The Vice Chancellor of Academic Affairs reserves the right to schedule courses based on the nature of the class and the required contact hours.
3. Each course offered is assigned a unique number known as a Course Reference Number (CRN).

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 Florida 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. 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 to 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 Gurabo's Virtual Library, E-Books, E-Libros, Tell Me More (Rosetta Stone), and Wimba Voice. Students may request the E-Lab informative brochure from the Student Success Coach/Retention Officer 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

The Vice-Chancellor for Student Affairs determines the University's registration procedures. Students are required to register on the dates established for their respective cohorts according to the registration schedule published by the University.

Registration is the process of developing a course schedule and enrolling in courses. There are three full semesters in an academic year: fall, spring, and summer.

Registration process:

1. Campus Registrar and/or Retention staff will register new students once admitted to the University.
2. Campus Retention staff will register active students for upcoming semesters at designated times throughout the academic year.
3. Students using VA benefits and students registered with their Student Success Coach/Retention Officer for a documented disability will receive priority registration status.
4. Students will receive registration updates from their campus Retention staff.

Registration Holds

Students with an active registration hold must resolve the hold in order to register, make changes to their academic schedule, request a transcript, apply for degree conferral, etc.

Sample registration holds may include, but are not limited to student conduct hold, missing document hold, financial hold, administrative hold, etc.

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

The Institution will follow the university's established procedures for maintaining academic offerings: programming of courses, closing and elimination of sections.

Programming of Courses

Academic Affairs is responsible for determining which courses will be offered, the number of sections to be created, the number of sections and the instructor assigned to each course. Course programming is designed during the month of June for the following academic year, which begins in August.

Program Moratorium or Campus Closure

The University must periodically evaluate fluctuations in the enrollment of programs and specialties, and the demand of the labor market for the same, to determine the continuity of their academic offerings. Accordingly, the Institution shall have the power to place in moratorium programs or specialties due to a decrease in the required enrollment, as detailed in University policy.

Late Registration

Late registration will be held, if possible, before classes officially begin. Students who do not go through the pre-registration process, or who fail to attend registration on the assigned date, may register during the late registration period, provided there is space in the course sections they select. No student will be able to register after the period determined for late registration.

After the add/drop period, all courses will become a permanent part of the student's record. Students may ask the Registrar to cancel their registration by filling out the appropriate cancellation request forms which can be accessed through the Student Portal or at one of the university campuses.

Advanced Standing

A student's time to complete their program of study may be shortened through transfer of

credit, or credit from prior learning as defined in the admission section. The maximum amount of advanced standing credit, regardless of source, cannot exceed 75% of the total degree program length for undergraduate programs.

Academic credit that is awarded through one of these methods is not calculated in the student's cumulative grade point average but is factored into the determination of the maximum time in which a program must be completed as published in the section entitled Satisfactory Academic Progress. Advance standing through transfer credit or credit from prior learning credits do not apply to students pursuing a diploma program.

Transferability of Institutional credits to Other Institutions

The transferability of credits is solely at the discretion of the accepting institution. It is the student's responsibility to confirm whether credits completed at Universidad Ana G. Méndez – Carolina Campus will be accepted at any other institution.

Program Changes, Withdrawals, and Transient Registration

Re-classification of Program or Major

Active students may submit a request to change their program or major by completing a Change Form and submitting the form to their assigned Retention Officer or Student Success Coach by the deadline established in the Academic Calendar. Program and major changes are subject to program requirements and space availability.

Withdrawals

1. To apply for a Partial or Total Withdrawal, students must obtain a form from the Retention Office. The form must be submitted by the deadline established in the Academic Calendar.

- The request will be processed and documented with the reasons and date of the student request.
2. Withdrawals with Reimbursements: Courses in which the student applies for partial or total withdrawal before the add/drop deadline will be fully 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 date established by the University for withdrawals with reimbursement, it may affect the student's academic progress.
 4. The Institution may administratively drop a student with no refund, following the provisions established in the Student Code of Conduct.

Transient Registration

Universidad Ana G. Méndez – Carolina Campus students will have the opportunity to take courses at accredited institutions of higher education as transient students, if the courses are not offered at the institution and are required to continue course work in subsequent semesters.

1. In order to enroll as a transient student at another institution, students must submit the appropriate application form to the campus Registrar's Office. The student will be notified of the decision of their request, subject to the approval of the School Dean, within 10 business days.
2. Approval shall only be granted for those courses listed within a specific term.
3. Students must be in good academic, financial, and conduct standing.
4. Courses completed with a grade of "C" or higher will be accepted for students

seeking a degree in undergraduate and diplomas programs. Courses completed with a "B" or higher will be accepted for students in the graduate programs if the academic program permits transfer credits.

5. The credits will be recorded as attempted credits and will not be considered for GPA.
6. Students must submit official transcripts to Universidad Ana G. Méndez – Carolina Campus within 30 days of completion of the course to be considered for transfer credit.

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.

University Census and the importance of Class Attendance

Census is recorded based on being present in class during the first two weeks of the course. Please refer to the academic calendar in this catalog for exact dates. If marked as "not attending" during this period on the official Census, the student will be financially responsible for the course and Financial Aid and Veteran benefits may be decreased. Students who are reported as not attending will be

administratively withdrawn from the course (WN on the student transcript).

Regular attendance and active student engagement is encouraged in all courses and course activities. Any class session missed reduces the opportunity for learning and may have an adverse effect on the grade earned in the course. Each instructor will establish and announce their class attendance and engagement policies at the beginning of each term.

Student Classification

Classification of Undergraduate Students

By number of credit hours enrolled

1. **Full time Students** – Students who have fulfilled the admissions requirements of the University and who are enrolled in 12 or more credit hours per semester in a program leading to diploma or undergraduate degree.
2. **Three quarter time** – Students who have fulfilled the admissions requirements of the University and are enrolled in 9-11 credit hours per semester in a program leading to a diploma or an undergraduate degree.
3. **Half time Students** – Students who have fulfilled the admissions requirements of the University and are enrolled in 6-8 credit hours per semester in a program leading to a degree, diploma or certificate.
4. **Less than half time**- Students who have fulfilled the admissions requirements of the University and are enrolled in less than 6 credit hours per semester in a program leading to a diploma or an undergraduate degree.

By credit hours leading to a degree

1. **First-year Students**- Those who have completed a minimum of 0 to 30 to credit hours.

2. **Second-year Students**- Those who have completed a minimum of 31 to 60 credit hours.
3. **Third-year Students**- Those who have completed 61 to 90 credit hours.
4. **Fourth-year Students** – Those who have completed 91 to 120 credits hours.
5. **Fifth- year Students** – Those who have completed 121 or more credits hours.

Academic Load- Undergraduate Students

Academic Load per Term

A regular student is defined as a student who has fulfilled all admissions requirements to enter the institution, has enrolled in a program of study with 12 or more credits per semester, uninterrupted. Courses are scheduled in semester terms. Each semester is divided into parts of term of various lengths.

- The regular academic load for a full-time undergraduate student is twelve (12) credits per semester.
- For an academic load of more than twelve (12) credits per semester or enrollment in more than two (2) classes per partial term, an authorization from the Vice-Chancellor of Academic Affairs or designee, is required.
- Students who have registered with the maximum academic load permitted and need a maximum of four (4) additional credits to complete the graduation requirements in the same semester will be permitted to take the additional credits with the authorization from the campus Registrar staff.

Please refer to the program page under academic programs for specific program information regarding academic load.

Classification of Graduate Students

By number of credit hours enrolled

1. **Full time Students**—Students who are registered for a minimum of 6 or more credit hours per semester in a program leading to a graduate degree.
2. **Half time Students** —Students who are registered for a minimum of 3-5 or more credit hours per semester in a program leading to a graduate degree.
3. **Less than half time**- Students who are registered for less than 3 credit hours per semester in a program leading to a graduate degree.

By credit hours leading to a degree

4. **First-year Students**- Those who have completed a minimum of 3 to 12 credit hours.
5. **Second-year Students**- Those who have completed a minimum of 13 to 24 credit hours.
6. **Third-year Students**- Those who have completed 25 or more credit hours.

Academic Load- Graduate Students

Academic Load per Term

A regular student is defined as a student who has fulfilled all admissions requirements to enter the institution, has enrolled in a program of study with six or more credits per semester, uninterrupted unless otherwise specified by the program. Courses are scheduled in semester terms. Each semester is divided into five (5) to fourteen (14) weeks part of terms.

1. The regular academic load for a full-time master's student is twelve (12) credits per semester and for doctoral students is six (6) credits per semester.
2. For an academic load of more than twelve (12) credits per semester for master's degree programs or enrollment in more than two (2) classes per part term; or more than six (6) credits for

doctoral degrees an authorization from the Vice-Chancellor or designee is required. This may vary by program.

3. Students who have registered with the maximum academic load permitted and need three more credits to complete the graduation requirements in the same semester will be allowed to take three additional credits with the authorization from the appropriate Vice-Chancellor or designee.
4. No student may have an academic load greater than six (6) per semester credits. An academic load greater than six (6) credits will be permitted for students that are graduation candidates to be completed during the summer term. Approval from the Vice-Chancellor or designee is required. This academic load may not be greater than three (3) credits.

Please refer to the program page under academic programs for specific program information regarding academic load.

Evaluation of Student's Academic Achievement

Definition of a Semester Credit Hour

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 outline under the guidance of a qualified instructor. In addition, students are expected to engage in a minimum of two hours of out of class student work per each course credit hour.

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 on the date stipulated by the faculty. Otherwise, they will receive zero (0) for any work not completed.

Responsibility of the Faculty:

1. It will be the responsibility of the faculty 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

The university adheres to the following letter grade and points system:

1. For the purpose of computing the students average, the number value of the grades in the courses shall 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

Please note that undergraduate level courses and some programs require students to earn an 80 or above to pass the course.

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

AU	Audit Course
I	Incomplete (IA, IB, IC, ID, IF)
IP	Course in Progress
NP	No Pass
NR	Grade Not Reported
P	Pass
T	Transfer Credit
W	Official Withdrawal
WA	Administrative Withdrawal
WF	Compulsory withdrawal
WV	Midpoint evaluation
WN	Administrative Withdrawal

Please refer to the section in the catalog entitled **Programmatic Academic Achievement Requirements** for course GPA requirements and additional information.

A course with a “W” indicates a withdrawal from a course with the official approval of the Office of the Registrar.

A **“WF”** indicates a withdrawal from a course with penalty for excessive and/or unjustified absences.

A **“WV”** is the administrative process of midpoint evaluation conducted by the registrar after a student receives a **“WF”** grade. This process determines the student’s last date of course activity for return to Title IV purposes. **“WV”** does not change the earned grade.

A **“WN”** Indicates that a student was reported as **“non-attending”** during the Census period during the first two weeks of the term.

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 an **“IP”** indicates a course in Progress.

A course with **“WA”** indicates an administrative withdrawal

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 credit hours attempted and earned.

A course with a **“NP”** indicates that the student has not met the minimum expectations of the course. A **“NP”** grade is not calculated into the CGPA but is considered in the determination of credit hours attempted and earned.

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 credit hours attempted and earned.

Students may register for courses as auditors. Auditing a course means performance in the course is not evaluated for a grade. Upon

completion of the course, the student will receive the grade of **“AU.”**

A course with a **“NR”** indicates that the final grade is not officially submitted. As a placeholder grade, a **“NR”** does not count towards the calculation of the CGPA and does not change the student’s academic standing.

Once assigned by the faculty or respective personnel, the grades are final and certified by the Registrar’s Office in the student’s official academic record. Nevertheless, a student has the right to appeal their grade using the established student grievance process.

Withdrawals

Total or partial withdrawals are allowed during a part of term as specified in the Academic Calendar, with the recommendation of the Student Success Coach/Retention Officer and processed by the Registrar’s Office.

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 Associate Registrar’s Office at Metro Orlando, Associate Registrar’s Office at South Florida and Associate Registrar’s Office 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 of the Chancellor or their representative, who shall preside, the Academic Director, a professor, the Associate Registrar or their 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

Faculty may assign a grade of an "I" (Incomplete) for a course. This is only an option under extreme circumstances in which a student has completed most course requirements and is passing at the time that the Incomplete is requested.

Examples of when this may happen include, but are not limited to, as a result of an accident, illness, military duty, or other circumstance beyond the student's control.

A *Faculty/Student Incomplete Grade Agreement form* must be completed and submitted to the campus Registrar staff for processing prior to the term's grade submission deadline (PT grade submission deadline). A copy of the completed form should be retained by all parties.

The faculty should complete a *Change of Grade form* within 10 business days of the end of the term following the assignment of an Incomplete grade to assign a final grade. Otherwise, the Incomplete grade will be converted by the

campus Registrar staff to a grade of IF (Incomplete/Failure).

Conditions:

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if they have 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. According to institutional policies, suppose a student who has received an Incomplete in one or more courses does not achieve academic progress once a grade is issued for the incomplete. In that case, financial aid will be reinstated, only if it is within the dates established by the Federal Government for assigning aid.

Responsibility of Students

A student with a grade of "I" must complete the coursework within the allotted time as published in the Academic Calendar. 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.

Responsibility of Professors

1. It will be the responsibility of the professors, at the end of each academic term, to submit to the Registrar the Incomplete Form.
2. Upon completion of the term specified to complete the student's academic work, professors will have thirty (30) additional days to hand in the documents for removal of Incompletes to the Registrar's Office where the Official Grade Roster will be completed, and final grades will be awarded.
3. When completing the Grade Roster, 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 Registrars, as applicable to the Campus, will compute the final grade, inserting a grade of zero (0) for the pending work.

Students have one term after receiving an incomplete to submit outstanding work.

Students who do not submit outstanding work in one term will receive an NP or F. A student may not be awarded a second Incomplete for the same course.

Repeating Courses- Undergraduate Studies

1. If a student does not meet the minimum course grade in a program, the student will be required to repeat the course.
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 they have 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 Externships/Practicum/ Internships courses, the student may repeat the course a maximum of twice. Students will only be able to repeat the course the second and last time with the approval and recommendation of the School Dean and the practice supervisor.
6. No student will repeat a specified course until they have received a grade for it.
7. Repeated courses will count towards the evaluation of the student's satisfactory academic progress.

Repeating Courses- Graduate Studies

1. A student who wishes to repeat a course will have the option to do so. Courses with D, F, or W in core professional, major and / or concentration courses that are required for graduation at the graduate level must be repeated. If a student obtains a final grade of C and it lowers the GPA to less than 3.0, the student must repeat the course. The university will allow a student who has obtained a C, D, F, W, or WN in a course to repeat the course using financial aid if they have not exceeded 150% of attempted credits.
2. Students who repeat a course will receive the highest grade obtained for purposes of their academic average.
3. 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.
4. In the case of Externships/Practicum/ Internships courses, the student may repeat the course a maximum of twice. Students will only be able to repeat the course the second and last time with the approval and recommendation of the School Dean and the practice supervisor.

5. No student will repeat a specified course until they have received a grade for it.
6. Repeated courses will count towards the evaluation of the student's satisfactory academic progress.
7. It is recommended that all graduate courses be passed with a minimum of B; and students must maintain a grade point average of 3.0.

Independent Study

Courses in this category must comply with established requirements of weekly hours of instruction. Independent study courses will be offered as an alternative for those students who require a course that is not offered in their graduation year either in the first or second semester. These courses will be offered through Independent Study with the approval of the Vice Chancellor of Academic Affairs if they meet the following criteria:

1. The course content cannot be substituted for another.
2. The course is not being offered in the division the student is enrolled.
3. The course is required for the student's major.
4. The School Dean with input from the Academic Director of each campus will consider special cases individually on their own merits.

Students enrolled in an independent study course are required to adhere to the required engagement hours for the course.

Academic Progress

Students pursuing an academic degree must meet the minimum standards of Satisfactory Academic Progress (SAP) to continue Title IV eligibility and in some cases, continue with their academic program. These standards shall apply to all students, regardless of the methods by which they fund their studies.

Grade Based Standards for SAP

SAP is measured at the end of each academic semester and at the end of the academic year through minimum qualitative and quantitative benchmarks (GPA & Completion Ratio). Students who fail to maintain these academic requirements will become ineligible for TIV financial aid funding.

Students must earn and maintain a 2.0 cumulative grade point average (GPA) in undergraduate programs and a 3.0 cumulative grade point average (GPA) in graduate programs. Specific programs as identified in the Academic Catalog, may mandate higher academic standards to meet SAP. It is the responsibility of the student to adhere to the academic standards for their program of study.

Students must meet the minimum standards of successful course completion percentage (67%). The completion rate is calculated by dividing earned credits by attempted credits. For example: 9 earned credits ÷ 12 attempted credits = 75% completion rates. Attempted credits include grades of F, W, I, and NP. Repeated coursework and grade forgiveness may both negatively impact the student's completion ratio. All attempts will be considered towards the calculation, but only one successful completion will be considered.

Completion of a program of study may not exceed 150% of the length of the academic program under the Maximum Timeframe (MTF) under SAP. For example, if the length of an AA degree is 60 credits, a student cannot attempt more than 90 credits to complete the program and receive financial aid. Similarly, a student cannot attempt more than 180 credits to complete the program and receive financial aid for a 120-credit bachelor's degree.

Financial Aid Monitoring Status

SAP Monitoring Status

Students who are at risk of falling below the SAP standard, will be placed on *Financial Aid Monitoring* status. Undergraduate students who fail to meet a minimum cumulative grade point average (GPA) of 2.5 and Graduate students who fail to meet 3.2 cumulative GPA will be contacted by the retention team to improve their academic performance. While in *Financial Aid Monitoring* status, the student will remain eligible for federal financial assistance. If a student fails to adhere to the academic standards for their program of study in the following semester, they will be moved to a Financial Aid Warning Status.

Financial Aid Warning, Probation, & Suspension Status

Students who fail to earn the minimum required cumulative grade point average and/or earn the 67% minimum required rate of course completion percentage will be placed on *Financial Aid Warning* status for one semester. While on *Financial Aid Warning* status, the student will remain eligible for federal financial assistance, however the student must adhere to the Academic Plan designed by their Director of Retention or Academic and Retention Counselor.

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 meet the minimum standards, the student is removed from *Financial Aid Warning* status. 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 be placed on *Financial Aid Probation* and will lose eligibility for federal financial assistance at that time (Suspension).

SAP Appeals

If the student does not meet the minimum SAP requirements and loses Title IV eligibility following a semester on *Financial Aid Warning*,

the student may apply for an *SAP Appeal* to their Director of Retention or Academic and Retention Counselor detailing and documenting the basis for an appeal including student injury or illness, the death of an immediate relative, or other special circumstances. The appeal must also explain why they failed to make SAP and what has changed in their situation that will allow them to meet SAP requirements at the next evaluation.

The appeal is reviewed by the SAP Committee and if the committee determines that the student will meet SAP at the end of the next evaluation, the student will be placed on *Financial Aid Probation* status for one semester and remain eligible to receive federal financial assistance. If the student meets the minimum SAP requirements during *Financial Aid Probation* status at the end of the semester, the student will be considered meeting the SAP standards. If the Committee 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 a new Academic Plan may be developed for the student. If the student meets the Academic Plan during *Financial Aid Probation* status at the end of the semester, 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 their Director of Retention or Academic and Retention Counselor to explore alternate academic options.

SAP Academic Plan

Once a student is placed on *Financial Aid Probation* status, an Academic Plan will be put into place. The Academic Plan will serve as a road map to guide a student toward meeting their SAP goal within a specified time and method. The Academic Plan is designed by the Director of Retention or Academic and Retention Counselor and provided 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.

Regaining SAP Good Standing

Students who are not meeting SAP requirements for GPA or completion ratio may regain eligibility on their own without submitting an appeal by attending and achieving overall SAP requirements without the assistance of federal financial aid. Students who are not meeting SAP requirements are checked each semester and are made eligible for federal aid if they are now meeting overall SAP requirements. The same process applies to students who have submitted an SAP appeal that has been denied, they can attend without the use of federal financial aid. Students who have been denied SAP appeal can re-appeal after one semester without federal aid. These students are monitored each semester and are made eligible for federal aid if they are now meeting overall SAP requirements.

Extended Enrollment Status

Students not achieving the minimum standards of satisfactory academic progress (SAP) or who fail to meet the minimum standards at the end of the probationary period may be dismissed from the University. Students may continue their studies in an extended enrollment status to attempt to earn eligibility for Title IV Financial Aid. 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.

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

1. 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.

2. Withdrawals: All course withdrawals will count as credits attempted but will not be included in the cumulative grade point average.
3. 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.
4. 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.

Remedial and Developmental Courses

Students enrolled in remedial courses are expected to receive passing grades in those courses in order to progress into the next term. Remedial courses do not count towards the determination of credit hours attempted and earned and will not be considered in the cumulative GPA when determining SAP. Financial aid recipients may receive aid for a maximum of 30 semester credit hours in developmental coursework.

Internship/Externship and Practicum Requirements

Students must abide with the required hours, procedures and policies set by the state and local agencies for internship/externship and practicum experiences. Also, students must comply with state and local certification requirements for the academic program, as applicable. Furthermore, students must comply with all requirements established by the

internship/externship and practicum centers. All external practicum experiences will be conducted in English regardless of if students are enrolled in a program offered in Spanish. Students must review policies and requirements specific to their program.

Student must complete their internship/externship package by the specified deadline, or they will not be enrolled in the internship/externship. Universidad Ana G. Méndez – Carolina Campus reserves the right to remove a student who does not present themselves in a professional manner when working at an external site.

Students enrolled in a program with clinical and/or internship/externship practicum experiences must review the *Learning Environment Free of Drugs, Alcohol, and Tobacco Policy* institutional policy and the respective program's alcohol and drug testing procedures in the program manual.

Accumulated Credits Required and Retention Index

Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually and those accepted as transfer. To complete a degree, a student must complete all academic requirements in a period of time not to exceed 150% of the total credit hours required to obtain the degree. The total of approved credits to complete the degree must meet a minimum average for graduation as established by major.

Time to Degree Completion

Based on a course workload of 12 credits per semester, the estimated time to degree completion is five years.

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 as required by the program.
3. Students must have approved the total concentration or major courses with a minimum GPA as required by the program for non-degree and degree programs.
4. Students must satisfy all financial obligations before degree conferral.
5. Students must submit all official high school and college transcripts for all classes taken at another institution while attending Universidad Ana G. Méndez – Carolina Campus. All final grades must be posted on the official transcripts before degree conferral.
6. It is the student's responsibility to ensure that they have fulfilled all graduation requirements.
7. All students, including transfer students, must meet the 25% residency requirements.
8. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
9. All students admitted to the University 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.
10. Students must complete the Graduation Application for each degree and/or certificate and submit it prior to the graduation application deadline for the semester in which the student plans to

- graduate by the deadline established in the Academic Calendar.
11. Students must pay the graduation fee by the deadline established in the Academic Calendar.
 12. All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted (Governing Catalog).
 13. Students receiving bachelor's degrees with a grade point average ranging from 3.50 to 3.74 will graduate with Latin honors Cum Laude, those within the 3.75 to 3.89 range will graduate with Latin honors Magna Cum Laude, and those with a grade point average ranging from 3.90 to 4.00 will graduate with Latin honors Summa Cum Laude.
 14. Commencement will be held only once a year, at the end of the spring 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 graduation certification from the Registrar's Office before Commencement.
 15. To be eligible to participate in the University Commencement ceremony, all students are required to wear the appropriate graduation regalia established by the University.
 16. Two degrees may be conferred if they are from different programs.

The University participates in facilitated graduation. Facilitated graduation is the degree auditing process that identifies students at or past completion, and automatically awards credential(s) to those that qualify on a designated timeline. Facilitated graduation ensures that students are automatically graduated upon completing all degree and diploma requirements. Students will have their diplomas mailed to the address on file.

Students can download unofficial student transcripts within the Secure Area of the Student Portal. All requests for official University transcripts should be made by the student through the Student Portal. Students are encouraged to order their transcript once all course grades have been assigned to the student record.

Grade Forgiveness

Students wishing to retake a course for grade forgiveness must do so prior to earning a degree or diploma grade forgiveness will not be applied after a degree or diploma has been awarded.

Diploma Information

Diplomas are mailed to the address on the student record within 6 weeks of the annual Commencement ceremony. Prior to submitting the Graduation Application, students should verify their address in the Secure Area and update their address accordingly.

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:

Undergraduate (Associate & Bachelor's Degree)

Cost per credit \$ 411.00

Master's Degree

Cost per credit \$ 500.00

**General And Technology Fees
(Applicable to All Programs*)**

Technology Fee (per semester) \$ 350.00

Electronic Resources Fee (per semester) \$ 50.00

Laboratory, Practice and Other Fees *

Undergraduate Programs

Laboratory, Supplies, or
Academic Resources Varies

Master's Degree Programs

Laboratory, Supplies,
or Academic Resources Varies

**Other Fees and Charges (Applicable to all
Programs) ***

Student Activities / Service Fee
(Per credit) \$ 5.00

Graduation Fee \$ 50.00

ID Card Duplicate \$ 5.00

Transcript \$ 10.00

Returned Check Fee \$ 25.00

Diploma Duplicate \$ 25.00

E-Diploma \$ 15.00

Graduation Certificate \$ 5.00

Applicable fees will apply to all programs
regardless of residency.

*Fees are non-refundable.

Technology Fee

The institution has a technology fee for each academic term. The Technology Fee provides students with adequate technological experiences through these objectives:

1. Strengthen the quality of the academic experience using technology in support of the curriculum.
2. 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.
3. The technology fee for each academic term is not refundable.

Additional Expenses and Fees

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

Universidad Ana G. Méndez – Carolina Campus is focused on supporting affordability, facilitating transparency and ease of student procurement of course materials, and complying with applicable rules, standards, and laws. The primary considerations in the selection of textbooks and other course materials are promoting learning and ensuring instructional quality.

Course materials can range from traditional textbooks to simulations, professional memberships, software, videos, practitioner books, supplies, etc. All course materials are listed on the course syllabus and in the Learning Management System (LMS). Students will typically have the option to acquire course materials through the supplier of their choice. Some courses require fees, in which the cost of

course materials are included. The approximate cost of course materials vary based on the course and/or program and additional course fees may apply. Refer to the Cost Bulletin for an estimation of these costs.

Most learning resources, textbooks and teaching materials are provided through the virtual library and the Learning Management platform. In some cases, faculty will recommend textbooks, which students may acquire through the supplier of their choice.

Graduation Fee:

The student must apply for Graduation by the date established in the academic calendar, along with a non-refundable graduation fee.

Student Identification Card

The Institution issues an identification card to ground campus students. The non-refundable cost of replacing a lost, misplaced or stolen identification card is \$5.00. The identification card is required to access the campus facilities.

Payment Methods

Payments can be made online or on campus by cash, personal check, certified or manager's check, money order, credit cards (American Express, Visa, Discover, or Master Card). Receipts for all transactions must be requested and retained by students, in case of any complaint or adjustment requested in the future. The Bursar's Office will not accept claims without receipts. All tuition and fees and service charges are subject to change during the life-term of this catalog.

Minimum payments due to Officialize

Students can officialize their enrollment, once they make an initial payment, or guarantee the funding via financial aid (student loans or other) equal to or greater than ten percent (10%) of

their total account balance with the exception of doctoral, graduate, and international students. Doctoral and graduate students may officialize their enrollment, once they make an initial payment, or guarantee the funding via financial aid (student loans or other) equal to or greater than ten percent (10%) of their total account balance. International students can officialize their enrollment, once they make an initial payment, equal to or greater than fifty percent (50%) of their total account balance.

New Student Enrollment Cancellation

Any new student who cancels their enrollment on or before the first day of classes will have 100% of the tuition and fees refunded. Cancellation can be made in person, by email, by certified mail, or by administrative action. They cannot be made via phone or third parties. Refunds will be processed within 30 days of termination of student's enrollment or receipt of Cancellation Notice from the student. All refunds are less any amounts owed to the university.

Course Drops prior to the Add/Drop Deadline

If the student withdraws by the part of term (PT) add/drop deadline, the student will be refunded 100% of tuition and fees, as well as any funds paid to the University for supplies, books, or equipment which can be and are returned to the institution.

Partial Withdrawal

Students who withdraw from one of their enrolled courses after the add/drop period will be responsible for 100% of tuition and fees. Financial Aid and VA/Military benefits could also be impacted. Students should meet with a Financial Aid Officer prior to requesting a withdrawal to understand the full financial impact.

Withdrawal for Non-attendance

Any student who are marked as “non-attending” by their faculty during the established Census period will be automatically withdrawn and will be responsible for 25% of tuition cost of the enrolled course. Federal Aid cannot be used to pay the 25% outstanding balance.

Mid-Point Withdrawal

Any student who obtains a “WF” in all their courses at the end of the semester will be responsible for 50% of the total cost of their tuition cost and financial aid will be adjusted to 50%. The student will be responsible for the outstanding balance.

Total Withdrawal

Students who request a total withdrawal of courses, after the add/drop period, but through 60% of the term registered, will be reimbursed according to the following formula: Total days elapsed/total term days= % total cost. Financial Aid and VA/Military benefits could also be impacted. Students should meet with a Financial Aid Officer prior to requesting a withdrawal to understand the full financial impact. After 60% of the total days of the term has elapsed, the student will be responsible for 100% of tuition and fees.

Return of Title IV Funds

A pro-rated portion of any Federal Title IV Funds received are returned to the appropriate program for a student who withdraws prior to the completion of reaching the 60% point of the term. The formula for Return of Title IV Funds (section 484B of the Higher Education Act) also specifies the order in which funds are to be returned to the financial aid programs. {Order of refund is (1) Unsubsidized Loan – (2) Subsidized Loan – (3) Perkins Loan – (4) PLUS/Grad Loan - (5) PLUS – (6) Pell Grant – (7) FSEOG - (10) other}.

Refund Process

All refunds will be processed according to the following refund guidelines:

1. If the amount paid to the student account exceeds the cost of tuition and fees, a refund check or direct deposit will be processed.
2. Financial Aid refunds will be processed within 14 days after the financial aid funds have been disbursed into the student account.
3. Once a refund has been processed the student will be responsible for any outstanding balances incurred after the refund.
4. Students are responsible for updating their personal contact information with the university.
5. Students have 90 days to deposit the refund check, if the student does not deposit the check within the established time, the check will be canceled, and the funds will be returned to the original funding source.

Refund Procedures

Universidad Ana G. Méndez – Carolina Campus will issue a refund when a student's financial aid payment received exceeds the tuition charges on their account. Refunds will be processed according to the following:

1. A refund will be sent via Direct Deposit to the students who have completed the form. Students who have not completed Direct Deposit will receive a Check via mail.
2. Students will be notified, via email or text message, that the refund has been processed.
3. The student is responsible for any outstanding balance in their account that may result from any adjustments made in their academic load after the disbursement.
4. All Checks expire with 90 days of the date of issuance. If the check is not exchanged within the date established

- all funds will be returned to the corresponding fund.
5. The institution has 14 workdays after the disbursement of their funds into the students account to process the refund.
 6. Students are responsible of Notifying the Bursar's Office of any changes of their address, bank account or any information required by Universidad Ana G. Méndez – Carolina Campus to locate the student.
 7. Universidad Ana G. Méndez – Carolina Campus will not issue a new Direct Deposit or check until the student has completed the corresponding form for a stop payment.
 8. All claims regarding this procedure or the cancellation and refund policy shall be made in writing to the corresponding Bursar's Office.

Payment Plan

Students can officialize their enrollment, once they make an initial payment, or guarantee the funding via financial aid (student loans or other) equal to or greater than ten percent (10%) of their total account balance. Universidad Ana G. Méndez – Carolina Campus offers students the use of a payment plan. Students using a payment plan must pay their outstanding balance on or before that semester's published withdrawal deadlines. These deadlines are updated annually and are outlined in the Academic Catalog.

Financial Aid

The University makes every effort to help its students obtain federal financial aid for those who qualify.

Financial aid consists of many components of which the most common are federal grants and federal student loans. Federal grants, if eligible, are applied first to cover the cost of tuition and fees. This aid has no cost and do not have to be

repaid. Federal student loans are available at a low interest rate and must be repaid to their lender.

Undergraduate Students

Federal Grants

Federal Pell Grant

If eligible, this grant assists with covering educationally related costs for approximately 6 years of undergraduate studies. The Department of Education establishes the maximum award limit each year. The eligibility is determined by the FAFSA submission each award year. Additional information can be obtained from the Financial Aid department.

Federal Supplemental Educational Opportunity Grant (FSEOG).

This grant helps undergraduate students with exceptional financial need determined by the FAFSA submission and is contingent upon the availability of funds.

Federal Student Loan

Federal Direct Loan

Federal Direct Loans are offered at a fixed interest rate that changes on a yearly basis for loans disbursed after July 1st. For "Direct Subsidized Loans" the government pays the interest while students are in school or in a deferment or forbearance period; for "Unsubsidized Loans" 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 to 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 at a fixed interest rate that changes on a yearly basis for loans disbursed after July 1st. The Parent PLUS loan requires a parent (biological, legal stepparent or adoptive parent) to process a credit check to determine eligibility. The maximum award amount is no more than the cost of attendance minus additional aid received. The parent is responsible for repayment of this loan, which begins 60 days after the first disbursement is made.

Grant-Scholarship Programs

UAGM (Carolina) students may be eligible for other State of Florida grants and scholarships.

Students should visit the Florida Department of Education web page -

<http://www.floridastudentfinancialaid.org/SSFA/D/home/uamain.htm> to learn more about available grants, scholarships, and application processes.

Federal Work-Study Program (FWSP)

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

Veterans' Educational Benefits

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), the University 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:

1. Prevent the student's enrollment.
2. Assess a late penalty fee to the student.
3. Require the student to secure alternative or additional funding.
4. 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:

1. Produce the VA Certificate of Eligibility (COE) by the first day of class.
2. Provide a written request to be certified.
3. 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 financial aid, a student must complete a Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. The FAFSA collects financial and other information used to calculate the expected family contribution (EFC) and should be renewed by June 30th each award year that you are enrolled in school.

The amount of financial aid awarded may vary each year and is determined by the EFC, the type of aid they are eligible for, their academic performance and available funding.

Eligibility Requirements

In order to meet the eligibility requirements, students must:

1. Have financial need as determined by the FAFSA.
2. Must be enrolled as a regular student in an eligible program.
3. Be working toward a degree or diploma.
4. Be a U.S. citizen or eligible non-citizen.

5. Have a valid Social Security Number.
6. Not owe a refund on a Federal Grant or be in default on a Federal Student loan.
7. Maintain a Satisfactory Academic Progress.
8. Be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment.
9. Not have earned a bachelor's degree, to qualify for Pell and FSEOG.
10. Provide all verification or required documents requested by the Financial Aid Office.
11. Submit all documentation required for admission.

Important Note: The Institution complies fully with the privacy Rights of Parents and Students Act of 1974 (Title IV of the U.S. Public law 90-247), for more information about FERPA please refer to <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Graduate Students

The University makes every effort to help its students obtain federal financial aid for those who qualify. Graduate students do not qualify for any federal grants but may qualify for federal unsubsidized and Graduate PLUS loans.

Federal Loans

Federal Direct Unsubsidized Loan

Federal Unsubsidized student loans accrue interest while the student is enrolled in school. The student is responsible for repaying the loan plus all interest accrued starting six (6) months after the student graduates or ceases enrollment. If they choose not to pay the interest while in school, it will be capitalized (added to the principle).

Federal Direct PLUS Loan for Graduate Students

The U.S. Department of Education makes Direct PLUS Loans to eligible graduate or professional students through schools participating in the Direct Loan Program. PLUS Loans require a credit check to determine eligibility which is completed online at www.studentaid.gov. PLUS Loans are offered at a fixed interest rate that changes on a yearly basis for loans disbursed after July 1st. The maximum award amount is no more than the cost of attendance minus any additional aid received. Repayment begins 60 days after the first disbursement is made.

Federal Work-Study Program (FWSP)

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

Grant-Scholarship Programs

UAGM (Carolina) students may be eligible for other State of Florida grants and scholarships.

Students should visit the Florida Department of Education web page -

<http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm> to learn more about available grants, scholarships, and application processes.

Veterans' Educational Benefits

Veteran's Educational Benefits are provided by the Department of Veterans Affairs, students interested in Veterans' Educational Benefits should contact their campus Associate Registrar.

In accordance with Title 38 US Code 3679 subsection (e), the university adopts the following additional provisions for any students (Chapter 31, 33, and 35) benefits, while payment to the institution is pending from the VA. This university will not:

1. Prevent the student's enrollment;
2. Assess a late penalty fee to the student;

3. Require the student to secure alternative or additional funding;
4. 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:

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

How to apply for Federal Financial Aid

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

Graduate students are eligible for unsubsidized loans up to the aggregate limit of \$138,500, including undergraduate loan usage, and can apply for Graduate PLUS loans through a credit check.

Eligibility Requirements

In order to meet the eligibility requirements, students must:

1. Must be enrolled as a regular student in an eligible program.
2. Be working toward a graduate degree.
3. Be a U.S. citizen or eligible non-citizen.
4. Have a valid Social Security Number.
5. Not owe a refund on a Federal Grant or be in default on a federal student loan.
6. Maintain a Satisfactory Academic Progress.

7. Must not have adverse credit history to be approved for a PLUS loan.
8. Provide all verification or required documents requested by the Financial Aid Office.
9. Submit all documentation required for admission.

Important Note: The Institution complies fully with the Privacy Rights of Parents and Students Act of 1974 (Title IV of the U.S. Public law 90-247) for more information regarding FERPA please visit

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Student Affairs and Services

Student Services

The University offers exceptional support services for all students on all campuses, in all modalities. All campuses are staffed with professional staff focused on student success, retention, and completion. These professional staff include the staff in the following Student Affairs departments: Registrar, Retention, Bursar, Financial Aid, Career Placement, and other Student Affairs support staff who assist students from point of admission to graduation and beyond as university Alumni. They also include the professional staff in the following Academic Affairs departments: Learning Resource Center & Library.

Many university services are available in person and online, on days and at times that are tailored to our student needs.

All staff contact information and hours of operation are regularly updated on the University website.

Student service hours of operation:

Monday, 9am-8pm

Tuesday, 9am-8pm

Wednesday, 9am-8pm

Thursday, 9am-8pm

Friday, 9am-5pm
Saturday, 9am-1pm

Registrar Services

The campus Registrar staff help students with a variety of services related to the student educational record such as, transfer credit processing, VA certification, transcripts, diplomas, among others.

Campus Registrars are available to meet with students in person, virtually, and via phone and email.

Bursar Services

The campus Bursar assists students with their student accounts, setting up payment plans, and serving as the campus administrator who officializes student registration.

The campus Bursar is available to meet with students in person, virtually, and via phone and email.

Financial Aid Services

The campus Financial Aid staff help students to navigate grants, work-study, loans, and scholarships to help make the student's education more affordable.

Financial aid can come from federal, school, and private sources to help pay for the student's post-secondary education.

The campus Financial Aid Officers are available to meet with students in person, virtually, and via phone and email.

Career Services

Career Placement provides the students with the essential knowledge to help them succeed, from career guidance to building a resume and pursuing a career. The goal is to assist students and alumni in every aspect of career exploration and goal fulfillment. Career Placement will help

the student by preparing them for the professional world. Career Placement offers the following services: 1) career development workshops, 2) resume review, 3) job search support, 4) interview preparation, 5) career events and fairs, and 6) connections to local employers.

The Director of Career Placement is available to meet with students virtually, and via phone and email. The Director also regularly visits the campuses and hosts career events on campus.

Student Retention and Academic Advising

All students have an assigned Retention staff member- Retention Officer or Student Success Coach. Students are encouraged to remain in regular contact with their assigned Retention staff member. These staff serve as student advocates, advisors, and guides and help to ensure that our students are supported in their academic, personal, and professional goals.

The Retention staff assist all students with the following:

1. Identifying possible academic, degree, and career options.
2. Reviewing academic program guidelines, progress, and graduation requirements.
3. Understanding and navigating through the enrollment and registration process.
4. Clarifying college procedures and guidelines associated with academics.

Academic and Retention Counselors are also available to provide the following services:

1. University and community resource referrals.
2. Support for Title IX cases, serving as Title IX Deputy Coordinators.
3. Advocacy and support for students seeking and securing disability accommodations.
4. Advocacy and support for students identified in the SAP process (Satisfactory Academic Progress) and

- who are experiencing academic difficulty (probation & suspension.)
5. Tailored academic advising and planning for students in academic or personal distress.

Student Disability Services

Universidad Ana G. Méndez – Carolina Campus is committed to ensuring that all qualified individuals with disabilities have the opportunity to participate in educational programs and services on an equal basis. To that end, we strive to create an inclusive educational environment for all members of the University community in accordance with provisions of applicable laws including, but not limited to, the Americans with Disabilities Act as amended (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504).

The University prohibits discrimination based on disability. The University also prohibits retaliation against individuals in connection with the assertion of rights under this policy.

In accordance with applicable law and University policies, Universidad Ana G. Méndez – Carolina Campus will provide Reasonable Accommodations to Qualified Individuals with Disabilities on an individualized, case-by-case basis and in a timely manner. To support students requesting Reasonable Accommodations, Universidad Ana G. Méndez – Carolina Campus has empowered the Directors of Retention with the authority and training to review and make decisions about whether an individual is a Qualified Individual with a Disability and what constitutes a Reasonable Accommodation. The Directors of Retention will make determinations regarding both academic accommodations as well as accommodations for other Universidad Ana G. Méndez – Carolina Campus programs or activities and will coordinate with the Academic Affairs leadership as appropriate. All information pertaining to a Disability and potential accommodations will be stored securely by and will only be shared with other University personnel on a need-to-know

basis in compliance with applicable University policies and law.

A student (or applicant) may request an accommodation in accordance with the following procedures:

1. The individual requesting an accommodation must submit a written request their campus Director of Retention, who will coordinate an intake appointment with the designated campus staff member.
2. At the time of the intake appointment the designated campus staff member will:
 - a) Conduct an intake interview;
 - b) Provide information regarding student information and documentation requirements;
 - c) Describe services and accommodations offered at Universidad Ana G. Méndez – Carolina Campus; and
 - d) Provide information regarding this policy.
3. Documentation requirements vary according to each individual's disability and situation. If documentation is required, the student will provide written and current documentation of their disability from a qualified professional with relevant experience and no personal relationship with the individual being evaluated. Appropriate documentation should provide information to establish the existence of the Disability, describe the nature of the Disability, explain the limitations of the student, and offer accommodation recommendations. Documentation must be on professional letterhead, signed, dated and include a licensure number.
4. The campus Director of Retention will engage in the interactive process with the student to determine appropriate Reasonable Accommodations. For conditions that are subject to change over time (including health related disorders, learning disabilities and psychological disabilities) the student may be asked to provide updated documentation for

their file on an on-going basis for accommodations to be continued. No accommodation will be provided retroactively. The University reserves the right to modify accommodations.

5. If a Reasonable Accommodation is provided, the campus Retention department will generate an "Instructor Notification Letter" (INL) that explains to each instructor that the student is properly registered with the University and a list of accommodations to which the student is entitled. The INL will not disclose the student's specific disability information or diagnosis. It is the student's responsibility to deliver an INL to each of their instructors and to discuss the accommodation.

Though a student can request an accommodation at any time, Universidad Ana G. Méndez – Carolina Campus must receive reasonable advanced notice, which is typically four to six weeks. For sign language interpreters or books in alternative format, the full six weeks' notice is usually necessary.

The student has the responsibility each semester to decide whether they want to continue to receive accommodations or services. If the student decides they need accommodations or services for a particular semester, the need must be communicated to their campus Retention department by phone, e-mail, or in writing prior to the start of the semester.

If, for any reason, a student is unable to complete a course for which a Reasonable Accommodation has been provided, the student is responsible for informing their campus Retention department that they are no longer in need of the accommodation.

Universidad Ana G. Méndez – Carolina Campus is not required to provide services of a personal nature such as personal attendants, individually prescribed devices, transportation, or readers/tutors for personal use or study.

Universidad Ana G. Méndez – Carolina Campus is committed to providing prompt and effective

resolution of alleged incidents of discrimination and harassment. Any type of retaliation against an individual for requesting an accommodation, using an accommodation, or for filing a complaint or appeal with the University or an external governmental agency is prohibited.

Any student who believes that they have not received fair treatment regarding the Reasonable Accommodation process is encouraged to first meet with their campus Director of Retention. An earnest attempt will be made to find a valid solution, within the limits of the law.

If a student is experiencing problems receiving their assigned accommodation(s), they are encouraged to contact their instructor(s) first to attempt to resolve the issue. If the student does not find a resolution after communicating with their instructor, they should contact their campus Director of Retention.

A student may file a complaint with the University in accordance with the campus-based grievance process outlined in the Universidad Ana G. Méndez – Carolina Campus Academic Catalog.

Complaints may also be filed with the U.S. Department of Education's Office for Civil Rights at any time at 400 Maryland Avenue, SW, Washington DC 20202 or (800) 421-3481, <https://www2.ed.gov/about/offices/list/ocr/index.html>.

Student Complaint and Grievance Policy

Universidad Ana G. Méndez – Carolina Campus is committed to ensuring that all students and student organizations, receive access to fair, equitable and timely grievance processes without retaliation. The purpose of this policy is to resolve complaints and grievances regarding decisions or actions that were made by employees or agents of the University.

1. A student has the right to seek a remedy for a dispute or disagreement through a

designated complaint or grievance procedure.

1. Students should use all available informal means to have decisions reconsidered before filing a complaint or grievance.
2. No retaliation of any kind shall occur against a student for participation in a complaint or grievance.
3. These procedures shall be publicized to students annually in the UAGM Catalog and Student Handbook.
4. A student may complain concerning any university-related issue and discuss it with the appropriate UAGM employee as established in this policy.

2. Students must pursue resolution of student concerns through the following channels:

1. 1st level: Academic Director
2. 2nd level: Campus Director

Students may appeal University Decision once they have exhausted all campus-based administrative channels as outlined in the Appeal of University Decision Policy.

Appealing a University Decision

Appealing a University Decision Pursuant to the Appeal of University Decision Policy, students and student organizations may appeal a University Decision only after all relevant campus-based administrative channels have been exhausted. Student or Student Organization may appeal a University Decision on the following limited grounds:

- a. Procedural irregularity that materially affected the decision-making process (i.e., failure to

follow the University's own published procedures);

- b. The outcome of the University Decision is disproportionate to the violation(s) of university policy or standard alleged; or

- c. New evidence that was not reasonably available or known to exist during the decision-making process.

The written appeal shall be a plain, concise and complete statement which contains at least the following:

- a. Documentation that all campus-based administrative channels were exhausted prior to this appeal.

- b. A description of the specific University Decision that is being appealed.

- c. A statement outlining the background of the case and the basis for the appeal including all pertinent facts and documentation that the student wishes to be considered.

- d. An explanation of the grounds for the appeal; and

- e. An explanation of the resolution being sought by the Student or Student Organization.

Written appeals must be made to the Vice Chancellor of Student Affairs within ten (10) business days of the receipt of a final University Decision. Depending on the nature of the grievance, the Associate Vice Chancellor of Content & Delivery may hear the appeal and serve as Appellate Officer or designee.

The Appellate Officer shall review the written appeal and may, but is not required to, hold a virtual or in-person informational meeting with the Student or Student Organization pursuing the appeal. The Appellate Officer will review the evidence presented and based on a

preponderance of evidence, make a determination regarding the appeal.

The Appellate Officer may accept, modify, or reject the University Decision, or return the matter to the relevant University department for reconsideration. The decision of the Appellate Officer is final, and no further appeals can be made. The Appellate Officer will prepare a written determination letter. The Student or Student Organization pursuing the appeal shall be provided the written determination letter. The Appellate Officer shall strive to provide the written determination letter to the Student or Student Organization within thirty (30) calendar days' notice of receipt of the written appeal.

In the event of any unresolved conflict, students can contact the Florida Commission for Independent Education at (888) 224-6684 or 325 W. Gaines St, Suite 1414, Tallahassee, FL 32399.

Code of Student Conduct and Discipline

Universidad Ana G. Méndez – Carolina Campus is dedicated to the advancement of knowledge, learning, and to the development of exemplary personal and social conduct. Students assume the responsibility for conducting themselves in a manner that contributes positively to the University's learning community and that does not impair, interfere with, or obstruct the orderly conduct, processes, and functions of the University as described in this Student Code of Conduct (the "Code").

While this Code may have some similarities with the legal system, it is essentially educational and administrative in nature. This Code is not governed by restrictions found in criminal or civil proceedings. It should be read broadly and is not designed to define misconduct in exhaustive terms. Nothing in this Code shall be construed as preventing University officials from taking any immediate action when deemed necessary.

Each student assumes the responsibility for becoming familiar with, and abiding by, this Code. The University reserves the right to make changes to this Code as necessary and once those changes are posted online, they are in effect. Students will be informed in writing of substantive changes to this Code on an established communication cycle.

Academic Integrity Policy

Policy Scope

Universidad Ana G. Méndez – Carolina Campus has set an academic integrity policy and procedures that extends to students, faculty, and the University community. The procedures include standards and responsibilities expected in all academic settings and define the students and faculty obligations in cases of evidenced student violations.

Policy

Academic integrity refers to the expectation of honesty in the development and submission of student course work based on individual knowledge and skillset of each student. Dishonesty and academic misconduct are not tolerated in any form by the University and must be reported following the established procedures.

Plagiarism is the dishonest representation by a student of information, ideas or the presentation of another student or author's creation as if they were their own. Not using citations, not giving credit to an author, or using excessive paraphrasing are forms of academic theft and plagiarism. Plagiarism applies to information in writing, presentations, drawings, seminars or lectures, graphs, etc.

Cheating is the act of misrepresentation of mastery or skill in an academic exercise. It may include using or copying information from another student to write a report or complete an assignment, using materials without the authorization of the professor during an exam, communicating with another student before or during examination, etc.

Fabrication or falsification is the creation of false information or results in an academic exercise to deceit and commit fraud. For example, the student invents false information and presents it as facts.

Violation Procedures: Application of the Code of Conduct and Discipline

The University ***Code of Conduct and Discipline*** defines all forms of academic misconduct as prohibited conduct and establishes procedures to review academic integrity alleged violations. Violations to academic integrity include cheating, fabrication of information, plagiarism and stealing.

Faculty and students are encouraged to report violations to the Academic Integrity Policy. Faculty must use the academic integrity violation report form to report minor violations such as unintentional plagiarism. Students must follow the procedures in the Code of Conduct for reporting.

Authority and Jurisdiction

The University reserves the right to take necessary and appropriate action to protect the safety and wellbeing of the University community. This Code is adopted for the appropriate discipline of any student (or student organization) who acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of the University.

The authority for student discipline ultimately rests with the University Chancellor. The Chancellor delegates this authority to the Vice Chancellor of Student Affairs, and the Vice Chancellor delegates this authority to designated staff on the campuses.

The Code applies to behaviors that take place on campus, in study abroad programs, or at University-sponsored events, programs, or activities, including at clinical and internship sites. While the University has a primary duty to supervise student behaviors in its premises, it reserves the right to take disciplinary action in response to behavior off-campus or online that adversely affects the University and/or the pursuit of its objectives and warrants conduct action.

The Code may also be applied to behavior online, via email, or another electronic medium. Online speech by students not involving Universidad Ana G. Méndez – Carolina Campus networks or technology will typically not be the subject of this Code with two notable exceptions: 1) A threat, defined as a threat a reasonable person would interpret as a serious expression of intent

to inflict bodily harm upon a specific individual(s); and 2) Online or electronic speech that causes significant disruption to University operations or the educational mission. The Code also applies to guests of UAGM students. Hosts will be held accountable for their guest's misconduct or violation(s) of the Code.

All members of the University community are encouraged to report all suspected violations of the Code through established reporting procedures. All University employees are required to report all possible violations through established reporting procedures.

Student Conduct Philosophy

Universidad Ana G. Méndez – Carolina Campus is committed to fostering a learning environment that is conducive to academic inquiry, a vibrant University community, and discourse without fear of intimidation. We are committed to an educational and developmental process that balances the interest of individual students with the interests of the University community. The student conduct process is not intended to punish students; rather it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with established policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations.

Definitions

“Assigned Conduct Official” is defined as:

1. The Campus Director of Student Affairs, or their designee.

“Preponderance of Evidence” is defined as: the standard of proof that applies to student conduct proceedings or determinations. In order to find that a student or organization has engaged in prohibited conduct, the standard of proof required is a preponderance of the

information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

“Student” is defined as:

1. All persons registered for University courses on campus;
2. All persons who are not officially enrolled for a particular term but have a continuing relationship with the University or intend to enroll in the next term. This provision is intended to include within the definition of students, those persons enrolled in the spring and fall semesters who engage in misconduct during the summer and students who are first time enrollees who engage in misconduct prior to the time of enrollment, or who are not enrolled in that particular part of term; and/or
3. All persons who are attending classes on campus although they may be enrolled students in other higher education institutions as transient students.

“Student Organization” is defined as: all recognized student groups, clubs, or organizations. Student Organizations may be held collectively responsible when violations of this Code by those associated with the group or organization have received consent or encouragement of the group or organization or the of the group or organization’s leaders or officers.

“Campus” is defined as: all areas, owned, leased, or under the control of Universidad Ana G. Méndez – Carolina Campus.

Violations of Local, State, & Federal Law

Any student who accepts the privilege of attendance at the University is deemed to have given their consent to the policies of the University, Student are also required to comply with local, state, and federal laws. By enrolling at the University, a student assumes the

responsibility for becoming familiar with and abiding by the standards of conduct detailed in this Code. Violation of any of these may lead to disciplinary sanctions. A student may be accountable to both law enforcement authorities and to the University for acts which constitute violations of law and this Code. Student conduct allegedly constituting a felony or misdemeanor offense may be referred to appropriate law enforcement agencies. University disciplinary proceedings will not be subject to challenge on the grounds that criminal charges involving the same incident have been filed, prosecuted, dismissed, reduced, or otherwise resolved or that such proceedings constitute double jeopardy. Universidad Ana G. Méndez – Carolina Campus will comply with all local law enforcement Personal Protection Orders submitted to the Director of Operations, Compliance, and Safety.

Disciplinary Proceedings & Standard of Proof

The University will conduct disciplinary proceedings pursuant to the Code in an informal, fair and expeditious way. Procedures governing criminal or civil courts, including formal rules of evidence, are not applicable. Students will be informed of all steps and outcomes of the disciplinary process in writing. Deviations from the procedures in this Code shall not invalidate a proceeding or decision, except where such deviation has clearly resulted in significant prejudice to a student or to the University. A” Preponderance of Evidence” is the standard of proof that applies to student conduct proceedings or determinations.

Prohibited Conduct

The University may impose discipline for a violation of, or an attempt to violate, any University policies or regulations. Violations or attempted violations include, but are not limited to, the following types of misconduct:

- a. All forms of academic misconduct, including but not limited to, cheating, fabrication, plagiarism, or facilitating academic dishonesty;
- b. Other forms of dishonesty, including but not limited to, fabricating information, or knowingly furnishing false information or reporting a false emergency to University officials acting in the performance of their duties;
- c. Theft of, damage to or destruction of, any University property or property of others while on University premises;
- d. Unauthorized possession of University property;
- e. Dressing in a manner that is not conducive to health, welfare, and safety;
- f. Publicly exposing one's intimate body parts, public urination, defecation, and public sex acts;
- g. Possession, use, sale, barter, exchange, gift, distribution, or other transaction of any illegal drugs;
- h. Possession or use of explosives, fireworks, chemical agents, or deadly weapons;
- i. Illegal gambling;
- j. Use of offensive language, disrespectful language, insults, threats of aggression, or attempted assault to University officials, students, or guests;
- k. Failure to comply when given reasonable directives by a University official or law enforcement officer during the performance of their duties;
- l. Unauthorized use of the University name, logo, or other branded insignia;
- m. Unauthorized entry or occupancy of University facilities;
- n. Distributing or publishing informational material without the written authorization of the appropriate University official;
- o. Conduct that interferes with the University teaching activities and operations;
- p. Forgery, alteration, or misuse of any University document, record, key, electronic device, identification, or authorized signature;
- q. Theft or other abuse of computing facilities or computer time, including but not limited to: 1) unauthorized entry into a file to use, read, or change the contents or any other purpose; 2) unauthorized transfer of a file; 3) unauthorized use of another individual's identification or password; 4) use of computing facilities to interfere with the work of another student, faculty member, or University official; 5) use of computing facilities to interfere with a University computing system, or other violations of Information Technology policies and related policies; or 6) University technology, including, but not limited to, computers, network, and wireless internet, to access materials disruptive to the learning environment, including and without limitation sexually explicit or violent content;
- r. Disorderly or lewd conduct;
- s. Participation in a disturbance of the peace or unlawful assembly;
- t. Disobedience or violation of the conditions of probation and/or sanctions imposed in accordance with the procedures established by this Code;
- u. Misuse of University information technology resources;
- v. Unauthorized commercial solicitation on University property;
- w. Failure to respect the privacy of any member of the University community;
- x. Intentional or unintentional acts that cause harm to an individual or group that could or does result in injury to an individual or group;

y. Discrimination: Any act that is in conflict with the University's established non-discrimination policies or that limits or denies the ability of any person or persons to participate in or benefit from educational programs or activities based upon an individual or group's actual or perceived status;

z. Sexual misconduct: including harassment, stalking, non-consensual sexual intercourse, sexual exploitation, or intimate partner and domestic violence as defined by University policy;

aa. Hazing: any action which endangers the mental or physical health of a member of the University community, or which encourages the student to engage in illegal or inappropriate conduct for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in a recognized group or organization;

bb. Bullying or cyber-bullying;

cc. Expressive activities that are unlawful and/or that materially and substantially disrupt the functioning of the University and/or that infringe upon the rights of others to engage in expressive activities;

dd. Encouraging, aiding, or abetting another in the commission of any offense prohibited by this Code;

ee. Violation of other University policies:

ff. Violation of local, state, or federal laws, regulations, or ordinances;

gg. Abuse or interference, or failure, to comply with the University's conduct process, including:

- i. Failure to participate in conduct hearings
- ii. Falsification, distortion, or misrepresentation of information

iii. Failure to provide, destroying, or concealing information during an investigation

iv. Attempt to discourage an individual's proper participation in the conduct process

v. Retaliation, harassment, or intimidation of members involved in a conduct proceeding

Disciplinary Sanctions

A student found in violation of this Code may be subject to one or more of the following sanctions by the assigned Conduct Official:

Written Warning - official reprimand to the student addressing the conduct violation and informing the student that prohibited conduct may be cause for additional disciplinary action if repeated in the future. A copy of the written warning is kept on file as part of the student disciplinary file system.

Restrictions or Loss of Privileges - Limitations on campus usage or University-sponsored events including facilities, courses, labs, or other campus activities related to a specific violation for a specified period of time.

Disciplinary Probation – A period of time in which a student is expected to demonstrate a positive behavioral change and may be excluded from participation in privileged or extra-curricular institutional activities. This warning includes a written reprimand along with the possibility of more severe disciplinary sanctions should the student be found in further violation of any University policies or regulations during the established probation time frame. At the end of the probationary period, the University will review the student's conduct and decide whether or not to reinstate the student to good conduct standing.

Community or Educational Service – An assignment of an appropriate project that will benefit the student, the institution, and/or the parties offended. Such assignments include, but are not limited to community service, letters of apology, educational assignments, and educational programs.

Restitution – Reimbursement to the University or affected party for damage or misappropriation of property. Restitution may take the form of appropriate services, fines, repair, or other compensation for damages, and it may be applied, where appropriate, in conjunction with another sanction.

Disciplinary Suspension – Termination of student status, including participation and attendance at all campus activities as set forth in the notice of suspension for a specific period of time. When circumstances warrant, the sanction of exclusion from the campus and University services may also be imposed. Being convicted in a court of law for a criminal offense involving personal misconduct may constitute sufficient grounds for suspension or expulsion from the University. A student on disciplinary suspension will be administratively withdrawn from their current courses. The student will be ineligible to receive a tuition and fees refund. Disciplinary suspensions are determined by the Vice Chancellor of Student Affairs, under the approval of the University Chancellor.

Expulsion – A permanent separation from the University. When circumstances warrant expulsion, the student is banned from the University property and the student's presence at any University-sponsored activity or event is prohibited. This action may be enforced with a no-trespass notice as necessary. Being convicted in a court of law for a criminal offense involving personal misconduct may constitute sufficient grounds for suspension or expulsion from the University. A student with a finding of Expulsion

will be administratively withdrawn from their current courses. This administrative withdrawal will be noted on their transcript, and the student will be ineligible to receive a tuition and fees refund. Disciplinary expulsions are determined by the Vice Chancellor of Student Affairs, under the approval of the University Chancellor.

Loss of Employment - Permanent severance of the student's employment with the University.

Behavioral Requirement – This includes required activities including but not limited to, seeking academic counseling or substance abuse screening, writing a letter of apology, etc.

No-trespass Notice – The University may utilize a no-trespass notice on a temporary or permanent basis to protect the safety of the University community.

Disciplinary Probation or Suspension of Student Organizations – In addition to the above sanctions, additional sanctions may be imposed against a student organization for the violation of this Code and may include disciplinary probation or suspension of the student organization.

Discretionary Sanctions – Other sanctions that bear a reasonable relation to the violation for which the student has been sanctioned may be imposed instead of or in addition to those specified above.

Standards of Student Behavior

Primary responsibility for managing the classroom environment rests with the faculty. Faculty members are authorized to define, communicate, and enforce appropriate standards of decorum in classrooms, offices, and other instructional areas under their supervision. Faculty have direct support from University security and administrative staff at all times. Faculty should immediately report any incident

to their campus Security Official and to their supervisor.

Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from class or dismissal from the course on disciplinary grounds must be preceded by a disciplinary hearing, as set forth in the implementing procedures of this Code.

Academic dishonesty allegations will be processed in accordance with student conduct procedures set forth in this Code. Students may be subject to both the Code and separate academic sanctions as determined in the academic judgment of the faculty member as outlined in their course syllabus. Any student determined by the professor to have been responsible for engaging in an act of academic dishonesty shall be subject to a range of academic penalties (apart from any sanctions that may be imposed pursuant to the Code) as determined by the professor which may include, but not be limited to, one or more of the following: loss of credit for an assignment, examination, or project; a reduction in the course grade; or a grade of "F" in the course, a re-take, or other options deemed appropriate by the faculty.

Disciplinary Procedures

Alleged violations of the University's Title IX-Sexual Misconduct policy will be governed and resolved in accordance with that University policy. All other alleged violations of the Code will be addressed in accordance with the following procedures. Once an alleged violation is reported, the following steps will be followed:

1. The assigned Conduct Official will conduct a preliminary inquiry into the nature of the incident, the evidence available, and the parties involved, to determine if there is sufficient

evidence to show a violation of the Code. If there is not sufficient evidence, the assigned Conduct Official will close the matter.

2. If there is sufficient information available for the assigned Conduct Official to show a violation of the Code, the assigned Conduct Official, will request in writing a conduct meeting with the student(s) involved within ten (10) business days of receipt of the incident report. The student will be provided information about the alleged violation of the Code and shall be afforded reasonable access to review relevant evidence or information, redacted consistent with the Family Educational Rights and Privacy Act (FERPA), prior to and during the meeting. The student shall have the opportunity to provide additional and relevant information or the names of witnesses to the assigned Conduct Official. Any such additional information or names must be submitted in writing at least two business days prior to the meeting. The assigned Conduct Official may consider the additional information or interview witnesses at their discretion.

3. The student may accept responsibility for violations of this Code in writing without a conduct hearing. A student who accepts responsibility in writing forfeits all rights to an appeal.

4. A registration hold will be placed on the student(s) account until they have both scheduled and attended their required conduct meeting.

5. The student shall have the opportunity to respond to the information related to the alleged violation of the Code at the conduct meeting. The student may be accompanied by one advisor. The role of the advisor shall be limited to support and consultation; the advisor may not speak during the student conduct proceeding except privately to the student. Violation of this expectation will result in the advisor being removed from the proceeding at

the discretion of the assigned Conduct Official. If a student refuses to participate in the conduct meeting, a decision will be made in their absence.

6. A student may be found responsible for any prohibited conduct when behavior was previously unknown are discovered during the course of the student conduct proceeding or if it is determined that a different section of the Code more appropriately addresses the conduct in question.

7. If the assigned Conduct Official finds, based on a preponderance of evidence, that the responding student(s) is not responsible for violating the code, the process will end, the registration hold will be lifted, and the student will receive a written notification of the finding.

8. If the assigned Conduct Official finds, based on a preponderance of evidence, that the responding student(s) is responsible for violating the code, the assigned Conduct Official will notify the student(s) in writing of the findings and impose sanctions within three (3) business days of the conduct meeting. The registration hold may be lifted depending on the outcome of the conduct meeting.

Student Disciplinary Appeals Committee

Students found responsible for violating the Code may appeal to may appeal to the Student Disciplinary Appeal Committee (the "Committee"). The Committee's composition will at minimum include: one (1) faculty, one (1) staff, one (1) student, and will chaired by the Vice Chancellor of Student Affairs, or their designee.

A letter of appeal must be submitted to the Committee within ten (10) business days of the receipt of the resolution letter from the assigned Conduct Official. The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the

student conduct proceedings, or an appeal for mercy, are not appropriate grounds for an appeal. The Committee will only consider appeals based on at least one of the following criteria:

a. Significant procedural error – when a student can demonstrate that a procedural error was made that was significantly prejudicial to the outcome of the proceeding.

b. Significant substantive error – when a student can demonstrate that the evidence presented at the hearing was not sufficient to justify the decision reached or if the sanction(s) imposed is (are) unreasonably harsh based upon the circumstances of the case.

c. New evidence a student can demonstrate that information, that was not available or known to exist at the time of the hearing has arisen which, when considered, may materially affect the outcome of the proceeding. The Committee will consider the appeal.

The Committee may by majority vote:

a. Alter, amend, and/or overturn disciplinary action;

b. Schedule a rehearing; or

c. Uphold the assigned Conduct Official's determination and sanction.

The Chair of the Committee will prepare a formal letter detailing the determination of the Committee. The Committee should strive to complete their process within 25 business days. The Committee's decision is final and not subject to further review or appeal.

General Provisions

Course Numbering System

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

3. 050, 100 and 200 coded courses are lower level bachelor's degree courses
4. 300 and 400 coded courses are upper division bachelor's degree courses
5. 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.

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, they will be subject to the appropriate disciplinary measures, including canceling their 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 or policies. The Institution will not accept a declaration of ignorance of a norm or policy 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 Student Code of Conduct.

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 the right of the students to inspect and review them.

Law 186 (Only for US citizens and residents)

The institution lawfully complies with the dispositions of Law 186 of September 1, 2006. Better known as the Law that Prohibits the Use of the Social Security Number. Universidad Ana G. Méndez – Carolina Campus does not use any student's social security number as Identification in public and private educational records or documents.

Anti-Hazing Policy

The University prohibits hazing, which is defined in the Student Code of Conduct as any action which endangers the mental or physical health of a member of the University community, or which encourages the student to engage in illegal or inappropriate conduct for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in a recognized group or organization. Hazing is considered prohibited

conduct and will be adjudicated through the established student conduct process.

Sistema Universitario Ana G. Méndez Inc.- Florida Branch Campuses do not recognize sororities, fraternities or similar student's organizations. UAGM 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's Office of any change of name, Social Security information or address (postal and physical) while they are an active student at the Institution. Students must present relevant documentation, in order to update any information related to the Social Security card.

Minimum Student Enrollment per Session

Universidad Ana G. Méndez – Carolina Campus establishes, as an institutional policy, that the minimum course enrollment will be of 6 students per session, and a maximum of 25 students.

Governing Catalog

A student's UAGM governing catalog is the Academic Catalog in effect at the time of the student's initial admission or subsequent readmission. The student's governing catalog remains in effect as long as the student does not break enrollment for three or more academic semesters. A student must seek re-admission if they break enrollment for three semesters or longer. Students who are re-admitted will be required to comply with the requirements of the Catalog under which they were readmitted.

Section IV: 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.

Faculty Listing by Campus

Academic Year 2022-2023

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
Díaz, 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, Lilibets	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	Doctor of Philosophy in Cristian Clinical Psychology Doxa University 2006
	Counseling	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	Master of Education in Reading Grand Canyon University, 2006
	ESOL	(Over 50 credits at doctorate level in Education)
Pacheco, Magaly	Counseling	Doctor of Education in Counseling and Guidance Universidad Interamericana, PR 1994
	Student Development	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	Doctor of Science in Business Economics Universidad Latino Americana de Ciencia y Tecnología, Costa Rica 2010
	Public Administration	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, Abigail	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, Montserrat 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
Sullivan, 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	Doctor of Medicine and Surgery Universidad del Bosque Bogota, Colombia 2011
	Public Health	Master of Science in Bioethics and Clinical Research in Medical Science Universidad del Bosque, Colombia 2011
	Science	
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	Doctor of Health Science Keiser University, FL 2014
	Instructional Technology	Master of Education in Instructional Technology American Intercontinental University Florida 2004
	Education	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	Doctorate of Business Administration Argosy University, FL 2010
	Marketing	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
Brító, 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
Figuerola, 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	Juris Doctor School of Law Case Western Reserve University Cleveland, OH 2000
	Social Sciences	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	Doctorate of Leadership and Education in Counseling Barry University, FL 2006
	Counseling	Doctorate of Humanities and Social Science Nova Southeastern University, FL 1991
	Humanities	Master of Science in Marriage and Family Therapy Saint Thomas University, FL 1986
	Psychology	(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	Master of Business Administration in Human Resources Universidad Metropolitana, FL 2003
	Human Resources	
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
Laracuenta, 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	Master of Science in Teaching English as a Second Language (TESL) Florida International University, FL 2008
	Spanish	Master in Teaching/Learning of the Spanish Language and its Culture University of Granada, Spain 2006
	Management	Master of Business Administration in Medical Management Nova Southeastern University, FL 1999
	Science	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	21 credits Graduate Level Mathematics University of Phoenix, AZ 1994
	Mathematics	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	Master in International Relations John Hopkins University, WA DC 1997
	Management	
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	Doctor of Ministry Life Change University, FL 2012
	Criminology	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	Master of Arts in Spanish Language University of South Florida, FL 2010
	Pharmacy	Doctor of Pharmacy Universidad de Santa María Venezuela, 1993
Quiñones-Reboyas, 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	Master of Education in Adult Education Capella University, MN 2013
	Management	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:
		Master of Business Administration in Global Management University of Phoenix, Tampa, FL 2002
Saldaña, Jackeline	Management	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

<i>Faculty Listing</i> <i>Tampa Bay Campus</i>		
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 V: 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)

(This program is not admitting new students.)

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 1 st 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 contendere allegations involving drugs or alcohol. **REVISED 9/23/16.**

Bachelor Degrees

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

123 Credits

(This program is not admitting new students.)

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
<p>*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 by 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 student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures. QYLE 110-O must be taken within first term of enrollment. REVISED 7/8/14</p>							

Bachelor (BS) – Major in Psychology**121 Credits**

(This program is not admitting new students.)

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				
*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 by 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 6/15/19.							

Bachelor of Science (BS) - Major in Hotel Management**121 Credits**

Offered at the Metro Orlando

(This program is 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						
<p>(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.</p>							

Bachelor of Arts (BA) – Major in Pre-Kindergarten/Primary Education**130 Credits**

Offered at the Metro Orlando and South Florida Campuses

(This program is not admitting new students.)

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 1 st 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	3		All Courses

				state examinations and practicum are required)			
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
(This program is not admitting new students.)

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 1 st 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

(This program is not admitting new students.)

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 1 st 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 not admitting new 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

(This program is not admitting new students.)

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
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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 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**

(This program is not admitting new students.)

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		

*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 comply with all applicable state and local agencies certification requirements for the degree. **Revised 6/4/2014.**

Master in Social Work (MSW) – Social Work**54 Credits**

(This program is not admitting new students.)

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 (1 st 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 (2 nd 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
<p>*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 social work states boards for practicum experiences. Students must comply with State and local social work certification requirements for the degree, as applicable. **This course is mandatory in Florida.</p> <p>REV 6/09/2020</p>			

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- Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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-Requirement: 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 not 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-requisites: 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 comprehension 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 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-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: SOSC 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, pleonasm, 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 strengths 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**