Universidad Ana G. Méndez
Carolina Campus
Academic Catalog and Student Handbook
2022-2023

Florida Branch Campuses

METRO ORLANDO
SOUTH FLORIDA
TAMPA BAY

Volume II
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Section I: Universidad Ana G. Méndez - 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 l949, as Puerto Rico Junior College, it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este and finally evolving into a university in 2001 as UAGM - Carolina Campus.

UAGM- Carolina Campus student population consists mostly of commuting young adults from the surrounding communities. The overall population at UAGM- Carolina Campus is 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. Mendez-Carolina Campus, Florida Campuses. This Catalog is electronically available to students at least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog.

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

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

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

Website: www.suagm.edu

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

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

Website: https://carolina.uagm.edu

UAGM- Carolina Campus Administration

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, thet 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 constitude 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: lnvelazquez@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

Jacqueline Castro
Director of Student Affairs

Vacant
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

Leonides Pérez
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

Leonides Pérez
Director of Learning Resources Center

Tampa Bay Campus Administration and Staff

Joel T. Hornes
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

Leonides Pérez
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	8/2/2023	7/10/2023	7/31/2023
Classes End	6/24/2023	8/12/2023	7/22/2023	8/12/2023
Grades Due	6/26/2023	8/14/2023	7/24/2023	8/14/2023
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

(Please refer to the program curriculum page for admissions information.)

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. Méndez

Credits earned at any Sistema Universitario Ana G. Méndez (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

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.

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.

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.

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

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

Second-year Students- Those who have completed a minimum of 31 to 60 credit hours.
Third-year Students- Those who have completed 61 to 90 credit hours.
Fourth-year Students – Those who have completed 91 to 120 credits hours.
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

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.
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.
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

First-year Students - Those who have completed a minimum of 3 to 12 credit hours.

Second-year Students- Those who have completed a minimum of 13 to 24 credit hours.

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 six (6) credits per semester.
2. For an academic load of more than six (6) credits per semester for master's degree programs or enrollment in more than two (2) classes per part term, 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 a student's grade point average ("GPA"), the number value of the grades in the courses shall be:

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

2. The following system of letters will be applied in special cases; they will not be included in the calculation of the student's GPA, except for the "Compulsory Withdrawal" ("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

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

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 no attendance in a course within the first two weeks of the term (no grade points). This is reported in the official census.

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. Additional information regarding Incompletes is outlined below.

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

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

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.

Grade Grievance Procedure

The following grievance procedure provides students a means to contest a final course grade received in a course if a student believes fair and consistent grading procedures have not been followed. This procedure only pertains to the final course grade awarded in a course. A final grade is only subject to review when:

2. The assignment of the course grade to a student was on some basis other than performance in the course;

3. A procedural error has been discovered in the calculation or recording of the course grade; or

4. The assignment of a course grade to a student was not fairly given.

Disagreeing with grading policies or a faculty member's assessment of work is not a basis for a grade grievance.

If the basis of a student's grade grievance is that the student was subjected to harassment or discrimination, Universidad Ana G. Méndez – Carolina Campus may pause this grade grievance procedure while the claim of harassment or discrimination is evaluated in accordance with other University procedures.

<u>Process to Submit a Formal Grade Grievance</u>

To submit a formal grade grievance, the student must submit a written statement to the faculty member who issued the grade, or if the faculty member who issued the grade is no longer at the

University, the School Dean, that includes the following information:

1. The basis for the grievance, in accordance with the accepted bases listed above;
2. A summary of the issues in dispute, including any relevant documents;
3. The desired outcome for the grievance.

The written statement must be submitted in accordance with the deadlines outlined in the chart below:

Semester Grade Was Issued	Deadline for Appeal to Instructor
Fall	10th business day of following spring semester
Spring	10th business day of following fall semester
Summer	10th business day of following fall semester

A written decision from the faculty member or School Dean, as appropriate, will typically be communicated to the student within 10 business days of receipt of the grievance.

If the student is not satisfied with the resulting disposition of the grievance, the student may submit an appeal to the Vice Chancellor for Academic Affairs. This appeal must be submitted within 10 business days from receipt of the decision from the faculty member or School Dean. A written response from the Vice Chancellor for Academic Affairs will typically be communicated to the student within 10 business days of receipt of the student's appeal to the Vice Chancellor for Academic Affairs. The decision of the Vice Chancellor of Academic Affairs is final and cannot be appealed.

If any of the above deadlines are not met by the student, the grievance will be considered invalid and closed, unless, due to extenuating circumstances, the Vice Chancellor of Academic Affairs grants an extension of time.

Incompletes

Faculty may assign a grade of an "I" (Incomplete) for a course only if a student (1) has completed most course requirements, (2) is passing at the time that the Incomplete is requested, and (3) has a justifiable and documented reason, beyond the control of the student (such as accident, illness, or military service), for not completing the work on schedule.

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.

Conditions:

1. 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."

2. 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.

3. 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.

4. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is within the timeframes established by the Federal Government for disbursing aid.

If the student completes the required work in the timeframe allotted, the faculty member will complete a Change of Grade form to assign the appropriate letter grade. If the student does not complete the required work in the timeframe allotted, the Incomplete grade will be converted by the campus Registrar staff to a grade of NP or F. In either case, the final grade will be included in the cumulative GPA and the credits will count as credits attempted. A student may not be awarded a second Incomplete for the same course.

Responsibility of Faculty

Faculty are required to submit to the Registrar's office the required forms, including the Grade Roster and Faculty/Student Incomplete Grade Agreement form, per the scheduled due date and are required to comply with all relevant Universidad Ana G. Méndez – Carolina Campus policies and procedures.

Repeating Courses

1. If a student does not meet the minimum course grade in a program, the student will be required to repeat the course.

2. Universidad Ana G. Méndez – Carolina Campus 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.

3. Although both the old grade and the new grade will be shown on the permanent record, the highest grade obtained for the course is the grade that will determine the student's GPA and the amount of credit earned for the course.

4. No additional credits will be earned for repeating courses for which credits have already been earned.
5. In the case of externships, practicums, or internship courses, the student may repeat the course a maximum of twice. The student will only be able to repeat the course the second and last time with the approval and recommendation of the Academic Director and the practice supervisor.

6. No student may 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.

It is recommended that all graduate courses be passed with a minimum of B and that those students maintain a GPA of 3.0. If a graduate student obtains a final grade of C and it lowers the GPA to less than 3.0, it will be compulsory for the student to repeat the course(s).

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.

Satisfactory 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. SAP is measured at the end of each academic semester (including summer) to ensure students are meeting minimum qualitative and quantitative benchmarks. Additionally, students must complete their academic programs within a maximum timeframe. Students who fail to meet these standards will become ineligible for federal financial aid and may be dismissed from the university.

Qualitative Standard (minimum CGPA)

Students must earn and maintain a 2.0 cumulative grade point average (CGPA) in most undergraduate programs and a 3.0 cumulative grade point average (CGPA) in graduate programs. Specific programs as identified in the Academic Catalog may mandate higher academic standards to meet SAP. Students must earn and maintain a 3.0 cumulative grade point average (CGPA), among other requirements, if they are enrolled in the Associate of Science in Nursing or Bachelor of Science in Nursing programs. It is the responsibility of the student to adhere to the academic standards for their program of study.

Grades of A, B, C, D, F and WF are included in the CGPA calculation. Transfer credits, incompletes, audited courses, courses dropped during the add/drop period, and withdrawals (W, WA and WN) are not included in the CGPA calculation. If a student repeats a course, the highest earned grade is included in the CGPA calculation.

A student enrolled in a program of more than two academic years in length must have a CGPA of at least 2.0 (“C or equivalent”) at the end of the student’s second academic year to be meeting the qualitative standard of SAP.

Quantitative Standard (completion rate)

Students must meet the minimum standards of successful course completion percentage (67%) to ensure they are on track to graduate within the maximum timeframe for their academic program. The completion rate is calculated by dividing the number of earned credit hours by the number of attempted credit hours. For example: 9 earned credits ÷ 12 attempted credits = 75% completion rate. Earned credits include grades of A, B, C, D, and Pass. Attempted credits include grades of F, W, WF, I, WA and WN. Transfer credits are considered attempted and earned credits. Courses dropped during the add/drop period and audited courses are not included in the completion rate calculation. Repeated coursework and grade forgiveness may both negatively impact the student completion rate. All attempts will be included in the denominator of the calculation, but only one successful completion will be included in the numerator.

Maximum Timeframe

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 credit hours, a student cannot attempt more than 90 credit hours to complete

the program and receive federal financial aid. Similarly, with respect to a 120-credit hour program, a student cannot attempt more than 180 credit hours to complete the program. Maximum timeframe for graduate programs is also determined by multiplying the length of the program in credit hours by 150%. Each semester, the university will evaluate if a student can complete their program within the maximum timeframe. A student becomes disqualified for federal financial aid when it is determined that it is not mathematically possible for them to complete their program within the maximum timeframe.

Financial Aid Warning, Suspension Status & Probation 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. A student can only be placed on Financial Aid Warning if they were meeting the SAP standards in the prior semester in which they were enrolled or were in the first semester of their program.

While on Financial Aid Warning status, the student will remain eligible for federal financial assistance.

At the end of the Financial Aid Warning period, the student's cumulative grade point average and rate of course completion percentage are again reviewed. If the student's cumulative grade point average and rate of course completion percentage 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 lose eligibility for federal financial assistance at that time (Financial Aid Suspension).

If the student does not meet the minimum SAP requirements for CGPA or completion rate and their Title IV eligibility is suspended, the student may submit an SAP Appeal. If the appeal is approved, 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 at the end of the semester in which they are on Financial Aid Probation, the student will be considered as meeting the SAP standards.

SAP Appeals

If the student does not meet the minimum SAP requirements for CGPA or completion rate and their Title IV eligibility is suspended, the student may submit an SAP Appeal Form 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 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. Students are not permitted to appeal due to exceeding the maximum timeframe for their program. However, students who reach the maximum timeframe for their program may continue their enrollment without the benefit of financial aid.

The SAP Committee reviews the appeal and notifies the student of the outcome of their appeal via student email. Students typically receive a response from the SAP Committee within 30 days. If the committee determines the student's appeal does not provide adequate reasons or documentation for their failure to meet the SAP standards, or that circumstances have not changed such that the student could

meet SAP standards in the future, the student's appeal will be denied, and the student will lose federal financial aid eligibility until they meet the SAP standards or successfully appeal.

If the committee determines the student's appeal is approved and that the student will meet SAP standards at 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 at the end of the semester in which they are on Financial Aid Probation, the student will be considered as meeting the SAP standards. If the committee determines the student's appeal is approved and that, based on the appeal, the student will require more than one semester to meet SAP, the student will be placed on Financial Aid Probation and an Academic Plan will be developed for the student. If the student meets the terms of the Academic Plan at the end of the semester in which the student was on Financial Aid Probation status, the student will remain eligible for federal financial aid for another semester under their approved Academic Plan. If the student does not meet the terms of their Academic Plan and is not meeting SAP standards at the end of the Financial Aid Probation term, the student will no longer be eligible for federal financial aid 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 and the SAP Committee determines the student will require more than one semester to meet the standards of SAP, an Academic Plan will be created. 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 developed by the Director of Retention or Academic and Retention Counselor and provided to the student in writing. The plan will be evaluated after every semester 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 timeframe (MTF), and the student stays in compliance with the terms of the Academic Plan. If a student wants to change their Academic Plan, they must appeal. The appeal must state what has happened to require the change and how they will be able to make academic progress.

Regaining Financial Aid Eligibility

Students who are not meeting SAP requirements for CGPA or completion rate 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 determined eligible for federal financial aid once they meet the SAP requirements. The same process applies to students who have submitted a SAP appeal that has been denied. Students who have been denied a SAP appeal can re-appeal after completing one semester without federal aid using extended enrollment status. These students are monitored each semester and are made eligible for federal aid once they meet the 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 not dismissed may continue their studies in an extended enrollment status to attempt to earn eligibility for federal

financial aid. Students on an extended enrollment status will be charged the published tuition and fees and will not be eligible for any Title IV financial aid.

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

Incompletes: A student with a grade of "I" must complete the coursework within the allotted time as published in the Catalog. The faculty member will assign a final grade if the student does not complete the course within the allotted time. The I grade is not included in the CGPA calculation, but the final grade for the course is included in the next SAP CGPA evaluation. The I grade is included as credits attempted for the completion rate.

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

Repetitions: Students are permitted to repeat courses. All credits count as credits attempted, but only one successful completion is included in the numerator (earned credits). The highest grade for the repeated course will count in the cumulative grade point average.

Transfer Credits: All transfer credits that are creditable toward the student's current program of enrollment 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 are required to earn a passing grade in a remedial course prior to attempting the next course in the sequence. Remedial courses are not included in the calculation of completion rate, maximum timeframe, and cumulative GPA. However, a qualitative assessment of a student's progress in remedial courses is performed by requiring that the student earn a "P grade" (pass) in a minimum of 50% of cumulative remedial credit hours attempted.

Major Changes

If a student changes their academic program of enrollment, previously completed courses that are not creditable toward the new program of enrollment also will not be included in the SAP evaluation.

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.

Cancellation and Refund Policy

Should a student's enrollment be terminated or cancelled for any reason, all refunds will be processed according to the following refund guidelines:

1. Cancellation can be made in person, by email, by certified mail, or by administrative action.

2. No charge will be made for applying for admission.

3. If the student withdraws before the end of the drop/add period, the student will be refunded all (100%) tuition and fees, as well as any funds paid for supplies, books, or equipment which can be and are returned to the institution. New Students who cancel within three working days from the date that the student signs the enrollment agreement, will be refunded all (100%) tuition and fees, but may not be refunded for supplies, materials, and kits that are not returnable.

4. Students who do not attend the courses during the established Census period will be reported by the professor. The administration will record an administrative withdrawal, and the student will be charged 25% of the course tuition cost. Federal Aid cannot be used to pay the 25%.

5. Termination Date: In calculating the refund due to a student, the last date of participation in class by the student is used in the calculation, unless earlier written notice is received.

6. Refunds will be processed within 30 days of termination of student's enrollment or receipt of Cancellation Notice from the student.

Refund Formula

Any student who requests a total withdrawal of courses, after the drop-add period, but through 60% of the semester registered, will be reimbursed according to the following formula: Total days elapsed/total semester days= % total cost. After 60% of the total days of the semester has elapsed, the student will be responsible for 100% of total costs.

Return of Title IV Funds

If a student who qualifies for Title IV (federal financial aid) funds does not complete the term or part of term, the university is required to complete a pro rata calculation to determine the percentage of the Title IV funding the student has earned for that term. The pro rata calculation, called a Return of Title IV (R2T4) calculation, is based on the premise that a student "earns" financial aid for each calendar day they remain enrolled and in attendance during a term or part of term. The R2T4 calculation must be performed if a student notifies the university of their withdrawal (official withdrawal), is dismissed, or stops attending all their courses without notification (unofficial withdrawal). For students who officially withdraw, the date the student began the official withdrawal process or provided official notification to the university of their intent to withdraw will be considered their last date of attendance. For students who unofficially withdraw, the midpoint of the term will be considered their last day of attendance. If a student was only scheduled to attend a part of term course (i.e., a course that does not span the entire term) and they unofficially withdraw, the midpoint of the part of term will be the last day of attendance. For students who are dismissed, their date of dismissal will be considered their last date of attendance.

The pro rata calculation uses the number of days the student attended as the numerator and the number of days in the term or the days they were scheduled to attend if enrolled part of term (excluding any scheduled breaks of 5 days or more) as the denominator. For example, if a student attended 40 days of a term of 100 days,

they will have earned 40% of their Title IV aid for that term.

If a student attends beyond the 60% point of the term, they have earned 100% of their financial aid for the term.

If the R2T4 calculation determines the student has received more in Title IV disbursements than they have earned, the unearned portion of Title IV funding must be returned to the U.S. Department of Education no later than 45 days from the date the university determined the student ceased attending. There may be both an institutional and student portion to return. The university will return the institutional portion of loans and grants and the student portion of grants to the U.S. Department of Education, and the student will be responsible for repaying the university for any resulting balance on their student account. The student portion of the grant overpayment is any amount of the grant overpayment that exceeds 50% of the amount of grant aid received by the student. The amount that must be returned is the lessor of:

1. The institutional charges multiplied by the unearned percentage of the Title IV funds: or
2. The entire amount of excess Title IV funds.

Any unearned funds are returned in the following order:

- Unsubsidized Direct Loans;
- Subsidized Direct Loans;
- Direct PLUS Loans;
- Federal Pell Grants;
- IASG Grants;
- FSEOG Grants;
- TEACH Grants.

The student portion of grants will not be returned if the grant overpayment is $50 or less. Any loan amount to be returned by the borrower must be repaid according to the terms and conditions of the borrower's Master Promissory Note (MPN).

If the R2T4 calculation determines the student has received less in Title IV disbursements than they have earned, the student may be offered a post-withdrawal disbursement (PWD). The university may automatically disburse all or a portion of the PWD that consists of grant funds in order to satisfy tuition and fees within 45 days of the date the university determined the student ceased attending. The university will seek the student's permission to use PWD grant funds for all other educationally related charges. Any PWD of loan funds must be offered to the student or parent borrower in writing within 30 days and accepted by the student or parent borrower and disbursed within 180 days of the date the university determined the student ceased attending. Loan borrowers who are offered a PWD of loan funds will receive written instructions for declining the PWD or accepting all or a portion of the PWD. A borrower can never receive a PWD for funds for which they did not meet the eligibility criteria at the time they ceased attending.

A student is exempt from the R2T4 calculation if any of the following conditions apply:

- They complete all requirements for graduation in the same term they cease attendance.
- They successfully complete one or more part of term courses that includes 49% or more of the number of days in the student's payment period.
- They are enrolled in a program offered in a part of term format and they successfully complete coursework equal to or greater than the university's definition of a half-time student.
- They are enrolled in a program offered in a part of term format and provide written confirmation that they will begin attendance in another part of term course in the same term within 45 calendar days from the date they ceased attending. If the student does

not subsequently begin the part of term course they confirmed they would attend, a R2T4 calculation is required.

Although a student may be exempt from the R2T4 calculation, other adjustments to the student's financial aid may be required.

The R2T4 calculation does not apply to Federal Work Study or non-federal financial aid programs.

The R2T4 calculation is separate from the university's refund policy. If a student ceases attendance during a term, the Title IV funds that previously paid or were anticipated to pay the student's account balance may be reduced resulting in the student owing a balance to the university. The university will seek payment from the student for any funds it returns to the U.S. Department of Education that results in a balance due on the student's account. We encourage students to carefully consider the academic and financial consequences of withdrawing and to consult with the Financial Aid Office prior to withdrawing.

Financial Aid Credit Balances

Universidad Ana G. Méndez – Carolina Campus will issue a credit balance payment when a student's financial aid payments received exceed the tuition charges on their account. All credit balances 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 check or direct deposit will be processed.
2. Financial Aid credit balances will be processed within 14 days after the financial aid funds have been disbursed into the student account.

Credit Balance and Refund Procedures

Credit balance payments and refund payments will be processed according to the following:

- A payment will be sent via Direct Deposit to the students who have submitted the University's Direct Deposit form. Students who have not completed the Direct Deposit form will receive a check via mail.
- Students will be notified, via email or text message, that the credit balance or refund has been processed.
- The student is responsible for any outstanding balance in their account that may result from any adjustments made in their academic load after the credit balance or refund disbursement.
- All uncashed checks expire 90 days after the date of issuance.

- If the student does not cash the check within the established time or the direct deposit is unsuccessful, the Bursar's Office will contact the student, inquire how they would like to receive the funds, and provide next steps. If the Bursar's Office is unable to reach the student, the funds will be returned to the original funding source (i.e., U.S. Department of Education, state agency, etc.). If the source of the funds was a payment from the student (i.e., not financial aid or another third-party payment) and attempts to contact the student are unsuccessful, the funds will be held on the student's account until the student inquires or the student incurs new charges to which the credit balance may be applied.
- Students are responsible for notifying the Bursar's Office of any changes to their address, bank account or any information required by Universidad Ana G. Méndez – Carolina Campus to locate the student.
- 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.

All claims regarding this procedure or the cancellation, refund and credit

balance policies 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/SSFAD/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 l974 (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. The institution does not make any guarantee of placement.

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 Vice Chancellor of Academic Affairs 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 hard 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 always, 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

Academic Year 2022-2023

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Abraham, Leticia	MS Spanish Language Education, Nova Southeastern University, 2014
Alomar, Maricelly	Master of Arts in Education Guidance & Counseling, Universidad Interamericana de Puerto Rico, 1992
Alvarez, Pedro	Master of Science, Spanish Language, Nova Southeastern University, Florida 2014
Andrade, Pablo F.	Master of Arts in Applied Economics, University of Central Florida, FL 2000
Aponte, Bianca	Juris Doctor, Florida A&M University, 2021
Aponte, Carmen M.	Master of Science in Computer Information Systems, University of Phoenix, 2006
Asturias, Sergio	Master of Business Administration in Health Care. St. Leo University, FL 2013
Bennet, Tomas	MA History, Andrews University, Berrien Springs, Michigan, 1981
Bolivar, Marga	Master of Science in Engineering Management, University of South Florida, Tampa FL 2004.
Borrero, Omayra	Pharmacy Technician, Centro de Estudios Multidisciplinarios, Humacao, PR, 1983
Bóssolo, Ivette	Juris Doctor / Florida State University, Tallahassee, FL, 2005
Brisolla, Aysha	Master of Healthcare Administration and Logistics, University of Phoenix,
Burgos, Luis A.	Doctor in Education Educational Administration, Interamerican University, 1996
Carbajal, Florence	Master of Education In TESOL, Universidad Del Turabo, FL 2010
Cardona, Fransheska	Master in Clinical Social Work, Ana G Mendez University, 2020
Castellanos, Maribel	Master's in Education-Counseling, Ana G Mendez University, 2019
Castillo, María	BA Health Sciences Management, Webster University, 1998 Cert Pharmacy Tech

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Castillo, Marta	Master of Education, English Second Language Minor in Counseling, Ana G Mendez University, Orlando FL 2019
Catala, Alma	Master of Science in Biomedical Sciences, Burnett School Of Biomedical Sciences, University of Central Florida, 2018
Cevallos, Roxana	Master of Social Work, Southern Connecticut State University, CT 2013
Cintrón, Brenda	Master of Education; Major: Special Education, Universidad de Puerto Rico, PR, 2003
Collins, Glenda	Master of Social Work, Florida State University, Ocala FL 2012
Colón, Chalie	Master of Business Administration in International Business Everest University, 2006
Colón, Ismabel	Ph.D Research & Academic Psychology, UPR 2017
Colón, Nora	Educational Specialist in Bilingual and Bicultural Education, Seton Hall University, NJ 1997 Master of Education in Teaching, Curriculum and Learning Environment, Harvard University, MA 1991
Colón, Victor	Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana, Puerto Rico, 2012 Master of Business Administration in Finance Universidad Interamericana, Puerto Rico, 1998
Colon-Colon, Hector	Master of Divinity, Eastern Baptist Theological Seminary, Philadelphia, PA, 1985
Cortés, Gretel	Medicine Doctorate Ibero-American University, Dominican Republic, 2008
Cotto, Emmanuel	Master of Public Administration w/ Concentration in State and Local Government, Nova Southeastern University,2019 Master of Science in Leadership w/ Concentration in Education and Human Services, Nova Southeastern University, 2013
Cravener, Marilyn	Master of Accounting and Financial Management DeVry University, FL, 2008
Cruz-Monge Veronica	Master of Education in English Curriculum, Caribbean University, Puerto Rico 2010
De Jesús, Edwin	Master of Education Guidance and Counseling, Universidad del Turabo, Orlando FL, 2010
Del Río, Rafael	Master of Business Administration, University of Phoenix, 2012
Díaz, Calix	Doctor in Clinical Psychology, Carlos Albizu University, 2012 Master of Clinical Psychology, Carlos Albizu University, 2009 Master of Social Work, University of Puerto Rico, 2002

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Díaz, Sharon	Master of Arts in English Education, Universidad de Puerto Rico, RUM, PR, 2011
Dominguez, Leslie	MA with Industrial/Organizational Psychology, Interamerican University of PR,
Eguia, Marco	Master of Science in Computing in Open Information, Universidad Interamericana, Puerto Rico, 2007
Engel Peñalosa, Luz Marina	Master of Education in Language Arts, Carthage College, WI. 2003
Estevez, Oribel	Doctor of Education in Higher Education Leadership, Nova Southeastern University, Tampa FL 2016
Fontanez, Debora	Doctorate in Social Work Concentration: Administration of Social Policy, 2021 Master's in social work Concentration: Clinical Social Work, 1998
Gabauer, Carola	Master of Business Administration in Management and Strategic Leadership, Ana G Mendez, 2018
González, Lester	Master in Health Service Administrarion, Health Services Management, 2018
González, Nayeli	MBA Finances, Universidad Ana G Méndez, PR, 2021/ BBA Accounting, Universidad Ana G Méndez, 2019
Harper, Maria del C.	Master of Media Design Management, Sanford Brown College, Tampa FL, 2010
Hernández, Adriana	Master of Science in Industrial Engineering & Management, University of South Florida, Tampa FL 1994.
Herrera, Miguel	Master of Arts in Social Administration in Social Work, Temple University, Pennsylvania, 2004
Hoepp, Lizeth	Bachelor in Pharmacy, Santa Maria University, 2004
Hurtado, Miguel	Doctorate in Medicine University of Sciences, Arts & Technology Montserrat, 2018 Master in Public Health in Medical Sciences, School of Public Health, 2017 Pharmacy Technician Certificate Ponce Paramedical College, PR, 2008
Irizarry, Cesar	Doctor of Chiropractic, Life University College, Marietta, GA, 2001 MBA Healthcare Management Jones International University, CO, 2011
Jacome, Olga	Doctorate in Education Science, Major in Spanish and Literature, Universidad de Guayaquil, Ecuador, 2004
Jaimes, Daniella	Master of Business Administration, Health Services Management Specialty, Keller Graduate School of Management, 2014

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Jimenez, Edda	Doctorate in Pharmacy, Nova Southeastern University, San Juan, PR 2014
Laboy-Lugo, Elmer J.	Master of Public Health, Ponce Health Sciences University, Ponce, PR, 2014
Leduc, José R.	Doctor of Medicine, Universidad Central Del Este (UCE), DR
Maldonado, Lelis	Master of Public Health, Grand Canyon University, Phoenix, AZ 2019
Martínez, Gloria	Ed.D Education with concentration in Orientation and Counseling, University of PR, 2017 / Master in Education, Inter PR, 2007
Martínez, José A.	Master of Business Administration in Finance, Wake Forest University, North Carolina, 1994 (Over 18 credits in Accounting at the Master Level)
Martinez, Lucia	Industrial Engineer, Universidad Distrital Francisco Jose de Caldas, Bogotá, Colombia, 1998 Master of Education, Universidad Latinoamericana de Ciencia Y Tecnología, San Jose, Costa Rica, 2009
Martínez, Rebecca	Doctorate of Education in Educational Leadership, Universidad del Turabo - PR, 2014
Masmela, Paola	Master in Education, Universidad Sergio Arboleda, 2013
Matos, Samuel	Doctor of Medicine, Venezuela Doctor of Philosophy in Public Health, University of South Florida, Tampa FL 2020
Mena, Rosmer	Master of Social Work, University of South Florida, Tampa, FL, 2011
Méndez, Cecilia	Master of Education in Teaching English as a Second Language (ESOL), Universidad del Turabo, FL 2005
Mendoza, Ana T.	Master of Sciences, Educational Leadership, AGM 2008
Molinares, Fernando	Master in Fine Arts, Savannah College of Art and Design, 2021 / BA Fine Arts, University of Central FL, 2008
Morales, Edna	Bachelor's Degree in Pharmacy, Massachusetts College of Pharmacy, Boston MA, 1992
Morales, Mayra	Educational Specialist – School Psychology UCF, 2002 Master of Education, Educational Media & Technology, Boston University, 1992
Neuman, Maria I.	PhD Human Science, Universidad del Zulia, Venezuela, 2008 / MS Technology Management, Universidad del Zulia, Venezuela, 1995
Nieves, Luz Eneida	PhD Public Health, Walden University, 2019 Master of Public Health in Epidemiology, University of Puerto Rico, 1992

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Nieves, Zitszurie	Master's Degree, Polythecnic University of Puerto Rico Major in Finance, 2020
Ocasio Pérez, Lissette	Master of Business Administration in Accounting, Universidad Metropolitana, FL. 2012.
Ortega, Andrea	Master in Nonprofit Management, University of Central Florida, 2015 BS in Packaging Science, University of Florida, Gainesville, 2013
Ortiz, Ely Ann	Master of Business Administration in Management, University of Phoenix, 2008
Ortíz, Jeriel	Doctor of Education in Instructional Leadership, Nova Southeastern University, FL, 2013 Master of Education in Curriculum & Instruction: Instructional Technology, Grand Canyon University, AZ, 2008
Ortiz, Rafael	Master in Math Education, Inter American University, 2006
Ortiz-Torres, Irma	M.Ed. Curriculum Instruction: Reading, TESL, Grand Canyon University, 2006 Over 50 credits at doctorate level in Education
Pacheco, Magaly	Doctorate of Education in Counseling and Guidance, Universidad Interamericana, Puerto Rico, 1994 Master of Public Administration, Universidad de Puerto Rico, 1982
Pacheco, Marisel	Ed.D)Doctor of Education-Educational Leadership, Northern Arizona University, 2016 Master of Education-special Education, Northern Arizona University, 2005
Padilla, Jacqueline	Master in Social Works Universidad Interamericana PR, 2014
Pagán, Angel	MA Philosophy, Cleveland State University,
Paredes, Evert	Master of Education, Universidad Rafael Urdaneta, Maracaibo, Venezuela, 2011
Patiño, Adriana	MS Spanish Language Education, Nova Southeastern University, Fort Lauderdale, FL, 2015
Perera, Carmen	Doctor of Pharmacy, Universidad de Santa Maria, Venezuela, 1993
Perez, Luz	Master's in social work, Ana G. Mendez University, 2020
Perez, Silvia X.	Master of Social Work, University of Nebraska NE, 2016
Pérez-Segnini, Héctor	Master of Business Administration, Instituto de Estudios Superiores de Administracion, Caracas Venezuela Masters of Arts , Psychology –organizational, Columbia University
Puello, Pablo A.	Doctor of Philosophy in History, Inter American University, San Juan, PR, 2018

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Puerta, María I.	Doctor of Philosophy in Social Sciences, Universidad Carobobo, Venezuela, 2012 Master in Political Sciences, Universidad Central de Venezuela, 2002
Quintana, Angel	Master's Degree in Clinical Social Work, Ana G. Mendez University, FL 2020
Ralat, Raquel	Master in Clinical Social Work Universidad del Este, Orlando, Florida, 2020
Ramos, Damaris	DBA, Marketing, Walden University, 2021 / Master in Industrial Organizational Psychology, Carlos Albizu University, PR 2001
Ramos, Simon	EdD/DBA Nova Southeastern University Ft. Lauderdale, FL 2005
Ravelo, Elein	Doctor of Pharmacy, Lake Erie College of Osteopathic Medicine, 2018
Reyes Santos, René	Master of Arts in History Education, Universidad De Puerto Rico, PR 1992
Rios McConnell, Rafael	Master of Sciences in Public Health, Health Systems Administration, UPR, 2019 Doctor of Medicine Iberoamerican University School of Medicine, DR.,2011
Rios, Abigail	Ph.D. in Instructional Design & Technology, Keiser University, 2017, Master in Public Administration, University of Puerto Rico, 1996
Rivera Ramos, Waldemar	Master of Guidance & Counseling, Nova Southeastern University, Tampa FL 2010.
Rivera, Carmen	Master of Arts in Spanish University of Central Florida, FL, 1999
Rivera, Sonia	Registered Pharmacy Technician, Med Tech College, San Juan PR 1997
Rodríguez, Ibis	Ph.D in Caribbean and Hispanic Literature, Centro de Estudios Avanzados de Puerto Rico y el Caribe, 2011 MA in Spanish Language, InterAmerican University, 1990
Rodriguez, Jose M.	Master of Divinity, Pastoral Studies, Southern Baptist Theological Seminary, KY 2009
Rodriguez, Nidia C	Master of Social Work, Ana G. Mendez University, Tampa, FL 2020
Rodríguez, Tere	Master of Arts in Education Governors State University, IL, 1986
Rolón, Maria De Lourdes	Master's in social work InterAmerican University San Juan, PR, 2007

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Roman, Cesar	Master of Arts in Psychology, Interamerican University, Puerto Rico 2006
Rosa, Omar	Master's in health services management, Ana G. Mendez University, Tampa FL 2017
Rosales Arceo, Aida	Master of Education in International Languages, Framingham College, Boston, MA 2003
Ruiz, Mercedes Doris	Doctor of Education/Leadership in Higher Education Gwynedd Mercy University, 2019 Master of Business Administration in Global Management University of Phoenix, Tampa FL 2002
Saleh, Samir	Doctor in Pharmacy,
Salgado, Tamara	Master of Education, Interdisciplinary Studies, National Louis University. IL, 2001
Sánchez, Beatriz	Industrial Pharmaceutical Technology Diploma, Santa Maria University, Caracas
Sanchez, Jesus	Master of Social Work Ana G. Mendez University, FL 2020
Santana, Daniel	Bachelor in Computer Sciences, Inter American University, PR 2005
Santiago, Laguinot	Master of Social Work, Ana G. Mendez University, Carolina Campus, Tampa, FL 2020
Sharifi, Nancy	Master of Public Administration, University of Central Florida, FL, 1992
Silva, Dianelys	Master in Management in Health Services, Universidad del Este-Orlando, 2018
Soto, Sherly	Master of Education in ESOL, Universidad del Turabo, PR, 2004
Tenias De López, Virginia	Master of Social Work, concentration in Direct Practice with Individuals, Families, and Groups Rutgers The State University of New Jersey, 2010
Tirado Acevedo, Alex	Doctorate in Business Administration, Columbia Southern University, 2017 Master's in Management Metropolitan University, 2008
Torres, Joshua	Master in Social Work, Social Work Direct Services, Inter American University, 2016
Torres, Miguel	Ph.D., Doctor of Philosophy in Clinical Psychology, Carlos Albizu University, 2020 M.S., Industrial Organizational Psychology, Carlos Albizu University, 2008

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Torres, Nelson	Doctor of Educational Leadership, University of Central Florida, FL, 2006 Master of Education in Elementary Education, Marymount University, VA 1994 Master Business Administration in Logistics Management, Florida Institute of Technology, 1980 Master of Arts in Educational Psychology, Ball State University, IN 1977
Torres, Ramón	MS Psychology, Purdue University, 2018
Useche, Maria	Doctor in Sciences, Law, Universidad Central de Venezuela, 2005-equivalent to Ph.D in Law / Attorney, Universidad Catolica Andres Bello, 1974-equivalent to Bachellor
Valedon, Joanveronika	Juris Doctor, University of Florida, Gainesville, FL 2002
Valedón, Joanverónika	Juris Doctor, University of Florida Levin College of Law, 2002
Valenzuela, Dante	Master of Education in Leadership Administration, University of Illinois, IL 1997
Vázquez, Maria E.	MBA, Major: Materials Management and Production Control, Univ. del Turabo, PR 2000 MBA Business Administration, Catholic Univ. PR, 1987
Villafañe, Omar	JD: Law, University of PR, 2016
Villalobos, Mario	Doctor of Philosophy in BA/Spec. Financial Management, Northcentral University, 2017 Master of Business Administration, Spec. Financial Management, Rutgers University, NJ 1983
Zayas, Santiago Carla	Master of Arts in Spanish, University of South Florida, Tampa FL 2008. Graduate Certificate in Latin American Studies, University of South Florida, Tampa FL 2010.

Section V: Programs of Study

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**

UAGM - 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

*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**

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**

UAGM – Carolina Campus
School for Professional Studies
Program Title: Psychology
Credential Issued: Bachelor of Sciences (BS)
Degree Requirements: 121 Credits

General Education Courses (51 Credits)

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

Core Professional Courses (18 Credits)

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

Major Courses (52 Credits)

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

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Master's Degree

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**

UAGM - Carolina Campus
School for Professional Studies
Program Title: Public and Non-Profit Management
Credential Issued: Master in Public Administration (MPA)
Degree Requirements: 36 Credits

Core Professional Courses (21 Credits)

Courses	CRS	UE-T	Pre-Requisite
PUAG 502-O Public and Nonprofit Organizations: Management and Leadership	3		
PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs	3		
PUAG 512 Public and Non-Profit Accounting and Finance	3		
PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3		
PUAG 640-O Development and Management of E-Government Projects	3		
PUAG 515-O Research Methods Applied to Public Affairs	3		
PUAG 535-O Strategic Management and Public Policy	3		

Major Courses (Select 4 Courses - 12 Credits)

Courses	CRS	UT-T	Pre-Requisite
PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations	3		
PUAG 605-O Topics and Cases in Urban Policy and Planning	3		
PUAG 604-O Urban Affairs and Public Policy	3		
PUAG 608-O Community Organizations and Public Policy	3		
PUAG 615-O Development of Financial Proposals for Public Sector	3		
PUAG 626-O Special Topics	3		
PUAG 610-O Legislative Process	3		

Capstone Course (3 Credits)

PUAG 665-O Capstone Course	3		9 Approved Credits of Major Courses

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **Revised 6/2011**

Master 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**

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

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Master in Social Work (MSW) – Social Work

54 Credits

(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**

UAGM - Carolina Campus School of Social and Human Sciences Program Title: Social Work Credential Issued: Master Social Work (MSW) Degree Requirements: 54 Credits			
Foundation Courses (27 Credits)			
Courses	**CRS**	**UE-T**	**Pre-Requisite**
SWGR 504-O Social Policy Analysis	3		
SWGR 505-O Human Diversity and Social Justice	3		
SWGR 506-O Social Work with Individuals and Families	3		
SWGR 507-O Social Work with Groups and Communities	3		SWGR 506-O
SWGR 510-O Research Design	3		
SWGR 601-O Theories and Models of Human Development and Behavior I	3		
SWGR 606-O Theories and Models of Human Development and Behavior II	3		SWGR 601-O
SWGR 555-O Social Work with Seminar and Field Practicum I	6		SWGR 504-O SWGR 505-O SWGR 507-O SWGR 510-O SWGR 606-O
SWGR 670-O Comprehensive Exam (1st part)	0		Concurrent with SWGR 555-O
Major Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
SWGR 602-O Clinical Intervention I	3		
SWGR 607-O Clinical Intervention II	3		SWGR 602-O
SWGR 511-O Research Analysis	3		SWGR 510-O
SWGR 655-O Social Work with Seminar and Field Practicum II	6		SWGR 555-O SWGR 511-O SWGR 670-O
SWGR 665-O Social Work with Seminar and Field Practicum III	6		SWGR 655-O
SWGR 671-O Comprehensive Exam (2nd Part)	0		SWGR 670-O
Elective Courses (Select 6 Credits)			
SWGR 604-O Social Work and Mental Health	3		SWGR 670-O

SWGR 608-O Psychopathology, Human Behavior and Social Environment***	3		SWGR 670-O
SWGR 620-O Adult and Elderly Development	3		SWGR 670-O
SWGR 623-O Drug and Substance Abuse	3		SWGR 670-O
SWGR 616-O Violence and Society	3		SWGR 670-O
SWGR 627-O Mental Health Services and Policies	3		SWGR 670-O
SWGR 625-O Psychopharmacology and Social Work	3		SWGR 604-O SWGR 670-O

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REV 6/09/2020

Course Descriptions

ACCO 110-O Quantitative Aspects
3 Credits

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

ACCO 111-O Introduction to Accounting I
3 Credits

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

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.

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**

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 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**

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 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 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 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**

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 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**

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**

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 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 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 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 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.**

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**

SOCI 204-O Principles of Sociology
3 Credits

This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions, and influences of interaction, changes, social processes, and the analysis of the social problems that are most frequently present in society. The presentation of the themes to be discussed will be from a sociological perspective. **Pre-Requisite: SOCS 112-O**

SOSC 111-O Individual, Community, Government, and Social Responsibility I
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. **Pre-Requisite: None**

SOSC 112-O Individual, Community, Government, and Social Responsibility II
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions. **Pre-Requisite: SOSC 111-O**

SOSC 250-O Statistics in Social Sciences
3 Credits

This course is an introduction to the statistical methodology as applied to Social Sciences. Basic statistical concepts and techniques are introduced. The course also emphasizes the scientific and graphical presentation of data, as well as its analysis. **Pre-Requisite: MATH 111-O**

SOSC 258-O Research Techniques in Social Sciences
3 Credits

Introduces the learner to the application of all scientific techniques for research and investigation in the social sciences. Places emphasis on basic procedures for gathering data, establishing the problem and hypothesis, analyzing, interpreting and applying findings. **Pre-Requisite: SOSC 250-O**

SOSC 260-O Research Techniques in Social Sciences
3 Credits

Introduces the learner to the application of all scientific techniques for research and investigation in the social sciences. Places emphasis on basic procedures for gathering data, establishing the problem and hypothesis, analyzing, interpreting and applying findings.
Pre-Requisite: SOSC 250-O

SPAN 100-O Communications Skills for Spanish as a First Language
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a basic level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as

a useful tool in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

SPAN 102-O Introductory Spanish Language- Basic Level II
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At an intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities that spelling and grammatical rules are emphasized while keeping the focus on reading comprehension as a skill that helps them to express themselves both orally and in writing effectively. It emphasizes effective oral communication as a useful tool in the professional and personal development of the students. In addition, it introduces and emphasizes the verbal and written aspects of language as important elements in formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

SPAN 115-O Reading, Writing, and Oral Communication in Spanish I
4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a high intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities, with emphasis on spelling and grammatical rules, and the correct use of writing/editing techniques, that college-level students will learn effective ways to express themselves and apply these to their subject area. They will not only learn the proper rules for written communication but also the correct etiquette that includes from writing e-mails to written reports. Special attention is given to verbal communication and body language as important characteristics of formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.
Pre-Requisite: None

SPAN 116-O Reading, Writing, and Oral Communication in Spanish II
4 Credits

This advanced Spanish course focuses on the use of language from a communication approach thus allowing the adult learner to develop further his/her language skills. In addition, the course deals with reading analysis and interpretation in reference to the evaluation of the content of the message (inference, critical analysis, distinguishing between facts, opinions, and assumptions), which goes beyond the meaning of the text, techniques, and author's resources. It also includes studying the text readings from the reader's perspective, while analyzing the content in reference to the central idea of the context, secondary idea, vocabulary, the correlation of ideas, different types of speeches, and languages. The course will give special attention to the proper wording of messages and sentence/paragraph construction. It will allow many opportunities to practice and manage grammatical structures in reference to spelling, punctuation, the development of techniques for oral presentations, proper body language, and the use of technology. The course pays close attention to the practice and management of grammatical structures in regards to the inaccuracies or misuse of the language (barbarisms, solecisms, ambiguities, agreement, pleonasms, etc.). The course is developed through reading

discussions, reflections, reviews, research, essay writing, and oral presentations supported by technology. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. **Pre-Requisite: SPAN 115-O**

SPAN 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.

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**

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**