Universidad Ana G. Méndez
Gurabo Campus Catalog
2022-2023

Florida Branch Campuses

METRO ORLANDO
SOUTH FLORIDA
TAMPA BAY

Volume I
August 2022

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Section I: Universidad Ana G. Méndez - Gurabo Campus

Our Profile

Universidad Ana G. Méndez (UAGM) – Gurabo Campus is a nonprofit institution of higher education located 15 miles southeast of San Juan, Puerto Rico, within easy reach of the entire east-central part of the island. Its 140-acre suburban campus and its fifteen buildings provide an ideal atmosphere for the learning experience. The university currently operates five (5) additional locations located in Barceloneta, Cayey, Isablea, Yabucoa, and Ponce, and three (3) in Florida.

It is a professionally oriented institution with a variety of offerings, from technical certificates to doctoral degrees. The institution serves a diversified student body mostly from the surrounding communities, with a variety of economic and educational backgrounds.

Founded in 1972, Universidad Ana G. Méndez - Gurabo Campus has continued to grow in the new millennium. The student population of more than 13,000 is composed of young adults and professionals. The academic staff consists of more than two hundred (200) full-time faculty members. The fulltime faculty members hold doctorates and master's degrees in their fields of expertise. Nearly sixty (60) percent of Universidad Ana G Méndez-Gurabo Campus's full-time faculty hold a doctoral degree. The gender distribution of the faculty is 59% female and 41% male. Universidad Ana G. Méndez - Gurabo Campus is a member of Sistema Universitario Ana G. Méndez.

Mission

The Gurabo Campus and its locations are accredited units of Universidad Ana G. Méndez that are committed to academic excellence, research, innovation, entrepreneurship, internationalization, and the socio-humanist development of a diverse population. By developing academic and professional competencies we form citizens capable of contributing to the local and global communities. Its resources support its post-secondary, undergraduate, graduate, and continuing education academic offer, using diverse learning modes and following the highest standards of quality.

Vision

The vision of the Universidad Ana G. Méndez - Gurabo Campus is to be the leading educational institution in teaching and research, which promotes innovation, entrepreneurship, internationalization, and sensibility towards cultural diversity and the environment.

Institutional Values Statement

Universidad Ana G. Méndez - Gurabo Campus is committed, as an institution of higher education, to:

1. Freedom of thought and expression
2. Excellence in teaching and the pursuit, generation, dissemination and application of knowledge
3. Respect the dignity of the individual
4. Respect nature and the environment
5. Promote ethical, social and cultural values
6. Recognize and respect diversity
7. Promote institutional excellence in planning, operations and service
8. Promote human and esthetic sensibility.

Institutional Objectives

To fulfill its mission, Universidad Ana G. Méndez - Gurabo Campus:

1. Maintains a flexible admissions policy in which each academic school establishes requirements for its programs.
2. Provides services to a diversified student body to help it achieve academic and personal goals.
3. Fosters research to strengthen the teaching and learning processes as well as to improve the quality of life in the surrounding communities.

4. Promotes the internationalization of its academic programs through strategic alliances.
5. Develops and implements a systematic faculty development plan to improve academic credentials, pedagogical competencies and instructional technology skills.
6. Recruits and develops quality human resources.
7. Provides academic skills and career-oriented activities to precollege students, as well as opportunities for continuing education, thus fulfilling the needs of the community.
8. Promotes the use of innovative and nontraditional teaching methodologies.
9. Promotes ethical values that will allow students to exert their professional judgment and performance responsibly.
10. Fosters the preservation and dissemination of those values inherent to Puerto Rican culture in a global context.
11. Establishes collaborative partnerships among universities, government, industry, and community organizations.
12. Contributes to students' awareness of their rights and responsibilities as citizens in a democratic society.

Accreditation and Affiliations

Universidad Ana G. Méndez - Gurabo 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. The MSCHE is a regional accrediting agency recognized by the U.S. Department of Education. The Middle States Commission on Higher Education has extended this accreditation to the Metro Orlando, South Florida, Tampa Bay and Dallas Campuses.

For information about professional Accreditations, visit
https://gurabo.uagm.edu/es/academia/acreditaciones

In addition, the UAGM institutions have membership in the following professional associations:

- American Association for Adult and Continuing Education
- American Association for Counseling and Development
- American Association of Collegiate Registrars and Admission Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Management Association
- Association for Educational Communications and Technology
- Association for Supervision and Curriculum Development
- Center for Scientific Research
- College Entrance Examination Board
- Commission on Collegiate Nursing Education
- Council for Adult Experiential Learning
- Council on Social Work Education
- Florida Association of Post-Secondary Schools and Colleges
- Hispanic Association of Colleges and Universities
- Library Administration and Management Association
- National University Continuing Education
- Phi Delta Kappa
- Puerto Rico Association of Higher Education
- Supervisors Labor Relations Program
- The Association for Institutional Research
- The Society for College and University Planning

Statement of Licensure

The Universidad Ana G. Méndez - Gurabo 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).

Universidad Ana G. Méndez - Gurabo Campus in Puerto Rico and additional locations 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: Gurabo 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: Gurabo 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 Universidad Ana G. Méndez - Gurabo Campus and

UAGM. Information that pertains to the Metro Orlando, South Florida, and Tampa Bay campuses is included in Section III. Section IV details information on the programs offered at Universidad Ana G. Méndez - Gurabo 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: Gurabo Campus main campus addresses and telephone numbers are:

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

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

Website: www.uagm.edu

Mailing Address:
Universidad Ana G. Méndez - Gurabo Campus
P.O. Box 3030
Estación Universidad
Gurabo, PR 00778

Telephone No.: (787) 743-7979
Fax No.: (787) 744-5394

Website: https://gurabo.uagm.edu

Universidad Ana G. Méndez- Gurabo Campus Administration

Zoraida Ortiz Muñoz
Vice Chancellor

Dr. Jorge E. Berrios Lugo
Academic Dean

Dr. José García Ramírez
Interim Dean of Student Affairs

Dr. Vivian G. Cordero Rivera
Director of Licensing and Accreditations

Mrs. Sandra Maldonado
Dean of Institutional Effectiveness

Dr. Bruyanelis Ramos Aponte
Dean

Dr. José Vivaldi Oliver
Dean

Dr. Shaiana Negrón Pagán
Dean

Legislative Boards

The Administrative Council of Universidad Ana G. Méndez - Gurabo Campus is the legislative body of the Institution. Its main function is to establish the institutional policy of the University in accordance with the bylaws of the Ana G. Méndez University System. The Administrative Council includes the Chancellor, who chairs it, the vice chancellor, the vice chancellor of student affairs, the manager of physical facilities and operations, the deans of the academic divisions, five (5) faculty representatives, and two (2) student representatives.

The Academic Board recommends the academic policy of the Institution, adopts new academic programs, approves the awarding of degrees and evaluates hiring, contract renewals, promotions, and leaves of absence for faculty members.

The Academic Board consists of the vice chancellor, the library director, six (6) school associate deans, two (2) student representatives, one (1) faculty representative for each school, and as many elected faculty members as needed to provide for their majority on the board. The chancellor is an ex officio member of the Academic Board.

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

The University Board is a single governance body at central level. It is 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 – Gurabo Campus does not discriminate on the basis of race, disability, national or ethnic origin, creed, color, gender, age, socioeconomic status or political, religious, or social 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 Universidad Ana G. Méndez - Gurabo Campus.

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

Introduction

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

Metro Orlando Campus Administration and Staff

Sandra Martinez
Campus Director

Rosa Musi
Academic Director

Vacant
Director of Student Affairs

Natalia Montalvo
Director of Admissions

Jeniffer Molina
Director of Financial Aid

Mariola Rivera
Associate Registrar/ Credential Evaluation Services

Yadira Berríos
Bursar

Dimary Dosal
Bursar

Rafael Del Rio
Learning Assistant Specialist

Dirza Almestica
Director of Learning Resources Center

South Florida Campus Administration and Staff

Marcela Munera
Campus Director

Vacant
Academic Director

Vidal Lopez
Director of Student Affairs

Kalinka Sotolongo
Director of Admissions

Jeniffer Molina
Director of Financial Aid

Cinthia Tineo Vasquez
Associate Registrar/ Credential Evaluation Services

Jorge Báez
Bursar

Dirza Almestica
Director of Learning Resources Center

Dianelys Breijo
Assistant Director of Learning Resources Center

Tampa Bay Campus Administration and Staff

Viviana Barrabia
Acting Campus Director

María C. Rodríguez
Academic Director

Viviana Barrabia
Director of Student Affairs

Annette Alexander
Director of Admissions

Jeniffer Molina
Director of Financial Aid

Marisabel Quiroga
Associate Registrar/ Credential Evaluation Services

Miriam Avilés
Bursar

Manuel Robayna
Learning Assistant Specialist

Dirza Almestica
Director of Learning Resources Center

Physical Facilities

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

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

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

Campuses Address and Telephone Numbers

Metro Orlando Campus

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

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

Website: www.uagm.edu/florida

South Florida Campus

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

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

Website: www.uagm.edu/florida

Tampa Bay Campus

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

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

Website: www.uagm.edu/florida

Academic Calendars

2022-2023 Academic Registration Calendar
Gurabo 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
Gurabo 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
Gurabo Campus
Summer 2023

	71 5/8/2023- 6/24/2023 (7 weeks)	72 6/26/2023- 8/12/2023 (7 weeks)	81 5/22/2023- 7/22/2023 (8 weeks)	14 5/8/2023- 8/12/2023 (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		5/29/2023, 7/3/2023-7/9/2023	5/29/2023

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

Calendar subject to change

Students' Academic Requirements, Regulations and Services

Admissions

Non-Degree Programs

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

Undergraduate General Admission

General Requirements for Admission:

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

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

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

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

Every applicant to the UAGM institutions in the State of Florida can demonstrate compliance with the admissions requirements related to prior academic experience and/or achievement by presenting the original of any of the following documents:

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

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

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

Bachelor of Arts in Education (BA) Major in Elementary Education

This program is not admitting new students

1. Minimum GPA 2.50

Bachelor of Sciences in Nursing (BSN) Major in Nursing

This program is not admitting new students

1. The applicant must have High School Graduation Diploma or its equivalent (GED).
2. The applicant must have a Grade Point Average (GPA) of at least 2.50 on a scale of 4.00.
3. The applicant must undergo an admission interview process with the Associate Director or their designee. In this, a protocol designed to identify the expected qualities will be followed.
4. Applicants to the BSN program with a conferred ADN and an active, unencumbered RN license, via examination, from the Continental United States, will be admitted to the BSN programs as transfer students accepting the nursing credits completed in their ADN. General Education and Professional courses with a passing grade will be evaluated for transferability. High School Diploma or its equivalent (GED)

* Undergraduate General Admission Requirements do not apply to the BSN program.

Bachelor of Sciences in Community Health (BSCH) Major in Community Health

This program is not admitting new students

1. High School Graduation Diploma or its equivalent (GED).
2. Minimum GPA. 2.50 or its equivalent or evidence of 2 years of work experience.

Bachelor of Arts in Social Work (BSW)

1. Social Work Baccalaureate program admission criteria requires a minimum grade point average of GPA 2.0 or equivalent.
2. Students complying with the GPA requirement will write an essay about their interest in the social work profession in the language of their preference (English or Spanish) that will allow for the evaluation of the qualifications and aptitudes to human services, and their awareness of the community's social problems.
3. All applicants admitted must take English and Spanish Placement Tests. Students that do not place at college level English or Spanish are required to enroll and pass developmental language courses in either or both languages prior to enrolling in Social Work major courses.

* Undergraduate General Admission Requirements do not apply to the BSW program.

Master of Science in Nursing (MSN) Family Nurse Practitioner

1. Hold a Bachelor of Science of Nursing.
2. Minimum GPA 3.00
3. Basic statistics course at the baccalaureate level (3crs).
4. Active Florida Professional Nursing License.

5. Complete an Interview process with the Associate Director of the program or their representative.
6. Submit three letters of recommendation.
7. Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

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-Universidad Ana G. Méndez - Gurabo 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 – Gurabo 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 – Gurabo 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:

a. All official transcripts must be received within forty-five (45) days after the student's first part of term at Universidad Ana G. Méndez – Gurabo Campus;

b. 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;

c. 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.

d. Course credits evaluated for transfer from colleges with different credit systems (i.e., quarter hours, units, etc.) are converted to semester hours;

e. 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).

f. 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 – Gurabo Campus degree;

g. 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);

h. All credits that are transferred to Universidad Ana G. Méndez – Gurabo Campus will become part of the student's permanent academic record and will appear on the Ana G. Méndez – Gurabo Campus official transcript as transfer credit;

i. 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 – Gurabo Campus.

Coursework from Non-Regionally Accredited Institutions

Prior to initial enrollment at Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo Campus Admissions. A student who earns a score a 3, 4, or 5 on any Advanced Placement test is awarded Universidad Ana G. Méndez – Gurabo 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 – Gurabo Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Gurabo 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 – Gurabo Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Gurabo 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 – Gurabo Campus or

credit that was awarded through other accelerated programs (i.e., AP, CLEP, credit by examination, etc.). Universidad Ana G. Méndez – Gurabo Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Gurabo 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 – Gurabo Campus will award credit according to the established university guidelines. Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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 – Gurabo 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:

1. Students must be enrolled in Universidad Ana G. Méndez – Gurabo Campus courses in order to be considered for PLC;

2. Credits awarded through PLC will appear on the student's official transcript as credit only; no grade point values will be assigned to PLC;

3. 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;

4. A student must complete 25% of each degree or certificate program's total credit hours at Universidad Ana G. Méndez – Gurabo Campus.

Prior Learning Credit Process:

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

2. The School Dean will contact the student to review the requirements of the portfolio.

3. Once the student submits the portfolio, the School Dean will review and determine what PLC credit will be offered.

Transcripts

Universidad Ana G. Méndez – Gurabo Campus provides official and unofficial copies of student transcripts within our established university guidelines. Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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

1. All requirements for admission, readmission, and transfer will apply to international students.

2. Admission for international students will be subject to the immigration laws and regulations in effect.

3. UAGM-Universidad Ana G. Méndez - Gurabo 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-Universidad Ana G. Méndez - Gurabo 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 Universidad Ana G. Méndez-Gurabo 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

- Non-degree and degree programs may be offered in a schedule of five (5), seven (7), eight (8) or fourteen (14) week sessions.
- The Vice Chancellor of Academic Affairs reserves the right to schedule courses based on the nature of the class and the required contact hours.
- 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

Universidad Ana G. Méndez - Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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.

1. The regular academic load for a full-time undergraduate student is twelve (12) credits per semester.
2. 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.
3. 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:

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

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

3. 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, Ana G. Méndez – Gurabo Campus may pause this grade grievance procedure while the claim of harassment or discrimination is evaluated in accordance with other University procedures.

Process to Submit a Formal Grade Grievance

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 Ana G. Méndez – Gurabo 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. Ana G. Méndez – Gurabo 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 Band 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 – Gurabo 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

- 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.
- Students must have approved the total number of credits required for the degree with a minimum GPA as required by the program.

- 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.
- Students must satisfy all financial obligations before degree conferral.
- Students must submit all official high school and college transcripts for all classes taken at another institution while attending Universidad Ana G. Méndez – Gurabo Campus. All final grades must be posted on the official transcripts before degree conferral.
- It is the student's responsibility to ensure that they have fulfilled all graduation requirements.
- All students, including transfer students, must meet the 25% residency requirements.
- When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
- 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.
- 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.
- Students must pay the graduation fee by the deadline established in the Academic Calendar.
- All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted (Governing Catalog).

- 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.
- 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.
- To be eligible to participate in the University Commencement ceremony, all students are required to wear the appropriate graduation regalia established by the University.
- 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 non-Nursing	$ 411.00

Master's Degree

Cost per credit non-Nursing	$ 500.00
Family Nurse Practitioner (FNP)	$ 562.00

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 *

Diploma Programs

Laboratory, Supplies, or Academic Resources (per designated courses)	$ 100.00

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 – Gurabo 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 – Gurabo 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 – Gurabo Campus to locate the student.
- Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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 (Gurabo) 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:

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

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

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

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

How to apply for Federal Financial Aid

To be considered for federal 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:

- Have financial need as determined by the FAFSA.
- Must be enrolled as a regular student in an eligible program.
- Be working toward a degree or diploma.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Not owe a refund on a Federal Grant or be in default on a Federal Student loan.
- Maintain a Satisfactory Academic Progress.

- Be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment.
- Not have earned a bachelor's degree, to qualify for Pell and FSEOG.
- Provide all verification or required documents requested by the Financial Aid Office.
- 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 (Gurabo) 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:

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

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

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

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

How to apply for Federal Financial Aid

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:

- Must be enrolled as a regular student in an eligible program.
- Be working toward a graduate degree.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Not owe a refund on a Federal Grant or be in default on a federal student loan.
- Maintain a Satisfactory Academic Progress.
- Must not have adverse credit history to be approved for a PLUS loan.
- Provide all verification or required documents requested by the Financial Aid Office.

- 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.

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:

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

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

- University and community resource referrals.
- Support for Title IX cases, serving as Title IX Deputy Coordinators.
- Advocacy and support for students seeking and securing disability accommodations.
- Advocacy and support for students identified in the SAP process (Satisfactory Academic Progress) and who are experiencing academic difficulty (probation & suspension.)
- Tailored academic advising and planning for students in academic or personal distress.

Student Disability Services

Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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.
    a. Students should use all available informal means to have decisions reconsidered before filing a complaint or grievance.

b. No retaliation of any kind shall occur against a student for participation in a complaint or grievance.
c. These procedures shall be publicized to students annually in the UAGM Catalog and Student Handbook.
d. 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:

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

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

Appealing a University Decision

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

a. Procedural irregularity that materially affected the decision-making process (i.e., failure to follow the University's own published procedures);

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

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

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

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

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

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

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

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

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

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

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

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

Code of Student Conduct and Discipline

Universidad Ana G. Méndez – Gurabo 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 – Gurabo 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 deceive 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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-Gurabo Campus:

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

The Course Prefix

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

Amendments

Universidad Ana G. Méndez - Gurabo 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 – Gurabo 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 – Gurabo 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: Gurabo Campus at 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.

<p style="text-align:center">Faculty Listing by Campus</p>

<p style="text-align:center">Academic Year 2022-2023</p>

Faculty Listing *Metro Orlando Campus*		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Abraham, Leticia	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, 2014
Alberti, Jaime	Criminal Justice	Master of Public Administration in Public Management Park University, MO 2013
Alemán, Arturo	Computer Science	Master of Arts in Educational Computing Universidad Interamericana, PR 2006
Alomar, Maricelly	Counseling/ Student Development	Master of Arts in Education Guidance & Counseling Universidad Interamericana, PR 1992
Andrade, Pablo F.	Economics	Master of Arts in Applied Economics University of Central Florida 2000
Aponte, Carmen M.	Computer Science	Master of Science in Computer Information Systems University of Phoenix 2006
Arocho, Abigaíl	Spanish	Master of Arts in Spanish University of Central Florida, FL 2012
Ascensión, Aurora	TESOL	Master of Education in Teaching English as a Second Language (ESOL) Universidad Ana G. Méndez - Gurabo Campus, FL, 2007
Avilés, José		Master of Business Administration in Quantitative Methods Universidad de PR, 2014 Master of Public Health in Biostatistics Universidad de PR, 2007
Ayala, Celia	Nursing	Master in Science in Nursing University of Phoenix, FL 2005
Betancourt, Minerva	Nursing	MS Anesthesia, Interamerican University, PR 2003

	Faculty Listing Metro Orlando Campus	
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Bonet, Yarisa	Counseling Educational Technology	Doctor of Education in Instructional Technology and Distance Education, minor in Curriculum Development Nova Southeastern University, 2014 Master of Science in Rehabilitation & Counseling University of North Florida, 2004
Bóssolo, Ivette	Criminal Justice	Juris Doctor Florida State University, FL 2005
Buleje, Miguel	Computer Science	Doctor of Philosophy in Information Systems Nova Southeastern University, FL 2014 Master of Business Administration NTU School of Applied Science Walden University, CO 2005
Burgos, Sandra	Psychology	Master of Arts in School Psychology Ball State University, IN 1987
Camacho, Evelinda	Nursing	Master of Science in Nursing University of Phoenix, 2006
Canaan, Marielys	Counseling/ Student Development	Master of Education in Guidance and Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2009
Cardona, Miguel	Finance	Master of Business Administration in Finance Universidad Interamericana, PR, 2000
Castro, Ricardo	Marketing	Master of Business Administration in Marketing University of Phoenix, PR 2001
Cedeño, Jonathan	ESOL	Master of Education in Teaching English as a Second Language Universidad Ana G. Méndez - Gurabo Campus, PR 2014
Chittenden, Harold	Management	Master of Arts in Organizational Management, University of Phoenix, 2006 (Over 18 credits at the doctorate level in Human Resources Management)
Cintrón, Brenda	Special Education	Master of Education in Special Education Universidad de PR 2003
Colón, Chalie	International Business	Master of Business Administration in International Business Everest University, 2006
Colón, Nora	Education ESOL	Educational Specialist in Bilingual and Bicultural Education Seton Hall University, NJ 1997 M.Ed Teaching, Curriculum and Learning Environment Harvard University, MA 1991

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Colón, Víctor	Management International Business	Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana, PR 2012 Master of Business Administration in Finance Universidad Interamericana, PR 1998
Correa, Rafael	Human Resources	Master of Arts in Human Resources Management Webster University, 2006
Cortés, Gretel	Sciences	Doctor of Medicine Ibero-American University Dominican Republic 2008
Cravener, Marilyn	Accounting	Master of Accounting and Financial Management DeVry University, FL, 2008
Crawford, Ariadna	Educational Computing	Master of Arts in Educational Computing Universidad Interamericana, PR 2000 Over 18 credits at the doctorate level in Education in Training and Performance Improvement Capella University
Cruz, Dalma Linette	Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, FL 2011
De Jesús, Edwin	Counseling	Master of Education in Guidance and Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2010
De Orduña, Alejandro	Sciences	Doctor of Medicine School of Medicine Avalon University, 2015
Dávila, Somáliz	Counseling/ Student Development	Master of Education in Guidance and Counseling Pontificia Universidad Católica, PR 2002
Diaz, Sharon	English	Master of Arts in English Education Universidad de Puerto Rico, PR 2011
Echevarría, Frances	Psychology	Educational Specialist Nova Southeastern University, 2004 Master of Arts in Educational Psychology Psychological Measurement and Evaluation New York University, 1996 (Over 50 credits of doctorate level in Educational Leadership)
Eguía, Marco	Computer	Master of Science in Computing in Open Information Interamerican University, PR 2007
Elías, Minette	Computer Science	Master of Science in Computing in Open Information Universidad Interamericana, PR 2001

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Espinel, Sandra	Education Management	42 credits at a Doctoral Level in Early Childhood Education Northcentral University Education Specialist in Early Childhood Education Northcentral University, 2015 Master of Arts in Management and Leadership Webster University 2006
Fagundo, Carlos	Accounting Finance	Master of Science in Logistics Management Georgia College and State University, GA, 1995 Master of Business Administration in General Business Administration Georgia College and State University, GA, 1993 (18 Credits in Accounting at the Master Level)
Figueroa, Lucy	Nursing	Master of Science in Nursing University of Phoenix, FL 2007
García, Leonel	Management Computer Science Marketing Accounting	Master of Science in Accountancy University of Phoenix, 2014 Master of Business Administration in Marketing University of Phoenix, 2006 Master in Information Technology American Intercontinental University Atlanta, GA 2003
García, Rafael	Human Resources Management	Master of Business Administration in Human Resources Florida Metropolitan University, 2005 (Over 18 Credits in Management at the Master's Level)
Gil, Bernardo	Management	Master of Business Administration in Global Management University of Phoenix, PR 2002
González, Marta	Education	Educational Specialist Curriculum and Instruction Liberty University, 2013 Master of Arts in Education in Administration and Supervision University of Phoenix, FL 1991

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Guevara, Sandra	Spanish	Master of Arts in Spanish University of Central Florida, FL 2008 Master of Arts in Teaching Foreign Language Monterey Institute of International Studies, CA 1996
Guzmán, Lorine	Counseling	Master of Science in School Administration and Supervision Mercy College, NY 2004 Master of Science in Guidance and Counseling New Rochelle,1996
Henricy, Josefina	Mathematics Education	Educational Specialist in Mathematics Education Nova Southeastern University, FL 2009 Master of Arts in Education Administration and Supervision of Schools Universidad Interamericana, PR 2000
Hernández, Ernesto	Humanities	Master of Arts in Philosophy University of South Florida, FL 2010
Hernández, Rita	Nursing	Master of Science in Nursing Universidad de Puerto Rico, 1997
Herrera, Miguel	Social Sciences	Master of Arts in Social Administration in Social Work Temple University, PA 2004
Irizarry, César	Sciences	Doctor of Chiropractic Life University College Marietta, GA 2001 Master of Business Administration in Healthcare Management Jones International University, CO 2011
Irizarry, José H.	Criminal Justice	Master of Science in Legal Studies, Law, and Public Policy California University of Pennsylvania, 2009
Jácome, Olga	Spanish	Doctor of Education in Science in Spanish and Literature Universidad de Guayaquil, Ecuador 2004
Jiménez, Yvonne	Nursing	Master of Science in Nursing – Nurse Educator Kaplan University, 2013
Kaiser, Vivian	Nursing	Doctor of Nursing Practice Nova Southeastern University, 2015
Larsen, William	Marketing	Master of Science in Integrated Marketing Administration North Western University (1996)

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
López, Antonio S.	Spanish	Doctor of Philosophy in Romance Languages- Spanish University of Florida 2015 Master of Arts in Hispanic Studies Pontifical Catholic University of PR 2010
López, Carlos M.	Science	Doctor of Medicine Ibero-American University Dominican Republic, 2008
Lugo-Auffant, Daliah	Criminal Justice	Juris Doctor University of Puerto Rico, PR 1992
Luna, Lillibets	Esol	Master of Education in Teaching English as a Second Language (ESOL) Universidad Ana G. Méndez - Gurabo Campus, PR 2004
Malonda, Diana	Finance Management Mathematics Statistics	Master of Science in Civil Engineering University of Central Florida 2015 Master of Science in Management and Finance Gran Mariscal de Ayacucho Venezuela, 1998
Mangual, Félix	Criminal Justice	Master of Science in Criminal Justice University of Central Florida, FL 2004
Márquez, Diorelly	Nursing	Master of Science in Nursing Education Western Governors University, 2013
Martínez, Amílcar	Management	Master of Business Administration Webster University, 2000
Martínez, José	Accounting Finance	Master of Business Administration in Finance Wake Forest University, NC 1994 (Over 18 credits in Accounting at the Master Level)
Medina, Joel	Finance	Master of Business Administration in Finance Universidad Interamericana, PR 2005
Medina, Luis	Management	Master of Business Administration in Industrial Management Second major in Human Resources Universidad Interamericana, PR 2000
Medina, Rosana	Counseling Student Development	Master of Education in Guidance and Counseling Universidad de Puerto Rico, 1992
Méndez, Cecilia	ESOL	Master of Education in Teaching English as a Second Language (ESOL) Universidad Ana G. Méndez - Gurabo Campus, FL 2005

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Millán, Rebecca	Psychology Counseling	Doctor of Philosophy in Cristian Clinical Psychology Doxa University 2006 Master of Counseling Educational Counseling University of Phoenix, 2000
Neuman, María Isabel	Counseling	Doctorate in Human Sciences Universidad de Zulia Master of Science in Management and Technology Universidad de Zulia
Nieves, Luz Eneida	Health Management	Master of Public Health in Epidemiology University of Puerto Rico, 1992
O'Ferral, Margarita M.	Education	Master of Science in Urban Education Chicago State University, IL 1978
Ojeda, Alma	Nursing	Master of Science in Nursing University of Puerto Rico, 1985
Ortiz, Abdel	Management Human Resources	Master of Business Administration in Human Resources Universidad Interamericana, PR 2004
Ortiz, Ely Ann	Management	Master of Business Administration in Management University of Phoenix, 2008
Ortiz, Jeriel	Education	Doctor of Education in Instructional Leadership Nova Southeastern University, 2013 Master of Education in Technology Grand Canyon University, AZ 2008
Ortiz, Luisa	Spanish	Master of Arts in Spanish University of Central Florida, FL 2012
Ortiz-Torres, Irma	Education ESOL	Master of Education in Reading Grand Canyon University, 2006 (Over 50 credits at doctorate level in Education)
Otero, José L.	Nursing	Master of Science in Nursing Universidad de Puerto Rico 1991
Pacheco, Magaly	Counseling Student Development	Doctor of Education in Counseling and Guidance Universidad Interamericana, PR 1994 Master of Public Administration Universidad de Puerto Rico, 1982
Pastrana, Luis R.	Criminal Justice	Juris Doctor, School of Law Universidad de Puerto Rico, 1986

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

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Rivera, Carmen	Spanish	Master of Arts in Spanish University of Central Florida, FL 1999
Rivera, Edwin	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2008
Rivera, Mayra	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2009
Rivera, Sheila	Spanish	Master of Arts in Spanish University of Central Florida, FL 2003
Rocafort, Héctor	Management Marketing	Master of Business Administration in Marketing Universidad de Puerto Rico, 2004
Rodríguez, Tere	Education	Master of Arts in Education Governors State University, IL 1986
Roldán, Violeta	Mathematics	Master of Arts in Middle School Math University of Central Florida, FL 2007
Román, Stella	Psychology	Doctor of Philosophy in Clinical Psychology Carlos Albizu University, 2012 Master of Science in Clinical Psychology, Carlos Albizu University, 2007
Roque, María	Nursing	Master of Science in Nursing Family Nurse Practitioner Frontier Nursing University, 2012
Rossy, Maritza	Criminal Justice	Juris Doctor Universidad Interamericana, PR 1980
Ruiz, Annmarie	Sciences	Doctor of Medicine University of Science, Arts, and Technology, Monserrat 2015
Saldoriga, Jorge	Health Management	Master of Health Administration University of Phoenix, AZ 2007 (Over 50 credits at doctoral level in Health Administration)
Santiago, Deborah	Management	Master of Business Administration in Strategic Management and Leadership Universidad del Este, PR 2012
Santiago, Jennifer	Education Mathematics	Master of Education in Curriculum & Instruction in Mathematics University of Texas, Arlington 2013
Santiago, Ubaldo	Counseling Student Development	Master of Education in Guidance and Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2009

Faculty Listing Metro Orlando Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Serrano, Ricardo	Criminal Justice	Juris Doctor Universidad de Puerto Rico, 2006 Master of Engineering Management Universidad Politécnica, PR 1996
Sharifi, Nancy	Public Administration	Master of Public Administration University of Central Florida, 1992
Solórzano, Jaime	Sciences	Doctor of Medicine Universidad de Guadalajara, MX 2004
Soto, Sherly	ESOL	Master of Education in ESOL Universidad Ana G. Méndez - Gurabo Campus, PR 2004
Squillaro, Graciela	Spanish	Master of Arts in Spanish University of Central Florida, FL 2000
Stratico, Eliana	Special Education	Master of Education in Special Education Northeastern University, 2012
Súllivan, Luz Mariella	Education Special Education	Master of Science in Varying Exceptionalities Nova Southeastern University, FL 2000
Torres, Angel E.	Social Science	Master of Science in Social Work University of Connecticut, 2002
Torres, Nelson	Education Psychology Management	Doctor of Education in Educational Leadership University of Central Florida, 2006 Master of Education in Elementary Education Marymount University, Virginia 1994 Master of Business Administration in Logistics Management Florida Institute of Technology, 1980 Master of Arts in Educational Psychology Ball State University, IN 1977
Vázquez, María	Management	Master of Business Administration in Material Management and Control Universidad Ana G. Méndez - Gurabo Campus, PR 2000
Vázquez, Susana	Education	Doctor of Clinical Psychology Ponce Health Sciences University 2015
Vélez, Myra	English	Master of Arts in English University of Central Florida, 1993

Faculty Listing ***Metro Orlando Campus***		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Vidal, Grisselle	Spanish	Master of Arts in Spanish Universidad de Puerto Rico, 1981
Villalobos, Mario	Finance	Master of Business Administration in Financial Management Rutgers University, NJ 1983 18 doctoral credits Doctor of Philosophy in BA/Spec. Financial Management, Northcentral University
Wiscovitch, Abigail	TESOL	Master of Education in Teaching English as a Second Language (ESL) Universidad Ana G. Méndez - Gurabo Campus, PR 2009
Zaborsky, Mary Jane	Nursing	Master of Science in Nursing Universidad de Puerto Rico, 1983

Faculty Listing ***South Florida Campus***		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Abreu, Johanes	Economic Accounting Finances	Ph.D. in Economics University of Havana, Cuba, 2013 Master in Business Administration Accounting-Finance University of Havana, Cuba, 2008
Agueverre, Gonzalo	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2009
Aldana, Luis Enrique	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2010
Alicea, Leyda	Business Administration	Master of Business Management Florida Institute of Technology, FL 1985
Alonso, Jacqueline	Nursing	Master of Science in Nursing Florida International University, FL 2006 Doctor of Medicine Higher Institute of Medical Science of Havana, Cuba 1991
Alfonso, María Antonieta	Nursing	Doctor of Education University of Camaguey, Cuba 2010 Master of Science in Higher Education University of Cuba, 2007

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Alonso-Díaz, Sonia	Nursing	Master of Science in Nursing University of Phoenix, AZ 2014
Álvarez, Andres	Management Public Health Science	Doctor of Medicine and Surgery Universidad del Bosque Bogota, Colombia 2011 Master of Science in Bioethics and Clinical Research in Medical Science Universidad del Bosque, Colombia 2011
Andino, Marcelino	Computer Sciences	Doctor of Philosophy in Information Technology Universidad de la Havana Cuba, 1981 Master of Automatic Control Universidad de la Havana, Cuba 1974
Arcelay Vargas, Nancy	Public Health Instructional Technology Education	Doctor of Health Science Keiser University, FL 2014 Master of Education in Instructional Technology American Intercontinental University Florida 2004 Master of Public Health in Maternal and Child Health Universidad de Puerto Rico, 1994 (18 credits in Education at Master Level)
Banner-Abstein, Silvana	Public Health	Master of Public Health Hebrew University Jerusalem, Israel 1990
Bedú, Lisette	Business Administration Marketing	Doctorate of Business Administration Argosy University, FL 2010 Master of Business Administration in Marketing Argosy University, FL 1993
Bello, Rodolfo	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2015
Betancourt, Ricardo	Nursing	Master of Science in Nursing Phoenix University, AZ 2014
Bido, José	Human Resources	Master of Science in Human Resource Management Florida International University, FL 2009

	Faculty Listing South Florida Campus	
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Bisram, Knellee	Social Sciences	Master of Arts in Latin American and Caribbean Studies Florida International University, FL 2007 (Over 18 Credits in Social Sciences)
Blanco, Raúl	Science	Doctor of Medicine Havana, Cuba 1994
Borges, Octavio	Spanish	Doctor of Philosophy Hispanic Cultural Studies Michigan University, 2016
Brito, Jorge	Nursing	Master of Science in Nursing Family Nurse Practitioner Universidad Ana G. Méndez - Gurabo Campus, FL 2014 Master of Science in Nursing University of Phoenix, AZ 2012 Doctor of Medicine Higher Institute of Medical Sciences of Santiago de Cuba, Cuba 1990
Brito, Yordy	Nursing	Master of Science in Nursing Family Nurse Practitioner Universidad Ana G. Méndez - Gurabo Campus, FL 2014 Bachelor of Science in Nursing Higher Institute of Medical Sciences of Havana, Cuba 2001
Bruno-González, Sonia	Bilingual Education	Master of Education in Bilingual Education Universidad Del Este, FL 2011
Buitrago, Vivian	TESOL	Master of Education in English as a Second Language University of Turabo, 2011
Caiaffa, Andrés	Nursing	Doctor of Nursing Practice University of Miami, FL 2012 Master of Science in Nursing Florida International University, FL 2007
Calcador, Carlos	Management Accounting	Master in Business Administration in Accounting Universidad Metropolitana PR 2011
Camacho, Mailen	Nursing	Master of Science in Nursing University of Phoenix, AZ 2012

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Campos, Carlos	Mathematics	Master of Science in Electrical Engineering University of Kansas, KA 1985

(18 credits in Math at the Master's Level) |
Capote-Cobián, José	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2006
Carlson, Karen	Counseling	Master of Counseling in Marriage and Family University of Phoenix, PR 2001
Carrero, Jacqueline	Special Education	Master in Education in Special Education Long Island University, NY 1994
Castillo, Juan Antonio	Nursing	Master of Science in Nursing Higher Institute of Medical Institute of Havana, Cuba 2004
Céspedes, Yamile	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2008
Chang, Gerardo	Nursing	Master of Science in Nursing University of Phoenix, AZ 2012
Cintrón, José	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2010
Cobiella, Lorenzo	Criminal Justice	Juris Doctorate Barry University, FL 2007
Collado, Juan C.	Education

Organizational Leadership | Doctor of Education in Organizational Leadership Nova Southeastern University, FL 2010 Master of Science in TESOL Nova Southeastern University, FL 2006 |
| Colón, Deborah | Criminal Justice | Juris Doctor School of Law Pontificia Universidad Católica, PR 2011 |
| Conway, Angela María | Public Health | Master of Business Administration in Health Services Administration Nova Southeastern University, FL 2006 |
| Cornejo, Edward | Counseling

History | Doctor of Philosophy-History The City University of NY, 2010

Master of Philosophy-History The City University of NY, 2006

Master of Arts in Counseling Manhattan College, NY 1991 |
| Cruz Carmona, Carlos | Public Administration | Master of Public Administration Universidad de Puerto Rico 1978 |
| Cuxart-Falcón, Lorna | Nursing | Master of Science in Nursing-FNP Chamberlain College of Nursing, IL 2015 |

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		Doctor of Medicine University of Havana, Cuba, 1997
Del Negro, María	Science	Master in Science in Medical Science Central University of Venezuela 1991 Medical Doctor Universidad Central de Venezuela 1985
Dávila, María Renee	Management	Master of Business Administration in Management American Intercontinental University, FL 2007
Davin, Rafael	Science	Ph.D. in Biological Science World University, PR 1984 Master of Science in Biological Science World University, PR 1983
Delgado, Dailin	Nursing	Master of Science in Nursing University of Phoenix, AZ 2012
Díaz, Amarilys	Nursing	Doctorate of Philosophy in Nursing Education Capella University, MN, 2015 Master Of Science in Nursing-FNP Florida International University, FL 2007
Díaz, Emily	Nursing	Master of Science in Family Nurse Practitioner Universidad Ana G. Méndez - Gurabo Campus FL 2015 Master of Science in Nursing Medical Surgical Nursing Pontifical Catholic University, PR 1999
Dionne, Anny	Nursing	Master of Science in Nursing Aspen University, Denver, CO, 2016
Doria, Verónica	Business Administration	Master of International Business Administration Nova Southeastern University, FL 2006
Easdale, Alexander	Social Sciences	Master of Arts in Latin American and Caribbean Studies Florida International University, FL 1999
Eslait, María	Psychology	Master of Science in Mental Health Counseling Universidad Carlos Albizu, FL 2005 (Over 18 Credits in Psychology at Graduate Level)
Estrada, Wilfredo	Education TESOL	Master of Education in Teaching English as a Second Language Universidad Ana G. Méndez - Gurabo Campus, FL 2012

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Fajardo, Yovanit	Nursing	Master of Science in Nursing Florida International University, FL 2010 Doctor of Medicine Higher Institute Medical Science Cuba 1997
Farrel, Gryselle	Education TESOL	Doctor of Education Curriculum and Teaching University of Puerto Rico, PR 2016 Master of Arts-TESL University of Puerto Rico, PR 2006
Fernández, Beatrice	Guidance & Counseling Pharmacy	Master of Education Guidance & Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2010 Pharmacy Technician Certification Board
Fernández, Ileana	Nursing	Master of Science in Nursing-Education Phoenix University, Miami FL 2014
Figueroa, Ivette	Special Education	Master of Education in Science in Special Education Herber Lehman College NY 1995
Forteza, Bárbaro	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2006
Francis, María	Spanish	Master of Linguistics & Master of ESOL and Spanish University of Basque County, Spain 1993 Master of Psychology Universidad de Barcelona, Spain 1990
Furnari, Francesco	Management	Master of Business Administration in Management University of Hartford, CT 1994
Gadea, María Elena	Nursing	Master of Science in Nursing in FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2014 Master of Science in Nursing University of Phoenix, AZ 2012
Gandía, Carlos	Science	Doctor of Veterinary Medicine Universidad Nacional Pedro Henríquez Ureña Dominican Republic, 1978
García, Gretell	Health Sciences	Master of Science in Entomology University of Florida (in progress;18 credits completed)

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		Master of Science in Education St. Thomas University, FL 2006
García, Javier	Nursing	Master of Science in Nursing-FNP South University, Savannah GA, 2016
García, Mariano	Marketing	Master in Marketing and Communication University of Havana, Cuba 2002
Giraldo, Juan Pablo	Business Administration	Master of Business Administration in Business Administration Nova Southeastern University, FL 2008
Godínez, Félix	Criminal Justice Social Sciences	Juris Doctor School of Law Case Western Reserve University Cleveland, OH 2000 Master of Philosophy in Economics and Political in Latin American Studies University of Oxford, UK 1998
González, Amarilys	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2014 Master of Science in Nursing University of Phoenix, AZ 2012 Doctor of Medicine Ernesto Che Guevara, Pinar del Río, Cuba 1993
González, María	Educational Leadership Counseling Humanities Psychology	Doctorate of Leadership and Education in Counseling Barry University, FL 2006 Doctorate of Humanities and Social Science Nova Southeastern University, FL 1991 Master of Science in Marriage and Family Therapy Saint Thomas University, FL 1986 (18 Credits in Psychology at the Doctorate Level)
Gracia, Agustín	Social Sciences	Master of Science in International Relations Troy State University, AL 1991
Hera, Grivel	Nursing	Master of Science in Nursing Universidad de Puerto Rico, PR 2013
Illas, Carmen	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2016

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Jaen, Bladimir	Business Administration Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, FL 2003
Kravetz, Isaac	Management Science	Master of Business Administration in Management University of Phoenix, 2004 Doctor of Medicine Autonomous University of Mexico 1983
Kouri, Juan H.	Health Administration	Master of Health Services Administration George Washington University Washington DC 1988
Landis, David Henri	Spanish	Master of Arts in Spanish Middlebury College, VT 1989 Master of Science in Linguistics Georgetown University, WA DC 1983
Laracuente, Fernando	Education Education Mental Health Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2017 Doctor of Education, Child and Youth Studies Nova University, Ft Lauderdale, FL 2006 Master of Science in Education Guidance &Counseling Long-Island University, Brooklyn, NY 1999
Laureano-Vega, Manuel	Biology Science Public Health	Doctor of Medicine Universidad Central del Este República Dominicana, 1986 Master of Science in Biology Universidad de Puerto Rico, 1982
León, Luis	Finance Human Resources	Master of Business Administration in Finance and Human Resources Universidad Metropolitana, PR 2009
López, Fernando	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2006
López, Mario Alberto	Management	Master of Business Administration Management and Strategic Leadership Universidad del Este, FL 2011

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
López, Reinaldo	Chemistry	Ph.D. in Chemistry Comisión Nacional de Grados Científicos Habana Cuba 1981
López, Steven	Management	Master of Business Administration in Management Southern New Hampshire University Manchester, NH 1996
Lorenzo, Elías	Social Sciences	Ph.D. of Philosophy in Portuguese Indian University, IN 2005 Master of Arts in Latin American & Caribbean Studies Indian University, IN 1995
Lozano, Bellaida	Science Education Health Management	Master of Science-Education NOVA University, FL 2016 Medical Doctor-Surgeon University of Carabobo, Venezuela, 1980 33 Credits in Health Management
McCarthy, Michael	Management	Master of Business Administration in Management Central Institute of Business Administration (INCAE) Managua, Nicaragua 1977
Machado, Humberto	Psychology	Master of Arts in Psychology Clinical Loyola University, MD 1988
Maldonado, Ruth	Entertainment Business	Master of Science in Entertainment Business Full Sail University, Winter Park FL 2011
Mardini, Roger	Public Affairs Criminal Justice	Masters of Science in Public Affairs in Criminal Justice Universidad Del Turabo, FL 2012
Martínez, Broderick	Accounting	Doctorate of Business Administration in Accounting Argosy University, FL 2009 Master of Business Administration in Accounting Nova Southeastern University, FL 1999
Martínez, Gustavo	Engineering Technology Project Management	Master of Certificate in Project Management George Washington University Washington DC 1999 Master of Engineering &Technology Cornell University, NY 1996

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Martínez, Helga M.	Education Guidance & Counseling	Master of Education in Guidance and Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2009
Maury, Antolín	Nursing	Master of Science in Nursing Florida International University, FL 2010
Medina, Fernando	Accounting Taxation	Master of Accounting Taxation Nova Southeastern University, FL 2006
Méndez, Gustavo Adolfo	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2014
Méndez, Luis Alberto	English	Master of Foreign Language & Literature-English Habana University, Cuba 1990
Méneses, Gorka	Criminal Justice	Master of Arts in Criminal Justice Universidad Interamericana PR 1996
Mercader, José Luis	Business Administration	Master of Business Administration in Business Administration University of South Carolina, Columbia 1985
Mercado, Reylbeck	TESOL Spanish Management Science	Master of Science in Teaching English as a Second Language (TESL) Florida International University, FL 2008 Master in Teaching/Learning of the Spanish Language and its Culture University of Granada, Spain 2006 Master of Business Administration in Medical Management Nova Southeastern University, FL 1999 Ph.D.-Doctor & Surgeon MD Xavier Pontifical University Colombia 1976
Modelo, Ileana	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2015
Morabito, Gerardo	Management and Leadership	Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana FL 2013
Morales, Elmer Luis	Educational Curriculum And Instruction	Master of Foreign Language and Literature English Universidad de la Habana Cuba 1991
Mundo, Alma	Management Mathematics	21 credits Graduate Level Mathematics University of Phoenix, AZ 1994 Master of Arts in Management and Supervision

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		University of Puerto Rico, 1978
Muñoz, Asunción	Nursing	Master of Science in Nursing in Advanced Practice-Psychiatric Mental Health New Mexico State University, NM 2010 Master of Science in Epidemiology Pedro Kouri Institute of Tropical Medicine Cuba 1998
Navarro, Claudia	Nursing	Master of Science in Nursing Florida International University, FL 2011 Doctor of Medicine University of North Barranquita, Colombia 1992
Núñez, María Eleana	Accounting	Master of Science in Taxation University of Miami, FL 2010
Núñez, Pedro E.	Finance	Master of Business Administration in Finance University of Denver, CO 1982
Oliveira, Anjelis	Nursing	Master of Science in Nursing & Master of Health Care Administration Phoenix University, FL 2013
Ortega, José R.	Mathematics	Master of Science in Math Education Nova Southeastern University, FL 2006
	Economics	Doctor of Philosophy in Economics Institute of Economics Lithuania URSS 1987
Otero, Janet	Spanish	Doctor of Philosophy in Spanish Florida International University, FL 2011
Páez, Pablo	Business Administration	Master of Business Administration University of Pennsylvania, PA 1975
Panagiotopoulos, Lilian	Curriculum and Instruction	Master of Education in Curriculum and Instruction University of Florida, FL 1982
Pasquali, Clara	International Relations Management	Master in International Relations John Hopkins University, WA DC 1997
Pentzke, Luis A.	Computer Science	Ph.D. Computer and Technology Nova Southeastern, FL 2012 Master of Science in Education Computer and Technology Barry University, FL 1996

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Peña, José	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2014
Pérez, Edith	Nursing	Master of Science in Nursing-FNP Universidad Ana G. Méndez - Gurabo Campus, FL 2016
Pérez, Jesús	Science	Doctor of Medicine Higher Institute of Medical Sciences of Havana, Cuba 1996
Perez, Maria	Nursing	Master of Science in Nursing Education, Barry University, FL, 2016
Pérez, María de Lourdes	Public Administration Journalism & Media	Master, Nonprofit Management University of Central Florida, FL 2015 Master of Arts in Media Studies Drake University, PA 1998
Petrash, Vilma	Social Science	Master of Public & International Affairs University of Pittsburg, PA 1988
Pinzón, Luis Felipe	Public Administration	Master of Public Administration Nova Southeastern University, FL 2014
Ponce, Liliana	Spanish	Master of Science Fischer School of Education and Human Resources Spanish Language Education Nova University FL 2009 Master of Arts in Social Anthropology in the Faculty of Social Sciences University of Kent at Canterbury 1983
Porta, Saidi	Management	Master of Business Administration in Management Nova Southeastern University, FL 2004
Portal, Alejandro	Biomedical Engineering	Master of Science in Biomedical Engineering José Antonio Echevarría Higher Polytechnic Cuba 2011
Puertolas, Nelva	Nursing	Master of Science in Nursing University of Phoenix, AZ 2012
Quintero, Vielka I.	Management	Master of Business Administration in Management Kaplan University, FL 2008
Ramírez, Juan Carlos	Nursing Health Management	Master of Science in Nursing in Family Health Nursing Florida International University, FL 2014

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		Doctor of Health Science Nova Southeastern University, FL 2008 Master of Business Administration in Health Administration and Policy University of Miami, FL 2004
Ramos, Javier	Mathematics	Master of Science in Mathematics Nova Southeastern University, FL 2006 Master of Education in Special Education San Buenaventura University Colombia 192
Recio, Edward	Criminal Justice	Juris Doctor Georgetown University, WA DC 1992
Rivera-Noble, Angie	TESOL	Master of Science in Teaching English to Speakers of other Languages (TESOL) Nova Southeastern University, FL 2000
Rodríguez, Martha	Social Science	Master of Social Work Barry University, FL 2001
Rodríguez, René B.	Nursing	Master of Science in Nursing in Family Nurse Practitioner Universidad Ana G. Méndez - Gurabo Campus, PR 2013
Rojas, José	Nursing	Master of Science in Nursing University of Phoenix, AZ 2012
Romero, Natalia	Mathematics	Master of Science in Physical Science Florida Atlantic University, FL 2010
Rosemberg, Sheila	Nursing	Master of Science in Nursing Florida International University, FL 2014
Salme, David J.	Mathematics	Master of Science in Mathematics Education Nova Southeastern University, FL 2006
Sánchez, Isabel	Elementary Education	Master of Science in Elementary Education Nova Southeastern University, FL 1987
Santiago, Eric	Education Management	Ph.D. in Management Keiser University, FL 2014 Master of Science in Education Keiser University, 2011
Santiago, Zoraida	Education	Doctor of Education in Special Education Interamerican University of PR 2009 Master of Arts in Special Education Interamerican University of PR 2001
Segui, Patricia	Spanish	Master of Foreign Language in Spanish

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		Portland University, Oregon 2003
Slutz, David	Elementary Education Reading	Master of Education in Curriculum and Instruction Reading Grand Canyon University, CO 2008
Toledo, Yxiam	Nursing	Master of Science in Nursing University Central of Ashdod, Israel 2012
Tomecek, Karl	Management	Master of Business Administration in Management Nova Southeastern University, FL 2004
Torres, Alejandro	Psychology Counseling Management Spanish	Doctor of Ministry Barry University, FL 2015 Master of Business Administration in Management & Strategic Leadership Universidad del Este, FL 2010 Master of Science in Psychology in Marriage and Family Therapy Carlos Albizu University, FL 2001 Master of Arts in Spanish St. John's University, NY 1998
Troche, Sonia	Psychology Counseling	Doctor of Philosophy in Industrial Organizational Psychology Pontificia Universidad Católica de PR 2009 Master of Education in Guidance and Counseling Pontificia Universidad Católica de PR 1996
Túa, Olga Vanessa	Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, PR 2003
Tudela, María Elena	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2008
Tudela, María Piedad	Psychology	Master of Arts in Psychology and Counseling The University of Tulsa, OK 1982
Urdaneta, Ulises	Finance	Master of Business Administration in Finance Andres Bello Catholic University, Venezuela, 2011 (27 Credits International Finance)
Valverde, Lourdes	Mathematics	Doctor of Philosophy in Education Mathematics National Board of Scientific Degrees, Cuba 1998
Vallín, Carlos	Nursing	Master of Science in Nursing Florida International University, FL 2008
Vázquez, Elizabeth	English	Master of Arts in Education in ESOL

Faculty Listing South Florida Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
		University of Phoenix, PR 2006
Vega, Arturo	Spanish	Master of Spanish Literature and Cultures Universidad de Salamanca, Spain 2001
Vélez, Gustavo	Management Computers	Master of Business Administration in Technology Management University of Phoenix, AZ 2001
Vélez, Michelle	Finance	Master of Business Administration in Finance Universidad de Puerto Rico, 2003
Vélez, Gustavo	Management Computers	Master of Business Administration in Technology Management University of Phoenix, AZ 2001
Velis, María	Nursing	Master of Science in Nursing Phoenix University, AZ 2012
Vethencourt, Viviana	Psychology	Master of Science in Psychology Nova Southeastern University, FL 2013
Vigil, Ludivina	Nursing	Master of Science in Nursing Florida International University, FL 2008
Wise, Leonel F.	Management	Master in Business Administration in Management Kaplan University, FL 2008
Woelki, Nancy	Nursing	Doctorate in Nursing Practice Chamberlain College of Nursing, Addison, IL 2017

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

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Caballero, Wanda Y.	Guidance & Counseling	Master of Education in Guidance and Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2012
Cádiz, Yvonne R.	TESOL	Master of Arts in TESOL New York University, NY 1978
Carbajal, Florence	TESOL	Master of Education in English as A Second Language Universidad Ana G. Méndez - Gurabo Campus, FL 2010
Carmona-Torres, Lorraine	English	Master of Arts in Curriculum and Instruction of English Universidad Del Este, PR 2014
Carrillo, Francisco	Management	Master of Business Administration Global Management and International Business Strayer University 2016
Cole, Leonela C.	Business Administration	Master of Business Administration in International Business St. Thomas University, FL 2008
Colina-Rojas, Alí	Economics	Master of Arts in Economics St. Louis University, MO 1999
Collins, Glenda	Social Work	Master of Social Work Florida State University, FL 2012
Colón, Eliana	Management	Master in Business Administration Tampa College, FL 1987
Córdova, Antonio J.	Nursing	Master of Sciences in Nursing Family Nurse Practitioner South University, FL 2015
Crespo, Sonia V.	Sciences	Doctor of Biology Central University of Quito Ecuador, 2006
Cruz-Monge, Verónica	English	Master of Education in English Curriculum Caribbean University, PR 2010
De Jesús, Myriam	Nursing	Master of Science in Nursing Education University Phoenix, FL 2014
Davies, Celia	English	Master of Arts in English Linguistics University of South Florida, FL 2008
Diaz, María	Nursing	Master Science Nursing University of Phoenix, FL 2012
Engel Peñalosa, Luz Marina	Spanish Education	Master of Arts in Education Language Arts Carthage College, WI 2003
Estévez, Oribel	Life Sciences	Master of Science Nova Southeastern University, FL 2010
Fret, Juan	Accounting	Master in Business Administration in Accounting Interamerican University, PR 1980

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Fuentes Jaiman, Rafael E.	Psychology	Master in Science in Human Services Springfield College, FL 2006
Galíndez, Luis J.	Public Health	Doctor of Public Health University of South Florida, FL 2009
Gebrú, Daniel W.	Pharmacy	Master of Clinical Pharmacy Universidad de la Habana, Cuba 1996
González, Develyn	Spanish	Master of Arts Spanish Language University of South Florida, FL 2015
González-Mercado, Velda	Nursing	Ph D. in Nursing University Of Kansas City, MO 2015
González-Repollet, Brenda	Mathematics	Master of Arts in Mathematics Curriculum Caribbean University, PR 2013
Guevara, Christian	Business Administration	Master of Business Administration The University of Tampa, FL 2015
Harper, María Del C.	Computer Information Systems	Master of Media Design Management Sanford Brown College, FL 2010
Hernández, Adriana	Statistics Mathematics	Master of Science in Industrial Engineering & Management University of South Florida, FL 1994
Hernández, Alina	Education	Master of Education University of South Florida, FL 2006
Hernández, Marian	Mathematics	Doctor of Philosophy Science and Engineering Tulane University, LA 2008
Irizarry, Hilda E.	TESOL	Master of Education in TESOL Grand Canyon University Phoenix, AZ 2011
Jaramillo-Akers, Carmenza	Management	Master In Business Administration in Management University Of Phoenix, AZ 2009
Jiménez Gómez, Amílcar	Marketing	Master in Business Administration in Marketing Interamerican University of PR 1999
Kurian, Genevieve B.	English	Master of Education in Teaching English as a Second Language National Louis University, Chicago, IL 2002
Landrón, Martha Lucía	Spanish	Master of Arts in Spanish Language Universidad de León, León, España 2009
Larrea, José I.	Accounting	Master of Science in Accounting University of Illinois, Chicago IL 1968
Lizardi, Almauri	Accounting	Master of Business Administration in Accounting Universidad Ana G. Méndez - Gurabo Campus, PR 2003
López, Dalma I.	Guidance and Counseling	Master of Arts in Guidance and Counseling Universidad Interamericana, PR 2006

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
López, Ricardo	Mathematics	Master of Arts College of Education and College of Natural Sciences University of South Florida, FL 1993
Lugo Rosa, Orlando	Project Management Management	Master of Project Management DeVry University, FL 2003
Martínez, Pablo L.	International Relations	Master of Arts in International Business Troy University, FL 2012
Matos-Morales, Jessica B.	Nursing	Master in Clinical Nurse Leader University of South Florida, FL 2012
Meléndez, Elsa Enid	Sociology Criminology	Doctor of Ministry Life Change University, FL 2012 Juris Doctor Pontificia Universidad Católica Ponce, PR 2005
Mena, Nelson	Computer Information Systems	Master of Business Administration University Of South Florida, FL 2008
Mena, Rosmer	Social Sciences	Master of Social Work University of South Florida, FL 2011
Millán, Lillianie	Spanish English	Master of Arts Curriculum Instruction and English Universidad Del Este, PR 2011
Moradiellos, Darwin P.	Mathematics	Ph.D. in Biometry University of Minnesota, MN 1975
Morales, Edna	Pharmacy	Bachelor in Pharmacy Massachusetts College of Pharmacy MA 1992
Mowett, Mery	Marketing	Master of Business Administration in International Trade and Marketing University of Panama- Panama City, Panama 1993
Murray, Angie	Management	Master of Science in Human Services Springfield College, FL 2013
Navas, Marisol	Nursing	Dual Degree Master of Sciences in Nursing and Master of Sciences in Health Administration University of Phoenix, FL 2009
Oberhausen, Adriana	Psychology	Master of Arts in Mental Health Argosy University, FL 2005
Ocasio-Pérez, Lissette	Accounting	Master of Business Administration in Accounting Universidad Metropolitana, FL 2012
Ortiz, Mary	Nursing	Master of Science in Nursing, Gerontology Caribbean University, PR 2014
Otero, Zaylee	Psychology	Doctor of Psychology Pedro Albizu University, PR 2014
Padilla, Elizabeth	Education	Master of Science in Educational Leadership Universidad del Este, FL 2008

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Paneque, Yudiely	Spanish	Master of Arts in Spanish Literature and Linguistics University of South Florida, FL 2009
Parés-Ramírez, María	Spanish	Master of Arts in Spanish Literature University of Florida, Gainesville FL 2005
Penna, Víctor	Biology	Doctor in Medicine Universidad Central del Este San Pedro de Marcorís, Dominican Republic 1985
Perera, Carmen	Spanish	Master of Arts in Spanish Language University of South Florida, FL 2010
	Pharmacy	Doctor of Pharmacy Universidad de Santa María Venezuela, 1993
Quiñones-Reboyras, Mayra	Management	Master of Science in Human Services Springfield College, Tampa, FL
Reyes, René	Humanities	Master of Arts in History Education University of Puerto Rico, PR 1992
Rivera, Lydia	Nursing	Master of Science in Nursing University of Phoenix, FL 2007
Rivera Claudio, Alberto	Criminal Justice Sociology	Juris Doctor Law School Universidad de Puerto Rico, PR 1999
Rivera Ramos, Waldemar	Guidance And Counseling	Master of Science in Guidance and Counseling Nova Southeastern University, FL 2010
Rivera Rosado, Janet	Criminal Justice Sociology	Juris Doctor Universidad Interamericana de PR, PR 1997
Robayna, Manuel	Management	Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana, FL 2012
Rodríguez, Carmen S.	Management Human Resources	Master of Business Administration in Human Resources Universidad Metropolitana, PR 2014
Rodríguez, Elizabeth	Spanish	Master of Science in Spanish Language Education Nova Southeastern University, FL 2012
Rodríguez, Linda	Social Work	Master of Social Work University of South Florida, FL 1999
Rodríguez, María C.	Management Human Resources	Master of Business Administration in Management Certificate in Human Resources University of Phoenix, FL 2008
Rodriguez-Bello, Nancy	Management	Master of Manufacturing Competitiveness Universidad Politécnica, PR 2014
Rodríguez-Diggs, Nydia	Public Health	Master of Public Health University of South Florida, FL 1994

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Rojas, Rosa	Spanish	Master of Arts in Spanish University Of South Florida, FL 2010
Román, Cesar	Psychology	Master of Arts in Psychology Interamerican University, PR 2006
Román-Delgado, Elizabeth	Sociology Criminal Justice	Juris Doctor Interamerican University, PR 1997
Rosa, Jemith	Public Administration	Master of Public Administration Universidad del Este, FL 2012
Rosales Arceo, Aida	English	Master of Education International Language Framingham College, Boston MA 2003
Rosario, Marisol	Spanish	Master of Arts in Spanish Literature and Linguistics University of South Florida, FL 2015
Ruíz, Lydia Isabel	Spanish	Master of Arts In Spanish University Of Northern Iowa Cedar Falls, IA 1971
Ruíz, Mercedes Doris	Education Management	Master of Education in Adult Education Capella University, MN 2013 Master of Arts in Organizational Management University of Phoenix, Tampa, FL 2004 Master of Business Administration in Global Management University of Phoenix, Tampa, FL 2002
Saldaña, Jackeline	Management	Doctor of Management in Organizational Management University of Phoenix, AZ 2014
Sánchez, Diane L.	Sciences Nursing	Master of Science in Nursing Nurse Practitioner St Louis University, St. Louis, MO 2001
Sánchez Aliakbarian, Diane	English	Master of Education in Curriculum And Instruction Specialization in TESOL University of Florida, FL 2005
Seda, Juan	Management	Master of Business Administration in Management University of Phoenix, FL 1996
Sierra, Ana L.	Education	Master of Science Educational Leadership Nova Southeastern University, FL 2004
Soruco, Maria D.	Education	Master of Education in Initial Licensure University of Tampa, FL 2014
Súarez, George, Dr.	Management	Doctor of Education in Educational Leadership Nova Southeastern, FL 2006 Master of Arts in Personnel Management Webster University, St Louis, MO 1988

Faculty Listing Tampa Bay Campus		
Faculty Member:	**Subject Area:**	**Degrees/Diplomas Held & Awarding Institution:**
Torres Chaparro, Edgar	Computer Information Systems	MBA in Information System Nova Southeastern University, FL 2007
Valedón, Joan Veronika	Criminal Justice Sociology	Juris Doctor University of Florida, FL 2002
Valenzuela, Dante	English	Masters of Education Leadership Administration University Of Illinois, IL 1997
Varela, Debora R.	Spanish English	Master of Arts in Spanish Language And Literature University of South Florida, FL 2015 Master of Education in Curriculum & Instruction in TESOL University of South Florida, FL 2015
Vargas, Irma	Counseling Student Development	Master of Education in Counseling Universidad Ana G. Méndez - Gurabo Campus, FL 2014
Vázquez Matos, Alberto Dr.	Education	Doctor of Education in School Leadership and Teaching Walden University, MN 2011
Velarde, Einar J.	Economics	Master of Arts in International Relations Graduate Certificate in Economics St. Mary's University, TX 1987
Zayas Santiago, Carla	Spanish	Graduate Certificate in Latin American Studies University of South Florida, FL 2010 Master of Arts in Spanish University of South Florida, FL 2008

Section V: Programs of Study

Bachelor's Degree

Bachelor in Business Administration (BBA) – Major in Accounting
123 Credits
(This program is not admitting new students.)

Program Description

This concentration prepares students in diverse aspects like the preparation of financial statements, analysis of costs, contributions, audit, and principles of accounting outpost. The student has the opportunity to take additional courses in the areas of contributing systems of Florida, federal contributions, computerized information systems of accounting, information systems of accounting, accounting for government and organizations without profit aims.

Program Objectives

1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of the theories of accounting.
3. To provide the understanding of the processes of accounting and the use of computers.
4. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students, good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

Program Outcomes

The students will:

1. Establish and maintain a continuous development in technological use applied to accounting
2. Promote changes in his/her labor environment,
3. Work in accountability positions in the private industry as well as in government agencies
4. Have knowledge of analysis, design and application techniques of accountability theories
5. Be able to assume multiple roles as analyst, budget evaluators or auditors
6. Prepare accounting reports in English and Spanish,
7. Enroll in continuing education courses
8. Communicate adequately in English and Spanish both orally and in writing.

Bachelor in Business Administration (BBA) Major in Accounting	
Curricular Sequence	**Credits**
General Education Courses	51
Core/Professional Courses	45
Accounting Major Courses	18
Management Major Concentration Courses	9
Total	**123**

Universidad Ana G. Méndez - Gurabo Campus
School for Professional Studies

Bachelor's in Business Administration

Major: Accounting

Credential Issued: BBA	123 Credits

General Education Courses (51 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4		
SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
COMP 110-O Computer and Software	3						
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (45 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
MANA 210-O Business Administration Theory	3			MANA 204-O Business Law and Professional Ethics	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MANA 340-O Operations Management	3		STAT 201-O
MARK 133-O Marketing Principles	3			FINA 202-O Business Finance	3		ACCO 112-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	INBU 350-O International Business	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment				

Major Courses (18 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 301-O Intermediate Accounting I	3		ACCO 112-O	ACCO 302-O Intermediate Accounting II	3		ACCO 301-O
ACCO 303-O Cost Accounting	3		ACCO 302-O	ACCO 304-O Auditing I	3		ACCO 302-O
ACCO 320-O Federal Income Tax I	3		ACCO 303-O	ACCO 453-O Accounting Project	3		ACCO 303-O ACCO 304-O

Specialization Courses (Select one of the areas)

Auditing (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 307-O Auditing II	3		ACCO 304-O	ACCO 310-O Forensic Accounting	3		ACCO 307-O
ACCO 330-O Corporate Accounting Government	3		ACCO 302-O	ACCO 340-O EDP Auditing	3		ACCO 307-O

Financial Analysis (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 391-O Cost Accounting II	3		ACCO 303-O	ACCO 395-O Managerial Accounting I	3		ACCO 112-O
ACCO 396-O Managerial Accounting II	3		ACCO 395-O	FINA 410-O Corporate Finance	3		ACCO 302-O FINA 202-O

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 comply with state certification requirements for the degree as applicable. **QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2016**

Bachelor in Business Administration (BBA) – Major in Computerized Information Systems
123 Credits
(This program is not admitting new students.)

Program Description

This major provides an ample curriculum so that the student has the opportunity to know the different current technological trends and to develop his level of competition in the use of emergent applications, in the field of information systems. The commitment of this major is to develop professionals able to become effective agents of change in their field, for the benefit of the organization and society in general.

Program Objectives

1. To provide students with the technical skills and the understanding of the socio-economic, institutional framework within which businesses operate, that enable them to perform the responsibilities of leaders in executive positions.
2. To provide training for different productive sectors of the economy including the public sector.
3. To improve and develop the technical skills required by the person currently holding positions in business administration in the area of computers information systems.
4. To provide technical knowledge of diverse computerized systems and applications.
5. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
6. To promote participation in community affairs.
7. To provide workshops in management techniques, marketing, accounting, and computers.

Program Outcomes

The students will:

1. Establish and maintain a continuous development in technology
2. Promote changes in his/her labor environment
3. Have the knowledge of design and application of computer systems
4. Prepare reports in English and Spanish
5. Enroll in continuing education courses
6. Communicate adequately in English & Spanish, both orally and in writing

Bachelor in Business Administration (BBA) Major in Computerized Information Systems	
Curricular Sequence	**Credits**
General Education Courses	51
Core/Professional Courses	45
Management Concentration Courses	18
Management Specialization Courses	9
Total	**123**

Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies						
Bachelor's in Business Administration						
Major: Computer Information Systems						
Credential Issued: BBA			123 Credits			
General Education Courses (51 Credits)						
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4		
SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
COMP 110-O Computer and Software	3						
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (45 Credits)						
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
MANA 210-O Business Administration Theory	3			MANA 204-O Business Law and Professional Ethics	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MANA 340-O Operations Management	3		STAT 201-O
MARK 133-O Marketing Principles	3			FINA 202-O Business Finance	3		ACCO 112-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	INBU 350-O International Business	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment				

Major Courses (18 Credits)						
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
COIS 102-O Logical Concepts and Problem Solving	3		COMP 110-O	COIS 240-O Object Oriented Programing	3		COMP 110-O
COIS 250-O Systems Analysis and Design	3		COIS 102-O	COIS 360-O Introduction to Telecommunications and Computer Networks	3		COMP 110-O
COIS 420-O Introduction to Databases and SQL Programming	3		COIS 240-O COIS 250-O	COIS 450-O Information Systems Development Project	3		All Major and Specialization Cr.

Specialization Courses (Select one of the areas)						
Telecommunications and Computer Networks (9 Credits)						
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
COIS 432-O Computer Network Design	3		COIS 360-O	COIS 433-O Wireless Local Area Networks	3		COIS 360-O
COIS 434-O Application Development for Mobile Devices	3		COIS 360-O	COIS 435-O Computer Network Administration and Data Communication	3		
Advanced SQL (9 Credits)						
COIS 421-O SQL Advanced Programing	3			COIS 422-O Database Applications Development	3		
COIS 423-O Database Administration	3						

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 comply with state certification requirements for the degree as applicable. **QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2016**

Bachelor in Business Administration (BBA) – Major in Management
123 Credits
(This program is not admitting new students.)

Program Description:

The primary target of this major is to enable students professionally to occupy diverse administrative positions in commercial and industrial companies, governmental agencies, and organizations without profit aims. Among the concentration courses and included: accounting for the decision-making, administration of human resources, labor legislation, supervision, management of operations and managerial strategies. In addition, it can select courses in areas like administration of small businesses, real estate, government and company, principles of insurances and development of companies.

Program Objectives:

1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of the theories of management.
3. To provide the understanding of the processes of management.
4. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students, good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

Program Outcomes:

The students will be able to:

1. Establish and maintain a continuous development in technological use.
2. Promote changes in the management environment.
3. Work in managing positions in the private industry as well as in government agencies. Develop portfolio.
4. Possess administrative and management theories knowledge.
5. Prepare managerial reports in English and Spanish.
6. Enroll in continuing education courses.
7. Communicate adequately in English & Spanish, both orally and in writing.

Bachelor in Business Administration (BBA) Major in Management	
Curricular Sequence	**Credits**
General Education Courses	51
Core/Professional Courses	45
Management Major Courses	18
Management Specialization Courses	9
Total	**123**

Universidad Ana G. Méndez - Gurabo Campus
School for Professional Studies
Bachelor's in Business Administration
Major: Management

Credential Issued: BBA				123 Credits		

General Education Courses (51 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4		
SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
COMP 110-O Computer and Software	3						
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (45 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
MANA 210-O Business Administration Theory	3			MANA 204-O Business Law and Professional Ethics	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MANA 340-O Operations Management	3		STAT 201-O
MARK 133-O Marketing Principles	3			FINA 202-O Business Finance	3		ACCO 112-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	INBU 350-O International Business	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment				

Major Courses (18 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MANA 213-O Human Resources Administration	3		MANA 210-O	MANA 302-O Labor Legislation	3		MANA 213-O
MANA 316-O Small Business Administration	3		FINA 202-O MANA 210-O MARK 133-O	MANA 321-O Supervision and Leadership	3		MANA 210-O
MANA 401-O Business Strategies	3		STAT 201-O	MANA 450-O Management Project	3		FINA 202-O MANA 210-O MARK 133-O Six Spec. Crd.

Specialization Courses (Select one of the areas)

Human Resources (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
HURM 400-O Safety and Health Occupation	3		MANA 210-O	HURM 412-O Training and Development	3		MANA 210-O
MANA 404-O Labor Relations	3		MANA 210-O MANA 213-O	MANA 422-O Compensation Administration	3		MANA 213-O

Entrepreneurship (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENTR 401-O Entrepreneurial Opportunities	3		MANA 316-O ENTR 360-O	ENTR 402-O Small and Midsize Business Design and Organizational Structure	3		MANA 316-O, ENTR 360-O,
ENTR 403-O E-Commerce and Network Design	3		MANA 316-O, ENTR 360-O, COMP 110-O	ENTR 404-O Business Development in Biotechnology and Health Industry	3		

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 comply with state certification requirements for the degree as applicable. **QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2016**

Bachelor in Business Administration (BBA) – Major in Marketing
123 Credits
(This program is not admitting new students.)

Program Description

This program promotes the technical competition and the development of skills to carry out investigations of the market, to prepare plans for trade, projections of sale, and campaigns of promotion. The graduate will be able to work in publicity agencies, public relations companies, markets investigation companies and in sales departments in diverse companies

Program Objectives

1. To provide a course of study consistent with the needs of the industry.
2. To provide the knowledge of marketing theories.
3. To provide the understanding of the processes in marketing.
4. To stimulate a positive attitude toward education and strengthening the concept of education as an on-going process.
5. To promote participation in community affairs.
6. To develop among students, good interpersonal and communication skills.
7. To provide workshops in management techniques, marketing, accounting, and computers.

Bachelor in Business Administration (BBA) Major in Marketing	
Curricular Sequence	**Credits**
General Education Courses	51
Core/Professional Courses	45
Marketing Major Courses	18
Marketing Specialization Courses	9
Total	**123**

Universidad Ana G. Méndez - Gurabo Campus
School for Professional Studies

Bachelor's in Business Administration

Major: Marketing

Credential Issued: BBA	123 Credits

General Education Courses (51 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4		
SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
COMP 110-O Computer and Software	3						
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (45 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
MANA 210-O Business Administration Theory	3			MANA 204-O Business Law and Professional Ethics	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MANA 340-O Operations Management	3		STAT 201-O
MARK 133-O Marketing Principles	3			FINA 202-O Business Finance	3		ACCO 112-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	INBU 350-O International Business	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment				

Major Courses (18 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MARK 206-O Consumer Behavior	3		MARK 133-O	MARK 301-O Marketing Management	3		MARK 133-O
MARK 318-O Sales Management	3			MARK 320-O Market Research	3		STAT 202-O
MARK 450-O Internship	3		MARK 301-O MARK 320-O	MARK 455-O Marketing Project	3		MARK 206-O MARK 301-O MARK 318-O MARK 320-O

Specialization Courses (Select one of the areas)

Sales (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MARK 306-O Sales	3			MARK 415-O Sales Projections	3		MARK 133-O
MARK 406-O Direct Marketing	3		MARK 133-O				

International Marketing (9 Credits)

MARK 350-O Distribution Channels	3		MARK 133-O	MARK 404-O Negotiations	3		MARK 133-O
MARK 410-O International Marketing	3		MARK 133-O				

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 comply with state certification requirements for the degree as applicable. **QYLE 110-O must be taken within the first term of enrollment. REVISED 06/2016**

Bachelor of Arts (BA) – Major in Elementary Education
127 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses
(This program is not admitting new students.)

Program Description

The Bachelor of Arts in Elementary Education prepares students to meet the standard knowledge and skills that are specified for teacher preparation, including content specific standards, teacher standards and pedagogical standards of effective teaching in elementary schools and impact on student achievement.

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

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

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

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

Program Objectives

Students will:
- Understand the importance of the social and personal mission of the teaching profession.
- Accept the changes that will lead to the broadening of their knowledge, experience as teachers, and use that knowledge effectively in the teaching - learning process.
- Analyze social, psychological, and philosophical foundations of education.

- Choose and effectively use resources and materials to improve their teaching methods.
- Understand and use different educational strategies and techniques effectively.
- Be exposed to a variety of experiences that will help them to develop the skills, attitudes, and abilities in order to become change agents in the field of education.
- Develop awareness of the responsibility of keeping abreast in their fields of specialization.
- Understand, revise, and enrich the curriculum of their area of specialization.
- Be able to incorporate technological innovations into their personal life and their teaching.
- Develop the skills that will make them lifelong learners.

Admission Requirements

1. Minimum GPA 2.50

Education Programs Internship Requirements

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

Bachelor of Arts (BA) – Major in Elementary Education	
Curricular Sequence	**Credits**
General Education Courses	54
Core/Professional Courses	33
Elementary Education Major Courses	40
Total	**127**

Sistema Universitario Ana G. Méndez **UAGM- Gurabo Campus** **School for Professional Studies** **Program Title: Elementary Education** **Credential Issued: Bachelor of Arts (BA)** **Degree Requirements: 127 Credits**

General Education Courses (54 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	QYLE 110-O Attitude Development and University Adaptation)	3		Must be taken in the First Semester
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O	HIST 273-O History of the United States of America	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-0 Individual, Community, Government, and Social Responsibility	3		HUMA 111-O

Core/Professional Courses (33 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
EDUC 171-O Human Growth and Development	3			EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education	3		
EDUC 214-O Computer Systems in Education	3			EDUC 173-O Educational Psychology	3		EDUC 171-O
EDUC 106-O Introduction to Education	3			EDUC 202-O Technology and Materials for Teaching and Learning	3		EDUC 214-O
SPED 315-O Teaching Exceptional Children	3			EDUC 276-O Classroom Management	3		EDUC 135-O EDUC 202-O
EDUC 355-O Evaluation and Measurement of the Educational Process	3		EDUC 173-O EDUC 363-O	EDUC 363-O Curriculum Planning and Design	3		EDUC 135-O EDUC 173-O
EDUC 435-O Interdisciplinary Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Crd except EDUC 436-O EDUC 447-O		3		

Major Courses (40 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
EDUC 123-O Creative Expression in Children	3		EDUC 171-O	EDUC 302-O Principles of Health, Hygiene, and Nutrition	3		EDUC 173-O
EDUC 206-O Methodology for Teaching Reading and Writing in English to Spanish Speakers I	3			EDUC 207-O Methodology for Teaching Reading and Writing in English to Spanish Speakers II	3		EDUC 206-O
EDUC 322-O Development, Language, and Correction of Speech Difficulties	3		EDUC 173-O	TESL 223-O Applied Linguistics in ESOL	3		
EDUC 213-O Curriculum and Teaching Mathematics and Sciences in Elementary School	3		MATH 112-O SCIE 112-O	EDUC 323-O Literature for Children	3		EDUC 217-O
EDUC 215-O Curriculum and Teaching Social Studies in Elementary School	3		HUMA 102-O EDUC 135-O	EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties	3		EDUC 135-O EDUC 173-O
EDUC 436-O Pedagogical Integration Seminar (*For Professional (standard) certification all state examinations and practicum are required)	3		All Courses Except EDUC 447-O EDUC 356-O	EDUC 217-O Teaching Writing Diagnosis and Correction of Writing Difficulties	3		EDUC 135-O EDUC 173-O
EDUC 447-O Practicum (University campus/Internship coordinator's approval)	3		All Courses	EDUC 356-O Foundations of Research in Education (University campus/Internship coordinator's approval)	1		Concurrent with EDUC 447-O

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

Bachelor of Sciences in Nursing (BSN) – Major in Nursing
128 Credits
(This program is not admitting new students.)

Program Description

The mission of UAGM emphasizes graduate and undergraduate education, research and service. The mission of the School of Health Sciences is to prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond properly and rapidly to the needs of local and global communities. The mission, philosophy, and goals of the BSN program are congruent with the mission and goals of Universidad Ana G. Méndez - Gurabo Campus and the School of Health Sciences. The BSN is the program of the School of Health Sciences with the responsibility to prepare nurse generalists who can respond to the needs of our communities.

The curriculum includes 720 hours of supervised clinical hours experiences in the field combined with high fidelity simulation evidenced-based case scenarios.

This program is designed to meet licensure requirements for the National Council Licensure Examination (NCLEX).

Program Objectives

By the end of the program, the students will be able to**:**

1. Prepare entry-level BSN Nursing professionals for successful employment and graduate studies.

2. Foster a high degree of professionalism as a key member of the interdisciplinary

team.

3. Produce graduates with the ability to apply practical knowledge in the workplace and willing to

continue to develop skills throughout their nursing career.

Program Outcomes

The undergraduate program provides the knowledge and skills fundamental to professional nursing. Students emerge from this community-based program prepared to pursue graduate study and be able to:

1. Develop partnerships and collaborative relationships to enhance health and healing.
2. Use clinical reasoning in creative problem solving and decision-making to provide evidence-based care to clients in the context of appropriate resources and information technologies.
3. Design, manage and coordinate nursing care in collaboration with the interdisciplinary health care team using knowledge of health care systems, health policy, and global health care concerns.
4. Provide safe, competent nursing care to clients to promote, maintain and restore health and prevent illness within the context of the client's environment.

5. Provide culturally relevant nursing care to clients with diverse backgrounds across the lifespan.

6. Use assessment, communication, and technical skills to design, manage, and coordinate nursing care of clients.

7. Use ethical theory and professional values of altruism, human dignity, integrity, and social justice to advocate for clients, nurses and the nursing profession.

8. Assume the role of the professional nurse, valuing lifelong learning, continued professional growth and commitment to excellence.

Admission Requirements:

1. The applicant must have High School Graduation Diploma or its equivalent (GED).
2. The applicant must have a Grade Point Average (GPA) of at least 2.50 on a scale of 4.00.
3. The applicant must undergo an admission interview process with the Associate Director or their designee. In this, a protocol designed to identify the expected qualities will be followed.

Policy for Academic Credits Recognition for the BSN Program for Candidates with active, unencumbered RN license, via examination, in the Continental United States by completion of an ADN:

The NCLEX is a national exam used by each state's board of nursing that assesses essential knowledge and skills to determine whether a candidate is prepared for entry-level nursing practice. This examination considers the integration of knowledge among nursing specialties, in what is known as the five steps of the nursing process: assessment, diagnosis, planning, execution I implementation and evaluation. After meeting this license requirement, the state board of nursing grants a registered nurse license (RN). UAGM recognizes the value of obtaining state licensure and work experience as an RN to those students who possess an active, unencumbered RN license in the Continental United States by having completed an Associate Degree in Nursing (ADN) and seek to acknowledge those candidates who wish to expand their academic knowledge by earning a BSN.

Applicants to the BSN program with a conferred ADN and an active, unencumbered RN license, via examination, from the Continental United States, will be admitted to the BSN program as transfer students accepting the nursing credits completed in their ADN.

In addition, the applicant's transcript will be evaluated for the transferability of BSN's general education and professional courses. To be validated, the courses identified in the official credit transcript must have a passing grade. This new credit validation policy allows the ADN candidate with an active, unencumbered RN license, an expedited transfer with the opportunity to complete the BSN with greater agility.

Criminal Background Checks

Students must authorize and submit a state and federal criminal background check before assignment to clinical and practicum experiences. If any felony or misdemeanor are reported, it may impair student's graduation from the program or his nursing license application to the State Board of Nursing.

RN Licensure Requirements:

The State Board of Nursing mandates that all graduates from a professional nursing program must successfully sit and pass the NCLEX-RN exam in order to become a registered nurse.

Bachelor of Sciences in Nursing (BSN) – Major in Nursing	
Curricular Sequence	**Credits**
General Education Courses	33
Professional Courses	19
Health Sciences Core Courses	11
Major Courses	59
Directed Electives	6
Total	**128**

Universidad Ana G. Méndez - Gurabo Campus School of Health Sciences Program Title: Nursing Credential Issued: Bachelor of Science in Nursing (BSN) Degree Requirements: 128 Credits							
General Education Courses (33 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O College Reading and Writing I	4			ENGL 116-O College Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O				
MATH 111-O Intermediate Algebra I	3						
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government and Social Responsibility II	3		SOSC 111-O
HUMA 101-O World Cultures I	3			COMP 110 Computer and Software	3		
PSYC 123-O General Psychology (Comp.)	3			QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment
Professional Courses (19 Credits)							
BIOL 103-O Biology for Health Sciences	3			CHEM 224-O Fundamentals of General Chemistry	3		Concurrent with CHEM 224-L
BIOL 300-O Microbiology	3		BIOL 303-O, BIOL 303-L Concurrent BIOL 300-O L	CHEM 224-OL fundamental of General Laboratory	1		Concurrent with CHEM 224-O
BIOL 300-OL Microbiology Laboratory	1		BIOL 303-O, BIOL 303-L Concurrent BIOL 300-O L	BIOL 304-O Human Biology II	3		BIOL 303-O, BIOL 303-L Concurrent BIOL 304-L
BIOL 303-O Human Biology I	3		Concurrent BIOL 103-0 BIOL 303-L	BIOL 304-OL Human Biology II Laboratory	1		BIOL 303-O, BIOL 303-L Concurrent BIOL 304-O
BIOL 303-OL Human Biology I Laboratory	1		Concurrent BIOL 103-0 BIOL 303-O				
Health Sciences Core Courses (11 Credits)							
COHE 202-Health Law and Ethics	3			HESC 107-O Medical Terminology for Nursing	2		
HESC 360-O Statistics Applied to Health Sciences	3		MATH-111-O	HESC 365-O Health Sciences Research	3		HESC 360-O
Major Courses (59 Credits)							
NURS 201-O Fundamentals of Nursing	4		BIOL 103, BIOL 300, BIO 303, BIOL 304, CHEM 224, MATH 111 NURS 203, NURS 205, NURS 209 Co-req. NURS 202, NURS 202-OL, NURS 210	NURS 305-O Nursing Care of Children and Adolescents	3		NURS 201, NURS 202, NURS 203, NURS 205, NURS 209, NURS 303, NURS 404 Co-req. NURS 304
NURS 201-OL Fundamentals of Nursing	2		Co-req. NURS 201-O	NURS 305-OL Nursing Care of Children and Adolescents Practice	2		Co-req. 305, 304-O, 304-OL
NURS 202-O Health and Physical Assessment	3		NURS 205, NURS 203, NURS 209 Co-req. NURS 201, NURS 210	NURS 306-O Medical Surgical Nursing II	3		NURS 201, NURS 202, NURS 203, NURS 205, NURS 209, NURS 210, NURS 303, NURS 304, NURS 305, NURS 404 Co-req. NURS 403
NURS 202-OL Health and Physical Assessment Laboratory	2		Co-req. 202-O, NURS 210	NURS 306-OL Medical Surgical Nursing Practice II	2		Co-req. NURS 403, 403-OL, 306-O
NURS 203-O Pharmacology	3		BIOL 103, BIOL 300, BIO 303,		3		NURS 201, NURS 202, NURS 203,

Course	Cr		Prereq/Coreq	Course	Cr		Prereq/Coreq
			BIOL 304, CHEM 224, MATH 111, HESC 2XX Co-req. NURS 209, NURS 205	NURS 403-O Community Health Nursing			NURS 205, NURS 209, NURS 210, NURS 303, NURS 304, NURS 305, NURS 404 Co-req. NURS 306, 403-OL
NURS 203-OL Pharmacology Laboratory	1		Co-req. 209, 205, 203	NURS 403-OL Community Health Nursing Practice	2		Co-req. NURS 306, 403
NURS 210-O Nursing Informatics	3		NURS 205, NURS 203, NURS 209, HESC 2XX, Co-req. NURS 202, NURS 201	NURS 404-O Mental Health Nursing	3		NURS 201, NURS 202, NURS 203, NURS 205, NURS 209, NURS 210 Co-req. NURS 303
NURS 303-O Medical Surgical Nursing I	3		NURS 201, NURS 202, NURS 203, NURS 205, NURS 209, NURS 210 Co-req. NURS 404	NURS 404-OL Mental Health Nursing Practice	2		Co-req. NURS 303-OL, 404-O
NURS 303-OL Medical Surgical Nursing Practice I	2		Co-req. NURS 404, 303, 404-OL	NURS 405-O Nursing Leadership	3		NURS 403, NURS 404 Co-req. NURS 406, NURS 407
NURS 304-O Maternal & Child Nursing	3		NURS 201, NURS 202, NURS 203, NURS 205, NURS 209, NURS 303, NURS 404 Co-req. NURS 305	NURS 406-O Seminar	3		NURS 403, NURS 404 Co-req. NURS 405, NURS 407
NURS 304-OL Maternal & Child Nursing Practice	2		Co-req. 304, 305-O, 305-OL	NURS 406-O Practicum	2		
NURS 407-O Knowledge Integration in Nursing	3		NURS 403, NURS 404 Co-req. NURS 405, NURS 406				
Guided Electives (6 Credits)							
NURS 205-O Pathophysiology	3		BIOL 103, BIOL 300, BIO 303, BIOL 304, CHEM 224, MATH 111, HESC 107 Co-req. NURS 209, NURS 203	NURS 209-Nutrition Essentials for Nursing Practice	3		BIOL 103, BIOL 300, BIO 303, BIOL 304, CHEM 224, HESC 107
							Total 128

*Students must meet State Boards of Nursing requirements to obtain a Nursing License that include the Nursing (NCLEX-RN) and state approved background checks. These requirements contain but are not limited to reporting felonies and misdemeanors in this application's process. Students must comply with state nursing license requirements and must abide with the minimum required hours set by state clinical and practicum experiences. The student must refer to the Nursing Internship Handbook available from the Nursing Program Director or Academic Director for specific requirements and procedures. Minimum Passing Grade: BSN students must approve the required nursing curses with a grade of A or B. *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.

Students must maintain an average of 3.0 in all nursing core courses. No more than two core courses may be repeated in the program. Only one repeat of any core course may be attempted. A second failure of the same course or failure of a third core course will result in dismissal from the program. Students who fail to meet the minimum nursing core average will be placed on FA Warning or FA Probation in accordance with institutional policy and procedure. The number of times a student can withdraw from a course shall be in compliance with the institutional policy. Dismissal from the program is permanent. Nursing students cannot advance in their programs with grade of "F" earned in a core course. Academic counseling should be provided to the student in order to discuss alternatives regarding other academic programs.

**This program is not admitting new students

REVISED 1/2020 MS, 3/2020 RLN, 6/2021

Bachelor of Sciences in Nursing (BSN) – Major in Nursing (RN to BSN)
128 Credits
(This program is not admitting new students.)

Program Description

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

Student Learning Outcomes
Upon completion of the program, the student will demonstrate the knowledge, skills, and competencies necessary to:

1. Apply learned concepts and skills to complex problems and challenges based on knowledge of sciences, cultures, and society.
2. Use organizational and system leadership skills to improve quality care and patient safety.
3. Integrate evidence-based practice into the care of the patient, community and population.
4. Use information management and technology in the care of a diverse population.
5. Examine policy, finance, and regulations relative to diverse healthcare environments.
6. Incorporate inter-professional communication and collaboration to improve health related outcomes.
7. Use knowledge to promote population health and prevent escalation of disease and conditions.
8. Demonstrate professionalism in the delivery and leadership of healthcare.
9. Integrate the knowledge, skills, and attitudes into the care of individuals, families, groups, communities, and populations in a variety of healthcare settings.

Admission Requirements

1. Applicant must be a graduate from a state approved pre-licensure associate or diploma registered nurse program
2. Applicant must have a standard high school diploma or its equivalent
3. Provide official transcripts from a state approved pre-licensure associate or diploma registered nurse program
4. Applicant must hold an unencumbered license as a registered nurse
5. Applicant must undergo an admission interview
6. Applicant must have a cumulative grade point of average of 2.75 on a scale of 4.00

General Education Requirements

To be awarded the degree of Bachelor of Science in Nursing (BSN), all applicants must complete the required general education course work prior to starting the nursing concentration courses for the RN to BSN program option. Upon evaluation of official transcripts from the accredited pre-licensure associate or diploma registered nurse program, the student will be transferred credits for the equivalent courses based on the following requirements.

General Education Course Work	Total Credits
Humanities	29
Mathematics and Science	24
Social Sciences	9
Free Elective	1
Total	**63**

Transferable Nursing Concentration Credits

Upon evaluation of the official transcripts from the accredited pre-licensure associate or diploma registered nurse program, students will receive 29 transfer credits for the following nursing concentration credits for the equivalent coursework:

- NURS 201-O Fundamentals of Nursing,
- NURS 203-O Pharmacology,
- NURS 303-O Medical-Surgical Nursing,
- NURS 304-O Maternal and Child Nursing,
- NURS 305-O Nursing Care of Children and Adolescents
- NURS 404-O Mental Health Nursing,

Nursing Concentration Required Coursework

The following coursework for 36 credits is required to complete the degree of Bachelor of Science in Nursing (BSN):

- NURS 205-O Pathophysiology
- NURS 206-O Health Assessment and Promotion
- NURS 309-O Organizational and System Leadership
- NURS 210-O Nursing Informatics
- NURS 307-O Evidence-Based Practice
- NURS 308-O Healthcare Policy
- NURS 416-O Healthcare Quality and Outcomes
- NURS 417-O Clinical Prevention and Population Health
- NURS 405-O Nursing Leadership
- NURS 446-O Capstone RN to BSN

Graduation Requirements

Students must complete a total of 128 credits and maintain a cumulative grade point of average of 3.00 on a 4.00-point scale to qualify for graduations.

Ana G. Méndez University – Gurabo School for Professional Studies Program Title: Nursing (RN to BSN) Credential Issued: Bachelor of Science (B.S.) Degree Requirements: 128 Credits			
General Education Credits Accepted (63 credits)			
Courses	Total Credits Accepted	UT	Additional Comments
Humanities	29		
Mathematics and Sciences	24		Three (3) credits must include statistics from mathematics Eight (8) credits must include anatomy and physiology from the sciences
Social Science	9		
Free Elective	1		
Transfer of Nursing Credits from Official Transcript (Up to 29 Credits)			
Courses	Credits	UT	Additional Comments
NURS 201-O Fundamentals of Nursing			
NURS 203-O Pharmacology			
NURS 303-O Medical-Surgical Nursing			
NURS 304-O Maternal and Child Nursing			
NURS 305-O Nursing Care of Children and Adolescents			
NURS 404-O Mental Health Nursing			
In-Program Nursing Concentration Credits (36 Credits)			
Courses	Credits	UT	Additional Comments
NURS 205-O Pathophysiology	3		Pre-Requisite: General Education Requirement
NURS 206-O Health Assessment and Promotion	3		Pre-Requisite: General Education Requirement
NURS 309-O Organizational and System Leadership	3		Pre-Requisite: General Education Requirement
NURS 307-O Evidence-Based Practice	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 210-O Nursing Informatics	3		
NURS 308-O Healthcare Policy	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 416-O Healthcare Quality and Outcomes	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 417-O Clinical Prevention and Population Health	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 405-O Nursing Leadership	3		
NURS 446-O Capstone RN to BSN	9		Pre-Requisite: All Courses
*Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's score on placement tests.			

Bachelor of Sciences in Community Health (BSCH) – Major in Community Health
120 Credits
(This program is not admitting new students.)

Program Description

The Community Health Bachelor's program will prepare students for careers in a variety of community and public health settings, including governmental and non-profit health agencies, health care facilities, worksite wellness programs, program research and development, and schools. Graduates will be able to promote healthy lifestyles and wellness through informing and educating individuals and communities about behaviors that promote healthy living and prevent injury, disease, and illness; plan, implement and evaluate health programs; develop effective and culturally competent health promotion and disease prevention strategies; apply statistics and research methods to population health and community health program evaluations, and advocate for community health initiatives at local, state and federal levels.

The curriculum includes coursework addressing the seven CHES competencies as identified by the National Commission for Health Education Credentialing (NCHEC) and the five core areas of public health as identified by Council on Education for Public Health (CEPH).

Knowledge and skills in the BSCH program include comprehension of basic community health content related to health care systems; public health; health disparities; health education resources; communications and instructional methods; health and wellness promotion; disease and injury prevention; behavioral health education; epidemiology; trauma; community health research; strategic management of health programs, cultural competency, and community health issues and advocacy.

The Main Objectives of the BSCH Program include the Following

1. Prepare entry level BSCH Community Health professionals for successful employment and graduate studies;
2. Foster a high degree of professionalism as a supporting member of the health interdisciplinary team;
3. Produce graduates with the ability to apply practical knowledge in the workplace and willing to continuously develop skills throughout their health career.
4. To respond to society's demand for human resources with skills in the field of community health.
5. To facilitate the student's integral development by providing learning experiences oriented towards the development of cognitive, affective and psychomotor skills, according to the description of the program of study.

BSCH Graduate Profile:

Community Health students are expected to:

1. Base practice on current knowledge, theory, and research.
2. Assume responsibility and accountability for practice.
3. Form partnerships with health care and allied health professionals.
4. Communicate, collaborate, lead, and negotiate.
5. Practice across a variety of settings and with diverse populations.
6. Assess needs, plan, implement and evaluate health programs.
7. Educate individuals and groups.
8. Advocate for patients and communities within the public health system.
9. Manage physical, fiscal, and human resources.

10. Participate in research and apply research findings.
11. Assume responsibility for lifelong learning and plan for professional career development.
12. Participate in shaping public health policy and programs.

Admission Requirements:

1. High School Graduation Diploma or its equivalent (GED).
2. Minimum GPA 2.50 or its equivalent or evidence of 2 years of work experience.

Bachelor of Sciences in Community Health (BSCH) – Major in Community Health	
Curricular Sequence	**Credits**
General Education Courses	45
Professional Courses	13
Health Sciences Core Courses	62
Total	**120**

Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Community Health Credential Issued: Bachelor in Sciences in Community Health (B.S.C.H.) Degree Requirements: 120 Credits							
General Education Courses (45 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O College Reading and Writing I	4		ENGL 102-O	ENGL 116-O College Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	4		SPAN 102-O
SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
QYLE 110-O Attitude Development and Adaptation	3		Must be taken in the 1st term of enrollment	PSYC 123-O General Psychology (Compendium)	3		SOSC 112-O
MATH 111-O Intermedia Algebra	3			HUMA 101-O World Cultures I	3		
SOSC 111-O Individual, Community, Government and Social Responsibility I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O				
Core/Professional Courses (13 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
BIOL 103-O Biology for Health Sciences	3			COMP 110-O Computer and Software	3		
BIOL 303-O Human Biology I	3		BIOL 103-O Co-Req. BIOL 303-OL	PSYC 228-O Diversity Psychology	3		
BIOL 303-OL Human Biology I Laboratory	3		BIOL 103-O Co-Req. BIOL 303		3		
Major Health (62 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
HESC-201-O Statistics for Health Sciences	3		MATH 111-O BIOL 303-O	COHE 201-O Healthcare Systems, Policy & Politics	3		
COHE 202-O Health Law and Ethics	3			COHE 203-O Introduction to Public & Community Health	3		COHE 201-O
COHE 204-O Infectious Disease, Epidemiology & Prevention	3		COHE 203-O HESC 201-O	COHE 205-O Health Disparities	3		COHE 203-O HESC 201-O
COHE 206-O Community Health, Work, Education & Communications	3		COHE 202-O COHE 203-O	COHE 207-O Community Health Education	3		COHE 202-O COHE 205-O
COHE 301-O Community Health Leadership	3			COHE 302-O Behavioral Health Education	3		COHE 207-O PSYC 123-O
COHE 303-O Trauma & Psychological Perspectives	4		COHE 302-O	COHE 304-O Instructional Methods & Culturally Component Community Health Work	3		COHE 207-O
COHE 305-O Assessment, Planning, and Evaluation of Health Programs	3		COHE 304-O HESC 201-O	COHE 306-O Human Sexuality & Reproductive Health	4		COHE 204-O BIOL 303-O PSYC 123-O
COHE 401-O Health Promotion & Disease Prevention I	3		COHE 301-O COHE 302-O COHE 303-O COHE 304-O COHE 305-O COHE 306-O	COHE 402-O Health Promotion & Disease Prevention II	3		COHE 401-O
COHE 403-O Community Health Research Design	3		COHE 402-O	COHE 404-O Field Experience-Community Health Services	6		COHE 403-O
COHE 405-O Certified Health Education Specialist (CHES) Certification Preparation	3		COHE 403-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 on 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 all required hours set by the state for practicum experiences and placement requirements for the professional area set by the State Law. QYLE 110-O must be taken within the first term of enrollment. **REVISED 12/2014**.							

Bachelor of Arts (BSW) – Major in Social Work

122 Credits

Program Description:

The Bachelor of Arts in Social Work (BSW) will require the satisfactory completion of 122 credits. The general education includes 45 credits, 27 credits of required courses and 50 credits of major courses. The Social Work program has been accredited by the Council on Social Work Education (CSWE).

Through these courses, students acquire the knowledge to better understand specific concepts of social work practice such as diversity, social and economic justice, oppression, discrimination, prejudice, values, ethics, and social policy, among others. Additionally, these courses strengthen their critical analysis of the impact of economic and social forces on the individual.

The BSW Program expects that these courses will provide students with a better understanding of the bio-psycho-social determinants of human development and behavior, diversity, ethics, values, as well as a broader knowledge of U.S. culture and other cultures.

The Bachelor of Arts in Social Work prepares the student under the Generalist Social Work model and the intervention with diverse populations. The program aims to promote the development and acquisition of necessary skills to utilize evidence-based interventions with individuals, families, groups, organizations and communities. Integrating the elements of professional ethics, diversity, human rights, social, economic and environmental justice. The Social Work program is offered in a bilingual model (Spanish and English), which promotes that the student develops the necessary linguistic skills, while acquiring a theoretical, practical, ethical, social, economic and political knowledge. Which will allow students to insert themselves in the work and serve the growing community of Hispanics/Latinos and other vulnerable populations in the United States.

Program Objectives:

Based on the School of Social Sciences and Communications (SSSC) objectives, the Baccalaureate Program in Social Work has the following goals:

1. Prepare competent and effective social workers with knowledge of the fundamental components of the Social Work profession; committed to the enhancement of their professional practice, and in compliance with academic and professional standards of excellence.
2. Development of knowledge and skills in generalist social work practice from micro to mezzo to macro levels; emphasize the dimensions of diversity and value principles as applied to general practice.
3.   Prepare professional practitioners to deliver effective social work services to diverse groups and settings with a commitment to promote social and economic justice and human and civil rights.
4. Prepare students to develop knowledge of scientific inquiry and its contribution to social work practice.
5. Prepare students able to engage in the policy practice process capable of critically analyze the impact of social welfare policies and social services in the United States, and other societies across the World.
6. Prepare competent professionals with an education based on a body of knowledge in liberal arts and theoretical framework in human behavior and social environment.
7. Prepare competent professionals with an education based on a body of knowledge in liberal arts and theoretical framework in human behavior and social environment.

Bachelor of Arts – Major in Social Work	
Curricular Sequence	**Credits**
General Education Courses	45
Professional Courses	27
Major Core Courses	50
Total	**122**

Universidad Ana G. Méndez - Gurabo Campus School for Social Sciences and Communications Program Title: Social Work Credential Issued: Bachelor of Arts: Social Work (BSW) Degree Requirements: 122 Credits							
General Education Courses (45 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
BIOL 103-O Biology of Health Services	3			ENGL 115-O College Reading and Writing I	4		
ENGL 116-O College Reading and Writing II	4		ENGL 115-O	ENGL 331-O Public Speaking	4		ENGL 116-O
SPAN 115-O Reading Writing, and the Oral Communication in Spanish I	4			SPAN 116-O Reading Writing, and the Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O	MATH 120-O Introductory Algebra	3		
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
COMP 110-O Computer and Software	3						
Core/Professional Courses (27 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment	GEOG 202-O Human Geography	3		SOSC 111-O
PSYC 123-O General Psychology (Compendium)	3		SOSC 111-O	PSYC 225-O Social Psychology	3		PSYC 123-O
HIST 273-O History of the United States of America	3			SOSC 303-O Applied Statistical Methods for Social Sciences	3		MATH 120-O
ECON 123-O Economics Principles & Problems (Compendium)	3		SOSC 111-O	POSC 380-O Constitutional Law	3		SOSC 111-O
SOCI 358-O Social Problems of the Hispanic Community in United States	3		SOSC 112-O				
Major Courses (50 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
SOWO 200-O Introduction to Social Work	3		SOSC 111-O	SOWO 211-O Human Behavior and Social Environment I	3		SOWO 200-O
SOWO 212-O Human Behavior and Social Environment II	3		SOWO 211-O Concurrent SOWO 311-O	SOWO 300-O Social Policy	3		SOWO 212-O
SOWO 311-O Social Work Methodology I	3		Concurrent SOWO 212-O	SOWO 312-O Social Work Methodology II: Individual and Family	3		SOWO 212-O SOWO 311-O
SOWO 313-O Interview and Documentation in Social Work	3		SOWO 212-O SOWO 311-O	SOWO 314-O Social Work Methodology with Groups	3		SOWO 312-O
SOWO 315-O Social Work Methodology with Communities	3		SOWO 311-O SOWO 312-O	SOWO 320-O Social Research Techniques	3		SOWO 212-O SOSC 303-O
SOWO 325-O Social Gerontology	3		SOWO 312-O	SOWO 330-O Seminar: Current Topics in Social Work	3		SOWO 312-O
SOWO 441-O Practicum Seminar I	3		SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 451-O	SOWO 442-O Practicum Seminar II	3		SOWO 441-O SOWO 451-O Co-req SOWO 452-O
SOWO 451-O Supervised Practice I	4		SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 441-O	SOWO 452-O Supervised Practice II	4		SOWO 441-O SOWO 451-O Co-Req SOWO 442-O
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. **REVISED 06/09/20**							

Notes:

1. If enrolling in a bilingual program, please refer to UAGM Placement Protocol.
2. Students must abide with the minimum required hours and policies set by national, state, and local social work agencies for social work practicum experiences.
3. Students must comply with state social work certification requirements for the degree, as applicable.
4. Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of social work courses.
5. License requirements may vary by state. For information on applying for a license, please refer to the Social Work State Board.
6. Field Practicum Requirements
    a. Have a minimum general point average of 2.50 GPA.
    b. As a graduation requirement, the student must complete a minimum of 400 hours of practice (200 hours each semester, 15 hours per week) at the assigned Field Practicum Site.
    c. The student must enroll in the practicum seminar concurrent to the field practicum.
    d. Students must be aware that field practicum sites may need additional information or requirements including but not limited to a criminal record check or drug testing and that a report of a criminal offense or positive return may impair the ability to be placed on a practice site.
    e. The student understands the need to arrange his/her schedule to participate in the field practice during the operating hours of the field practicum site, which could be during the day, night or weekends, and will be subject to the availability of the field practicum site.
    f. The location of the field practicum site will depend on the availability of the agencies and must meet the requirements established by the UAGM.

Master's Degree

Master in Education (M.ED.) – Major in School Counseling
48 Credits Offered on all Florida Campuses and Capital Area Campus
(This program is not admitting new students.)

Program Description

This program is designed to prepare professional school counselors in a school setting with the knowledge, skills, and practices necessary to address the developmental, multicultural, social, academic, and career needs of school children and adolescents. The Master's training leads the graduate to acquire the competencies needed to be able to develop, implement and evaluate a school counseling program according to state standards with an emphasis of a collaborative, preventive and responsive approach. The graduates from this program will be able to address effectively and support a diverse student population through proficient bilingual communication in conflict management, problem solving, and decision making. It provides school counselors with a foundation in the principles, theories, and practices of school counseling in a PK-12 school setting. The program is designed to prepare students to meet the requirements of School Counselor credentialing articulated by the national and state standards.

Students in the School Counseling program must meet all state and local requirements to obtain certification in the area of educational school counseling. The program meets state requirement for certification by requiring the completion of 48 hours in a master's degree with a major in school counseling, including 3-semester hours in a supervised counseling practicum experience that is a minimum of 100 clock hours over a minimum of 10 weeks. In practicum, students will complete at least 40 clock hours of direct service with actual clients. After completion of counseling practicum, students will complete 600 clock hours of supervised counseling internship. Internship students must complete at least 240 clock hours of direct service. The internship will require students to work in a PK-12 school setting for minimum 15 weeks, 40 hours per week, for a total of 600 hours. Students must arrange to comply with the school clinical observation and internship requirements during a regular school day schedule. Students must abide by all rules and procedures set by the school district to meet program requirements. Students must also show evidence of a passing score in state certification exams prior to assignment of the practicum/internship. The student must refer to the Internship Handbook for specific requirements and procedures.

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

Program Objectives

- Demonstrate the knowledge, skills, and abilities necessary to become state certified as a school counselor.
- Demonstrate knowledge and understanding of the educational theories in school counseling.
- Practice of individual and group counseling techniques.
- Demonstrate knowledge and understanding of the process of school counseling.
- Demonstrate knowledge of human development theories, and career development issues.
- Demonstrate knowledge and understanding of major counseling theories and the relevant skills and their application in counseling relationships with students and groups with a variety of settings.
- Demonstrate knowledge of ethical issues in the school counseling process.
- Apply specific strategies for the counseling of students and consultation skills and techniques for conferring with groups such as agencies, teachers and parents
- Demonstrate knowledge of the legal aspects of the practice of school counseling in public schools.
- Demonstrate understanding of assessment techniques in counseling.
- Understand specific cultural idiosyncrasies of different populations.
- Apply principles and procedures of educational research and its relevance to the counseling process.

Education Programs Internship Requirements:

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

Master's in Education – Major in School Counseling	
Curricular Sequence	**Credits**
Core Professional Courses	27
Major in School Counseling	18
Guided Elective	3
Total	**48**

Universidad Ana G. Méndez - Gurabo Campus Program Title: School Counseling Credential Issued: Mater's in Education (M.Ed.) Degree Requirements: 48 Credits			
Core Professional Courses (27 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 576-0 Introduction to School Counseling	3		
EDUC 580-0 Education Psychology: Human Growth and Development	3		
EDUC 582-0 Legal and Ethical Issues in Counseling	3		EDUC 576-O
EDUC 588-0 Instruments and Techniques for Measurement and Assessment	3		EDUC 576-O
EDUC 584-0 Individual Counseling Techniques	3		EDUC 588-O
EDUC 585-0 Group Counseling Techniques	3		EDUC 588-O
EDUC 632-0 Multicultural Counseling			EDUC 576-O
EDUC 633-0 Counseling Theories			EDUC 576-O
EDUC 635-0 Educational Research Methods			24 credits from core professional courses
Major Courses (18 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 645-0 Counseling in Schools	3		EDUC 635-O
EDUC 618-0 Counseling for Children and Adolescents	3		EDUC 635-O
EDUC 636-0 Development and Management of Counseling Programs	3		EDUC 645-O
EDUC 586-0 Career Counseling	3		EDUC 576-O
EDUC 637-0 Practicum in School Counseling	3		EDUC 636-O.
EDUC 638-O Internship in School Counseling	3		All core professional and major courses and state certification exam
Guided Elective (3 Credits)			
TESL 523-0 Understanding English Language Learners for School Counselors	3		
*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 scores in placement tests. 1f students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 6/2019**			

Master in Education (M.Ed.) – Major in Counseling
45 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses
(This program is not admitting new students.)

Program Description

This program is designed to prepare school counselors to provide individual or group counseling services in K-12 schools or counselors in postsecondary and higher education institutions. It provides counselors with the background in the principles, theories, and practice of guidance and counseling. The graduates from this program will be able to interact with their clients and team with situations that require effective communication, conflict management, problem solving and decision-making. The goal of this program is to develop counselors who possess the needed competencies to perform the duties in an effective manner. The program offers two options: school counseling in public and private settings and students affairs in higher education.

Option in School Counseling K-12 (12 Credits):

Students that choose the K-12 option will develop dual language competencies to perform the duties of school counselors in an effective manner in the school setting.

Students must meet all state and local requirements to obtain certification including basics skills, content specific and pedagogical examination and demonstrate mastery in following areas:

- Student appraisal and evaluation methods in Pre-K-12 students including interpretation and analysis of standardized tests and other assessment results that assist students in career exploration, academic skills and personal and social skill development;
- College and career planning for Pre-K-12 students including college and career exploration and knowledge of financial aid and financing of postsecondary education options;
- Principles, philosophy, organization and administration of a comprehensive school counseling program in Pre-K-12th grades; and
- Consultation skills and techniques for conferring with groups such as agencies, teachers and parents.
- Completion of 600 clock hours in supervised school counseling practicum. During the practicum, students must complete at least 240 clock hours of direct service. The practicum will require students to work in a PK-12 school setting for minimum 15 weeks, 40 hours per week, for a total of 600 hours. Students must arrange to comply with the school clinical observation and internship requirements during a regular school day schedule.

Students must abide by all rules and procedures set by the school district to meet practicum requirements. Students must also show evidence of a passing score in state certification exams prior to assignment of the practicum/internship. The student must refer to the Internship Handbook for specific requirements and procedures.

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

Option in Student Affairs in Higher Education (12 Credits):

The option in Students Affairs in Higher Education will prepare students in counseling students in higher education institutions and provided the dual language competencies to perform the duties in an effective manner. The students will develop the skills to counsel students in through the study of different theoretical perspectives. During the program, students will have the opportunity to discuss resources needed to counsel students in the transition from school to a higher education institution as well as legal and ethical issues pertaining university students. In addition, the program will develop the skills to help college students in the prevention and promotion of mental health, prevention of risk factors and the creation of prevention programs within the campus.

The option includes a 100-hours final formative experience in student's affairs counseling. The practicum/internship will include direct service hours in individual and group interventions and will focus on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel.

The internship experience is in English only; Students must demonstrate English language proficiency in listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

Program Objectives:

- Knowledge and understanding of the theories of counseling.
- Practice of individual and group counseling techniques.
- Knowledge and understanding of the process of counseling with students and consulting techniques when collaborating with parents, teachers and support agencies.
- Knowledge of human development theories, and career development issues.
- Knowledge of ethical issues in the counseling process.
- Knowledge of specific strategies for the counseling of students.
- Knowledge of the legal aspects of the practice of counseling in schools.
- Knowledge of assessment techniques in counseling.
- Understanding of specific cultural idiosyncrasies, needs and counseling practices for students in school settings.
- Knowledge and understanding of principles and procedures of educational research and its relevance to the counseling process.
- Understanding of the specific cultural idiosyncrasies, needs and counseling practices for students in a higher education setting.

Education Programs Internship Requirements:

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

Master in Education – Major in Counselling	
Curricular Sequence	**Credits**
Major Courses	33
Research	9
Guided and Elective Courses	3-6
Total	**45-48**

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Counseling Credential Issued: Master in Education (M.ED.) Degree Requirements: 45-48 Credits			
Major Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 580-O Education Psychology: Human Growth and Development	3		
EDUC 581-O Introduction to Guidance and Counseling Services	3		
EDUC 582-O Legal and Ethical Issues in Counseling	3		EDUC 581-O
EDUC 583-O Instruments and Techniques for Diagnosis and Assessment	3		EDUC 581-O EDUC 582-O
EDUC 584-O Individual Counseling Techniques	3		EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O
EDUC 585-O Group Counseling Techniques	3		EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O EDUC 584-O
EDUC 586-O Career Counseling	3		EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O EDUC 584-O EDUC 585-O
Option in School Counseling K-12 (12 Credits)			
EDUC 645-O Counseling in Schools	3		EDUC 580-O EDUC 581-O
EDUC 618-O Counseling for Children and Adolescents	3		EDUC 645-O
EDUC 646-O Development and Management of Schools Counseling Programs	3		EDUC 645-O
EDUC 648-O Practicum in School Guidance and Counseling	3		All Education Courses
Option in Student Affairs in Higher Education (12 Credits)			
EDUC-649-O Counseling in Students Affairs in Higher Education	3		EDUC 580-O, EDUC 581-O
EDUC-650-O Counseling for Students Development in Higher Education	3		EDUC-649-O
EDUC-651-O Counseling for Prevention in Higher Education: The College Students Experiences	3		EDUC-649-O
EDUC-652-O Practicum in Counseling in Student Affairs in Higher Education	3		All Specialization Courses and EDUC 649-O, EDUC 650-O, EDUC 651-O
Research (9 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 601-O Educational Research Methods	3		18 cr. from Spec. Courses
EDUC 630-O Statistics for Educational Research	3		EDUC 601-O
EDUC 603-O Lecture Seminar	3		EDUC 601-O
Guided Elective Course (3-6 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
TESL 522- O Theory and Practice of Teaching ESOL Students in Schools*	3		
EDUC 640-O Consultation Skills and Management (Specialization in school Counseling)	3		
ELECTIVE: Students choosing the option of Student Affairs in Higher Education can select any master degree course in education from UT.	3		
*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 scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 5/5/2020**			

Master in Education (M.Ed.) – Major in Teaching of English as a Second Language
39 Credits
Offered at Metro Orlando Campus
(This program is not admitting new students.)

Program Description:

This major is designed to provide candidates with educational experiences in the principles, theories, and practice of English second language acquisition, learning, and teaching. It seeks to prepare educators to assume positions of leadership in ESOL education as teachers in public schools. Students must comply with state and local requirements or limitations to practice the ESOL profession in Florida. Graduate students must achieve a passing score on the ESOL subject area test to be certified. The program focuses on the Florida State ESOL Performance Standards.

The practicum in teaching lasts 12 weeks, 20 hours a week, providing students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a school setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing. The student must refer to the Internship Handbook available from the Director of Faculty for specific requirements and procedures."

Education Programs Internships Requirements:

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.

Program Objectives:

Upon completion of the program, the student will develop:

1. Knowledge and understanding of the theories, goals, and research on ESOL education
2. Knowledge and understanding of ESOL curriculum development, theories, and applications
3. Knowledge and understanding of the process of English language development and language acquisition
4. Knowledge of the ESOL classroom-based language assessment strategies and will demonstrate application of those strategies
5. Knowledge and understanding of methods of teaching ESOL
6. Knowledge of specific strategies for teaching reading in a bilingual setting to limited English proficient (LEP) students and demonstrate application of these strategies
7. Knowledge and understanding of brain based research and cognitive   psychology as it relates to language learning and acquisition
8. Knowledge of specific strategies for developing communicative competencies in LEP students
9. Knowledge and understanding of ESOL strategies to integrate cognitive and affective learning
10. Understanding of specific cultural idiosyncrasies that impact student linguistic and academic success
11. Knowledge of English writing strategies
12. Knowledge and understanding of ESOL educational research and its relevance to the instructional process

Program Outcomes:

Students will be able to:

1. Develop ESOL classroom research projects

2. Develop lesson plans for the teaching of reading and writing using different strategies.
3. Design ESOL curriculum units for LEP students
4. Develop ESOL performance portfolio assessments projects
5. Conduct ESOL workshops
6. Develop community projects within a diverse population
7. Communicate adequately in English both orally and in writing.

| Master in Education – Major in Teaching English as a Second Language ||
Curricular Sequence	Credits
Core/Professional Courses	6
Specialization Courses	27
Research Courses	6
Total	**39**

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Teaching of English as a Second Language Credential Issued: Master in Education (M.ED.) Degree Requirements: 39 Credits			
Core Professional Courses (6 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 501-O Principles and Development of Curriculum in ESOL	3		
EDUC 512-O Innovations and Education in ESOL	3		
Specialization Courses (27 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 550-O Second Language Acquisition	3		
EDUC 551-O Reading Processes in a Second Language Setting	3		EDUC 550-O
EDUC 553-O ESOL Curriculum and Materials Development	3		
EDUC 555-O Development of Communication Skills in English	3		
EDUC 566-O Methods of Teaching English as a Second Language	3		
EDUC 567-O Cross-Cultural Communication and Understanding	3		
EDUC 564-O Applied Linguistics for ESOL Teachers	3		
EDUC 569-O Testing and Evaluation of ESOL	3		
EDUC 604-O Knowledge Integration Seminar in ESOL	3		All Core and Specialization Courses
Research Courses (6 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 600-O Educational Research Methods in ESOL	3		All Core and Specialization Courses
EDUC 617-O ESOL Seminar in a School Setting (Internship)	3		EDUC 600-O, a passing score on the Florida Basic General Knowledge Test

(This program is not admitting new students).

Master of Science in Public Affairs (MSPA) – Major in Criminal Justice
39 Credits
(This program is not admitting new students.)

Program Description:

The program trains professionals to assume a multitude of roles such as analysts, evaluators, and planners in the public administration field in both the public and private sectors within the various Criminal Justice fields. The academic and professional orientation of the program enables the student to analyze the doctrines and principles of public administration that are involved in the implementation of public policy.

As a result, of the seminar and field projects emphasizing the application of concepts and analytical tools to the real problems of our present day society, the program prepares students for positions of high responsibility in the public affairs fields. The program also focuses on the political, economic and organizational aspects of developing, implementing and evaluating public policy.

The program will be built upon the current Bachelor Program in Criminal Justice offered at all campuses. The MSPA in Criminal Justice will offer courses in Ethics, Administration, Planning, and Developing the Criminal Justice System, from Philosophy of Punishment to Correctional Program Administration. The students will learn new tendencies in the administration and evaluation of the system that affect local, state and nationwide programs.

Program Objectives:

1. Offer students a quality education giving them the necessary professional tools to meet the challenges of public administration and public policy implementation within the area of Criminal Justice.
2. Develop competent bilingual professionals with outstanding leadership skills in the implementation of programs, policies and services in Florida.
3. Upgrade the professional and academic preparation of administrative personnel working in public and private agencies, enabling them to explore and utilize effective strategies in the decision making process.
4. The program will create professionals who will know and recognize the importance of integrity and ethics in the performance of their functions.
5. The program will provide the knowledge and skills necessaries in the finance area for the effective management of fiscal resources.
6. Graduates from the MSPA in Criminal Justice will be capable of excelling in a constantly changing legal system full of new technologies and increasing demands as part of our multi-cultural society.
7. Graduates from the MSPA in Criminal Justice will know and understand the theories behind our Criminal Justice System, which will allow them to master and fully engage in the multidisciplinary processes within the system.
8. Graduates from the MSPA in Criminal Justice will be able to understand and practice basic principles and research methods that will guide them to excel in the different available practice fields.

MSPA – Major in Criminal Justice	
Curricular Sequence	**Credits**
Core/Professional Courses	21
Major Courses	15
Elective Courses	3
Total	**39**

Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Criminal Justice Credential Issued: Master of Science in Public Affairs (MSPA) Degree Requirements: 39 Credits			
Major Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy	3		
MSPA 505-O Computer Education for Public Administrators	3		
MSPA 510-O Research and Quantitative Method in Public Administration	3		
MSPA 520-O Administrative Law and Ethics	3		MSPA 500-O
MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques	3		MSPA 510-O
MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources	3		MSPA 520-O
MSPA 550-O Fiscal Resources Management	3		MSPA 530-O
Major Courses (15 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
CRJU 500-O Foundations, Practice, and Changes in the Administration of the Criminal Justice System	3		MSPA 500-O
CRJU 520-O Philosophy of Punishment	3		MSPA 500-O
CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System	3		MSPA 530-O
CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs	3		MSPA 510-O +24 Credits
*Choose One of These Courses – 3 credits to complete 15 credits of the specialization courses			
MSPA 710-O Research Seminar in Criminal Justice	3		MSPA 510-O +24 Credits
MSPA 720-O Internship	3		All Courses (Except MSPA 710-O)
Elective Courses (Student will select one of the following courses) (3 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
CRJU 505-O Fundamental Principles of Law	3		
CRJU 510-O Law and Society	3		
CRJU 540-O The Police and Judicial Changes	3		
CRJU 575-O Rehabilitation and Delinquent Treatment Programs	3		CRJU 500-O
CRJU 600-O Seminar: Crime, Victims, and Society	3		CRJU 500-O
CRJU 630-O Organizations and Administrative Techniques of the Police System	3		
CRJU 635-O Mental Health and the Law	3		CRJU 500-O MSPA 520-O
CRJU 640-O Addiction: Legal and Psycho-Social Aspects	3		CRJU 500-O
CRJU 645-O Comparative Correctional Systems	3		
CRJU 650-O Special Laws in Criminal Justice Administration	3		CRJU 500-O
CRJU 730-O Criminality, Crime Control, and Criminal Justice	3		
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 scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 1/9/17**			

*Note: Starting in the 2022-2023 academic year, only the MSPA 710-O course will be scheduled to complete the research course requirement (3 credits).

Master of Science in Nursing (MSN) – Major in Family Nurse Practitioner

51 Credits

Program Description:

Master of Science Degree in Nursing with a Family Nurse Practitioner Specialty and Graduate Professional Certificate with a Family Nurse Practitioner Specialty. Students are taught from a holistic perspective with a multidisciplinary and collaborative focus throughout the life span of the patient. Students are exposed to educational activities that will prepare them to increase health promotion, preventive health, and provide primary care services. Students will contribute to decreasing morbidity and mortality in medically underserved, low-income populations both globally and in the United States.

Program Objectives:

1. Utilize national primary care guidelines and standards to promote high quality health care services.
2. Participate in the generation, application, and dissemination of research.
3. Participate in planning, development, and implementation of community health programs.
4. Utilize research to enhance the quality of health care.
5. Provide health promotions and disease prevention.
6. Maintain a collaborative relationship with other healthcare professions.
7. Participate in continuing education through different methodologies.
8. Maintain proficiency in computer skills and information technologies.
9. Participate in legislative and policy-making activities which influence health care.
10. Develop grant/proposal writing skills.

Note: Students must pass a *criminal background check* in order to participate in some clinical settings and to meet the Board of Nursing Standards to become licensed.

Admission Requirement:

- Hold a Bachelor of Science of Nursing.
- GPA. 3.00.
- Basic statistics course at the baccalaureate level (3crs).
- Active Florida Professional Nursing License.
- Complete an Interview process with the coordinator of the program or their representative.
- Submit three letters of recommendation.
- Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

MSN – Major in Family Nurse Practitioner	
Curricular Sequence	Credits
Core Courses	17
Advanced Practice Core Courses	15
Special Courses	16
Open Courses	3
Total	**51**

The master of science degree program in Family Nurse Practitioner at Universidad Ana G. Méndez, Gurabo Campus, is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

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Universidad Ana G. Méndez - Gurabo Campus
School for Health Sciences
Program Title: Family Nurse Practitioner
Credential Issued: Master of Science in Nursing (MSN)
Degree Requirements: 51 Credits

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Core Courses (17 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
NURS 500-O Theoretical Foundations of Advanced Practice Nursing	3		
NURS 501-O Public Health Policies, Ethics, and Systems	3		
NURS 502-O Nursing Science and the Research Process	3		NURS 500-O
NURS 503-O Nursing Research Project: From Proposal to Publication	3		NURS 502-O HESC 500-O
NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations	2		NURS 501-O
HESC 500-O Statistics Applied to Clinical Research	3		3 undergraduate credits in statistics, NURS 502-O or NURS 502-O (Concurrent)
Advance Practice Core Courses (15 Credits)			
NURS 504-O Advanced History Taking and Physical Assessment	3		NURS 506-O NURS 507-O Or Concurrent
NURS 506-O Advanced Pathophysiology	3		MSN Students Only Co-Req: NURS 507-O, NURS 504-O
NURS 507-O Advanced Pharmacology	3		MSN Students Only
NURS 508-O Diagnostic and Differential Diagnosis	3		NURS 506-O NURS 507-O Or Concurrent
NURS 509-O Pharmacology for FNP's	3		NURS 506-O NURS 507-O Concurrent with NURS 511
Specialty Courses (16 Credits)			
NURS 510-O Primary Care I	3		NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O
NURS 510-OL Primary Care I Laboratory	1		Concurrent with NURS 510-O
NURS 511-O Primary Care II	3		NURS 510-O Concurrent with NURS-509
NURS 511-OL Primary Care II Laboratory	1		Concurrent with NURS 511-O
NURS 512-O Primary Care III	3		NURS 511-O
NURS 512-O Primary Care III Laboratory	1		Concurrent with NURS 512-O
NURS 513-O Residency	3		NURS 512-O
NURS 513-OL Residency Laboratory	1		
NURS 529-O Pediatric Primary Care	3		NURS 504-O, NURS 508-O

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Master of Education (M.Ed.) – Major in Instructional Design and Technology Integration with E-Learning
39 Credits
Offered at Metro Orlando, South Florida and Tampa Bay Campuses
(This program is not admitting new students.)

Program Description:

The M.Ed., Instructional Design and Technology Integration with E-Learning is designed for the student interested in a career in the area of curricular development with technological integration in private, public and nonprofit educational organizations. The program prepares students to create learning and performance solutions using learning theory, instructional design techniques and strategies to meet the need of diverse learners and purposes.

Upon completion of the 39 credit hour program, M. Ed. in Instructional Design and Technology Integration with E-Learning the graduate will be able to:

- Apply fundamental research and knowledge and skills into the instructional design process using instructional designer foundations
- Conduct comprehensive needs and instructional analysis as part of a learning project examining target populations, setting and learning characteristics, instructional materials, and multi-media and adaptive technologies
- Implement and evaluate learning and performance solutions based on instructional design proposals and learning projects for continuous improvement

This degree does not lead to teacher licensure in any state. Students seeking to become a classroom teacher must contact the state's department of education to determine what state-specific requirements for certification. Graduates seeking teacher licensure may be subject to additional requirements on a state-by-state basis that could include student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

Program Objectives:

1. Contribute to the development of professionals in the area of instructional design and technological integration with E-Learning. That will assume, with vision and leadership, the management of organizations in the present and in the future.

2. Promote the education of a professional with the capacity to understand instructional design and technological integration as part of national and global perspective.

3. Train students in the use of technological and communication mean for the purpose of integrating them in a strategic way in the development of technological processes in education.

4. Develop in students skills of communications, analysis, and synthesis and to apply those skills in the process of decision making in educational settings.

5. Develop in students a creative and visionary attitude and teach them how to interpret correctly organizational culture and anticipate and foster opportunities for their organizations.

6. Promote in students an interest in innovation and use of leadership skills in the integration of technology.

7. Collaborate in the development of a professional with technological and strategic vision, with a clear understating of the social responsibility of a leader.

8. Prepare students with the skills to identify and use institutional resources to guaranty de development and success of a program.

9. Teach students the skills necessary to identify partnerships with local, national and international enterprises that will help their organizations in the achievement of high standards.

10. Promote in students an interest in integrating their knowledge in instructional design, technological integration, and E-Learning into the highest professional standards in their careers.

11. Promote in students an interest in research that contributes to the solution of problems in non-traditional ways in the context of a globalized economy.

12. Apply their specialized knowledge in serving the educational needs of adults at all levels and points of their careers.

13. Develop in students the knowledge and skills necessary to start their own enterprises and rise in an ethical way to the highest levels of management in private and public enterprises.

14. Learn to adapt their knowledge in the field to diverse settings while maintaining the highest standards in the practice of their profession.

15. Develop in students the knowledge and skills to practice their profession in an ethical and conscientious way for the benefit of his business and the community in general.

16. Contribute to the education of professionals in the field of instructional design, technological integration, and E-Learning that will serve effectively to our modern society at the local, national and international levels.

M.Ed. – Major in Instructional Design and Technology Integration with E-Learning	
Curricular Sequence	Credits
Core Courses	18
Major Courses	18
Elective Courses	3
Total	**39**

Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: E-Learning Credential Issued: Master in Instructional Design and Technology Integration with E-Learning (M.Ed.) Degree Requirements: 39 Credits			
Core Professional Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
ETEG 500-O Applied Instructional Design Models	3		
ETEG 501-O Fundamental of Educational Technology	3		
ETEG 502-O Fundamentals of Distance Education	3		
ETEG 503-O Curriculum Design and Instructional Design for the Adult Learner	3		
ETEG 504-O Technology Immersions	3		
ETRE 525-O Applied Research	3		Core Courses
Major Courses (18 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
ETEL 600-O E-Learning Technology Integration Multimedia	3		
ETEL 601-O Development of Corporate Virtual Training	3		
ETEL 602-O Distance Education Assessment	3		
ETEL 603-O E-Learning and Virtual Learning Communities	3		
PRTE 630-O Instructional Design and Technological Project I	3		Core Courses
PRTE 640-O Instructional Design and Technological Project II	3		Core Courses
Elective Courses (3 Credits)			
ETEL 604-O Applied Instructional Designs for the Corporate World	3		
ETEL 605-O Applied Instructional Designs for the Academy	3		Core 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 scores on 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. **REV 2/10/17**			

Master of Arts (MA) – Major in Forensic Sciences
42 Credits
(This program is not admitting new students.)

Program Description:

The curriculum is interdisciplinary, focusing on the analysis of administrative processes, decision-making and the organization of public and private institutions at the local, national and the international levels.

It provides students with a solid education, which will enable them to plan, design and evaluate programs and services in the public administration field and particularly in the areas of criminal justice, human services, conflict mediation, and the arts. It fosters broad and programmatic responsibility and leadership.

Program Objectives:

1. Offer students the professional tools to meet the challenges of public administration.
2. Develop competent professionals with effective leadership in the implementation of programs and services in Florida and the United States.
3. Upgrade the professional preparation of administrative personnel in public and private agencies, enabling them to explore and utilize effective strategies in the decision-making process.

MA – Major in Forensic Sciences	
Curricular Sequence	**Credits**
Core Courses	21
Major Courses	15
Research Courses	3
Elective Courses	3
Total	**42**

Universidad Ana G. Méndez - Gurabo Campus School of Social Sciences and Communications Program Title: Forensic Sciences Credential Issued: Master of Arts (MA) Degree Requirements: 39 Credits			
Core Professional Courses (21 Credits)*			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy	3		
MSPA 505-O Computer Education for Public Administrators	3		
MSPA 510-O Research and Quantitative Method in Public Administration	3		
MSPA 520-O Administrative Law and Ethics	3		MSPA 500-O
MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques	3		MSPA 510-O
MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources	3		MSPA 520-O
MSPA 550-O Fiscal Resources Management	3		MSPA 530-O
Major Courses (15 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
FORS 730-O Forensic Investigation and Identification Techniques	3		
FORS 735-O Investigation and Gathering Evidence at Crime Scene	3		
FORS 740-O Forensic Photography and Drawing	3		
FORS 745-O Expert Witness in Court	3		
FORS 750-O Examination of Questioned Documents	3		
*Research Courses (Student will select one of the following) (3 Credits)			
MSPA 710-O Research Seminar in Public Affairs	3		MSPA 510-O +24 Credits
MSPA 720-O Practicum in Public Affairs	3		MSPA 510-O +24 Credits
Elective Courses (Students will select one of the following courses) (3 Credits)			
FORS 760-O Forensic Psychology	3		
FORS 762-O Cellular and Molecular Biology Applied to Forensic Sciences	3		
FORS 763-O Techniques on Handling Samples	3		
CRJU 630-O Organizations and Administrative Techniques of the Police System	3		
CRJU 635-O Mental Health and the Law	3		CRJU 500-O MSPA 520-O
CRJU 640-O Addiction Problems: Legal and Psycho-Social Aspects	3		CRJU 500-O
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 scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 10/31/16**			

*Note: Starting in the 2022-2023 academic year, only the MSPA 710-O course will be scheduled to complete the research course requirement (3 credits).

Master of Arts (MA) – Major in Multimedia Journalism
33 Credits
Offered at South Florida Campus
(This program is not admitting new students.)

Program Description:

The Master in Communication with a specialization in Multimedia Journalism prepares journalists capable of producing journalistic products in tune with the requirements of the digital era and with the knowledge to use the new digital platforms that are present in the field of communications. It offers students the knowledge to understand the new tendencies and requirements of journalism in a changing and global world. The curriculum focuses on theory and practice of journalism.

The students will master diverse areas in the field of communications and will be able to develop new products in numerous multimedia platforms that will transcend territorial frontiers and have a global reach. They will master the traditional news formats but will focus on the use of multimedia formats. At the same time, they will understand the needs of the modern communication markets, and the legal, ethical foundations that protect freedom of speech and press.

The Master in Communications-Multimedia Journalism degree is a component of the multiple disciplines offered by the School of Social Sciences and Communications.

Program Objectives:

The general objectives of all school curricula and programs are to:

1. Maintain academic excellence through study, teaching and social research.
2. Promote the knowledge and preservation local, nation and universal cultural values.
3. Develop the understanding that collaboration is necessary to achieve the sharing of ideas within disciplines, institutions, communities, and nations.
4. Develop the capacity to analyze problems and seek solutions.
5. Promote understanding of the human condition, helping students to view the world with compassion and promoting responsible and ethical behavior.
6. Provide the student with interdisciplinary knowledge that makes it possible to understand modern society and its primary social problems.
7. Help the student to obtain a scientific and philosophic education, analytical and observant of human and organizational behavior.
8. Foster critical analysis and research of the economic, social and political situation in United States' today, and encourage interest in searching for alternative models and solutions.
9. Prepare the student to pursue graduate studies in the social sciences and communication fields.

Based on School of Social Sciences and Communications (SSCC) objectives the Master in Communications-Multimedia Journalism has the following objectives:

1. Apply the principles and laws that protect freedom of speech, press, and assembly both at the national and international level.
2. Analyze the history and development of communications in society and the role of professionals that work in the field.
3. Apply the principles of social respect and diversity that permeates society and understand its relation to communications and diversity of cultures in a global society.

4. Apply the principles, theories, concepts and fundamental models of social communications in the presentation of written and audio-visual news stories.
5. Apply the ethical principles of the profession, respecting truth, accuracy, impartiality, and diversity.
6. Demonstrate critical thinking, creativity, and independent thinking skills and use them to solve conflicts and problems in a creative form in the field of multimedia journalism.
7. Apply investigative techniques to obtain the necessary information to identify problems in the journalistic field and establish the strategies needed to solve them.
8. Write correctly and clearly in forms and styles appropriate in the field of multimedia journalism.
9. Apply the most recent tools and technologies of communications and recognize its impact in today's digital era.

Critically evaluate their own work and that of others for accuracy, precision, and clarity in the use of English and Spanish.

Master of Arts (MA)– Major in Multimedia Journalism	
Curricular Sequence	**Credits**
Core Professional Courses	15
Major Courses	15
Elective Courses	3
Total	**33**

Universidad Ana G. Méndez - Gurabo Campus School of Social Sciences and Communications Program Title: Multimedia Journalism Credential Issued: Master of Arts (MA) Degree Requirements: 33 Credits			
Core Professional Courses (15 Credits)*			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
COMM 51O-O Contemporary Theories of Communications	3		
COMM 511-O Development and Management of Media Enterprises	3		
COMM 515-O Research Methods in Communication	3		
COMM 517-O Communications and New Media	3		
COMM 520-O Advanced Writing for the Media	3		
Major Courses (15 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
COMM 540-O Journalism and Globalization	3		COMM 510-O
COMM 541-O Fundamentals of Multimedia Journalism	3		COMM 510-O COMM 520-O
COMM 542-O Journalistic Writing for Multimedia	3		COMM 510-O
COMM 545-O Investigate Journalism for Multimedia	3		COMM 510-O COMM 515-O COMM 520-O
COMM 550-O Project	3		All Courses
Elective Courses (Students will select one of the following courses) (3 Credits)			
COMM 512-O Legal and Ethics Aspects of Communications	3		
COMM 543-O Journalism and Public Affairs	3		
COMM 544-O Environment, Conflict and Crisis News	3		
*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 scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 10/31/16**			

Master in Education (M. Ed.) – Major in Social and Community Services
36 Credits
(This program is not admitting new students.)

Program Description

The program provides preparation and development for professionals to advise individuals in post-secondary institutions, businesses and community organizations in the advancement of their education, professional development and career planning. The program provides graduates with the background in principles, theories, and practice of advising and general counseling. Graduates from this program will be able to interact and establish relationships allowing them to work in situations that require skills in effective communication, career development, conflict management, problem solving and decision-making. Graduates will have the opportunity to apply interdisciplinary knowledge about human needs and social, economic, and cultural impacts to advise individuals in their life transitions in educational, profit, non-profit, and government settings. The graduates will be prepared to collaborate with diverse stakeholders; manage programs to best meet needs of individuals, and communicate recommendations regarding care, resources, and services.

The curriculum includes 100 hours of practicum experience in the field of the required 36 credits. Practicum locations will be based on student's area of interest and must be approved.

This program is not designed to meet licensure requirements for the social work and counseling professions.

Program Objectives

Students will be able to**:**

- Apply knowledge and understanding of fundamental theories in guidance, counseling, career, and adult development to help students and adults with their education, career and professional development.

- Use advising and counseling theories, techniques, and skills to analyze client's needs, develop goals and implement a plan of action that promote life planning towards academic success, career, and adult development

- Use skills in conflict management, problem solving, and decision-making to support and guide individuals through life transitions and efficacy.

- Demonstrate effective oral and written communication in English and Spanish for relationship building with individuals and stakeholders, administrative professional duties, and disseminate and present materials to promote civic engagement.

- Apply knowledge of ethical issues and legal aspects of advising in post-secondary institutions, profit, non-profit, and government settings.

- Design and implement programs for diverse populations understanding human needs, addressing collected data and using best practices to advise on educational goals and career advancement to help resolve underemployment or unemployment.

- Use assessment techniques to inform advising.

- Understand the context and role of diversity to establish and implement culturally relevant and inclusive professional advising practices for students and adults in post-secondary institutions, community service and businesses.

- Use educational research to maintain high quality performance in practice.

- Understand the range and characteristics of community resources and their conceptual models for direct care, resource sharing, and services.
- Evaluate interventions most appropriate to help students and adults in overcoming educational and social barriers to improve their performance garnering support and resources in their community.

Program Outcomes

Graduates will be able to:
- Offer individual advising to develop personal exploration, decision-making, and goal-setting skills needed to actualize educational, career, or professional goals.
- Offer group advising in post-secondary, career, and professional development.
- Administer and interpret diverse assessments and results.
- Offer guidance and advisement in career selection.
- Design educational and career advising plans for individuals.
- Conduct workshops with different students and adult populations.
- Engage diverse stakeholders to develop and implement schools-college-business-community partnerships to promote advocacy and collaboration.
- Provide guidance and resources needed for life transitions for students and adults.
- Coordinate programs that are reflective of the developmental and demographic profiles of individuals served.
- Communicate information about programs and services to individuals using varied methods of delivery.

Requirements for the Major

Master's in Education – Major in Social and Community Services	
Curricular Sequence	**Credits Hours**
Core professional courses	21
Major courses	15
Total	**36**

Ana G. Méndez University - Gurabo School for Professional Studies Program Title: Social and Community Services Credential Issued: Master's in Education (M.Ed.) Degree Requirements: 36 credits hours			
Core Professional Courses (21 credits			
Courses	**CRS**	**UT**	**Pre-Req.**
ESCS 578-O Introduction Social and Community Services	3		
EDUC 580-O Education Psychology: Human and Growth Development	3		
EDUC 582-O Legal and Ethical Issues in Counseling	3		ESCS 578-O
EDUC 588-O Instruments and Techniques for Measurement and Assessment	3		ESCS 578-O EDUC 582-O
EDUC 584-O Individual Counseling Techniques	3		EDUC 588-O
EDUC 585-0 Group Counseling Techniques	3		EDUC 588-O
EDUC 635-O Educational Research Methods	3		18 credits from core professional courses
Major in Social and Community Services (15 credits)			
EDUC 636-O Development and Management of Counseling Programs	3		EDUC 635-O
EDUC 586-O Career Counseling	3		
ESCS 601-O Service Delivery Systems and Access	3		
ESCS 602-O Student Affairs	3		
ESCS 652-O Practicum in Social and Community Services	3		Core professional and 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 scores in placement tests. 1f students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised April 8, 2019			

Course Descriptions

ACCO 111-O Introduction to Accounting I
Three Credits

This course covers the fundamentals of the financial accounting. It includes the process of registration of the transactions; management of the accounts practices; the worksheets; preparation of the financial statements; management of the cash; account receivables and inventory systems. **Pre-Requisite: None**

ACCO 112-O Introduction to Accounting II
3 Credits

It will examine the second part of the Financial Accounting Fundamentals course. It includes the Information Systems in accounting, Property, plant and equipment, Tangibles, Intangibles assets, Current liabilities, Payroll system, accounting theory and business organizations, such as Partnerships and Corporations. **Pre-Requisite: ACCO 111-O**

ACCO 301-O Intermediate Accounting I
3 Credits

This course will study the generally accepted, basic principles of accounting, as they are applied to the presentation and disclosure of the accounting information in the financial statements and related notes. It includes wage entries, adjustments, work sheets, financial statements, appraisal of the assets and liabilities by classification. IT also includes the procedures and principles that are followed in the presentation of the owner's equity and the income statement. **Pre-Requisite: ACCO 112-O**

ACCO 302-O Intermediate Accounting II
3 Credits

Students will study the basis and the generally accepted principles of accounting, according to their application to the presentation and disclosure of accounting information in the financial statements and related notes. This includes journal entries, adjustments, work sheets, financial statement preparation, specifically the theories and basic principles applied to the acquisition and appraisal of uncommon assets, financial analysis of the company through debt or capital emission, financing alternatives through rent, investment registering theories, and recognizing profit and income. **Pre-Requisite: ACCO 301-O**

ACCO 303-O Cost Accounting
3 Credits

This course will study the fundamental principles of the Cost Accounting and functions. The accumulated system of cost, methods to determine the cost classification, problem solutions, statements preparations, use of forms and registers and decision-making. The course also includes: the accountant role in the organization, cost's purpose and terms, cost analysis, cost by orders, cost base on activities, master budget and flexible budget, variance, managerial control and accounting responsibility. **Pre-Requisite: ACCO 302-O**

ACCO 304-O Auditing I
3 Credits

Study of accounting theory, auditing procedures, worksheets, internal control and fraud. Preparation of Audit Financial Statements, forms, procedures and methodology. **Pre-Requisite: ACCO 302-O**

ACCO 307-O Auditing II
3 Credits

Study of the audit process focused on the practical part of the procedures and emphasizing the Risk Assessment SAS (SAS 104-111), from the planning of the audit using analytical procedures, to determine materiality and risk, auditing internal controls and fraud. Implementation of the processes of audit cycles in the sales and collection and other cycles as payroll, disbursements, accounts payable, property, plant and equipment, prepaid expenses, accrued expenses and income and expenditure accounts, inventory, notes payable and capital accounts and cash. The student will complete the audit process, review contingencies and commitments, issuance of the auditor's report and subsequent events. **Pre-Requisite: ACCO 304-O**

ACCO 310-O Forensic Accounting
3 Credits

This course studies the concept and development of forensic accounting through an analysis of their trends and institutions. It identifies and explains each one of the forensic accounting crimes and the methodology to detect them. The course also analyzes the main aspects of litigation services provided by forensic accountants, through the proper management of evidence, and the accurate calculations of commercial damage. This course integrates a deep analysis of cybercrime and the methodology applied to conduct an accurate business valuation. Finally, the course discusses practical case

studies to understand the principles and unusual procedures and relationships related to forensic accounting. **Pre-Requisite: ACCO 307-O**

ACCO 320-O Federal Income Tax I
3 Credits

Study of the historic development and the conceptual structure of the Federal Income Tax System; objectives, and basic concepts of the imposition system; income tax rate; kind of the income tax forms; how prepare the different tax forms; taxable income; contributive credits and others. **Pre-Requisites: ACCO 112-O**

ACCO 330-O Corporate Accounting Government
3 Credits

This course introduces the student to the corporate world, especially with details that pertain to the role of the key players. It includes the importance of corporate governance for the twenty-first century, rights and obligations, as well as, the legal and ethical challenges that the board of directors' face. Emphasis is placed on monitoring the implementation and administration of management to ensure the effectiveness of the board of directors. It also presents aspects of corporate governance and international non-profit institutions vs. the American model. **Pre-Requisite: ACCO 302-O**

ACCO 340-O EDP Auditing
3 Credits

Auditing, assurance and internal control, information technology governance, operating systems and networks, data management systems, system evaluation and control, processing financial reporting system, computer-aided audit tool, data structures, revenue and expenditures cycle test of controls and substantive testing. **Pre-Requisite: ACCO 307-O**

ACCO 391-O Cost Accounting II
3 Credits

Include the Activity Based Costing system and the management considering design, manufacturing and distribution Process; simple costing using a single indirect cost pool and the five steps decision-making process. Consider the master budgets and operating budgets considering the timing, advantages and the responsibilities in the implementation. The inventory costing using variable, absorption and throughout methods is also part of the course. The strategies, the balanced scorecard in the profitability analysis are emphasizes. Also, the course includes the cost allocation

and methods analysis for different departments. **Pre-Requisite: ACCO 303-O**

ACCO 395-O Managerial Accounting I
3 Credits

Managerial reports preparation. The use of those in the decision-making process. Planning and control of the operations. Includes costs definition in terms of its behavior and function; cost analysis, volume and benefit; master and flexible budget; short-term decision-making. **Pre-Requisite: ACCO 112-O**

ACCO 396-O Managerial Accounting II
3 Credits

This course covers the second part of ACCO 395. It provides students with methods to report managerial information to internal users of the firm. Budgeting, standard cost systems, reporting and analyzing performance, management control systems, flexible budget systems, variance analysis are among the contents covered. The student taking this course will acquire a basic understanding of the most commonly used methods for using information from the firm's accounting and information systems to assist in making important managerial decisions. **Pre-Requisite: ACCO 395-O**

ACCO 453-O Accounting Project
3 Credits

The most important integrating experience in the studies of a bachelor's degree student. The student must synthesize and apply knowledge from the perspective of the accounting discipline in simulated situations and different scenarios. Financial decisions are examined from an integrative perspective of the variables that affect them and which fall within the specialty courses. It can be performed as a workshop, a research seminar, an individual project or group, or a creative work done in a study, a laboratory or field research. **Pre-Requisites: ACCO 303-O, ACCO 304-O, and 3 specialization courses**

BIOL 103-O Biology for Health Sciences
3 Credits

Biology compendium which includes fundamental concepts of the cell, genetics, and the introduction to Anatomy and Physiology. **Pre-Requisite: None**

BIOL 300-O Microbiology
3 Credits

This course emphasizes the fundamental concepts of microbiology such as: bacteriology, mycology, virology,

parasitology and immunology. The course discusses and analyzes a variety of topics about pathogenic microorganisms, signs, symptoms, diagnosis of infectious disorders and basic treatment. This course also analyzes the capacity of microorganisms that cause diseases, prevent diseases, and their economic importance in human societies. **Pre-Requisites: None; Co-Req: BIOL 300-OL**

BIOL 300-OL Microbiology Laboratory
3 Credits

Students will be exposed to the microbial world and the techniques for their study from the human and environmental health perspectives. During the course students will learn fundamental techniques for the study of microorganisms and their manipulation. Each laboratory experience and other activities have been chosen to encourage students to think for themselves, take initiative, and be responsible in their work as part of the ethical principles. **Pre-Requisites: None; Co-Req: BIOL 300-O**

BIOL 303-O Human Biology I
3 Credits

The course integrates the study of the structure of the human organism, its development and histology, with the function of organs and systems. Also, issues related to health are discussed. Study of the cellular concepts, histological structures, and of osteoarticular, muscle and nerve systems, emphasizing the value of life, human dignity, respect, integrity, justice and responsibility of every human being. **Pre-Requisites: BIOL 103-O, Co-Req BIOL 303-OL**

BIOL 303-OL Human Biology Laboratory I
1 Credit

The laboratory experiments were design to enable students to learn human anatomy and physiology in a whole manner. Each laboratory experience and other activities were chosen to encourage students to think for themselves, take initiative and be responsible in their work. Focus in the ethics principles involved in the study of human biology. **Pre-Requisites: BIOL 103-O, Co-Req BIOL 303-O**

BIOL 304-O Human Biology II
3 Credits

The course integrates the functions and organization of all the systems of the human body. Emphasizes all the metabolic and physiological processes of the human body. **Pre-Requisites: BIOL 303-O, Co-Req: BIOL 304-OL**

BIOL 304-OL Human Biology II Laboratory
1 Credit

The laboratory experiments were designed to enable students to learn human anatomy and physiology in a whole manner. Each laboratory experience and other activities were chosen to encourage students to think for themselves and to take initiative and be responsible in their work. The course focuses in the ethics principles related to the study of human biology. **Pre-Requisites: BIOL 303-O, Co-Req: BIOL 304-O**

COHE 201-O Healthcare Systems, Policy, & Politics
3 Credits

In this course, students study U.S. health care systems, health policies, health reforms and implications to infrastructure and in the delivery of health care services. Emphasis is placed on the Affordable Care Act, access to health care; health advocacy, and child health policy. **Pre-Requisite: None**

COHE 202-O Health Law and Ethics
3 Credits

This course explores ethical and legal issues in health care and emphasizes frameworks for conducting ethical analysis (on what basis can you say that a course of action is or is not ethical), the analysis of ethical dilemmas (how do you think about situations in which different ethical precepts collide), and how to deal on a day-to-day basis with the practical issues of ethical behavior. Students will explore compliance, confidentiality, and best practices in health care services; HIPAA and protected health information (PHI); an introduction to electronic medical records, and reporting child abuse and human trafficking. **Pre-Requisite: None**

COHE 203-O Introduction to Public & Community Health
3 Credits

This course covers the foundations of public health and education, including factors associated to health and disease. Emphasis includes the current technical issues and practical obstacles facing community health practitioners and policymakers; surveillance systems and their contribution to disease control; the continuum of individual and community health prevention to intervention in controlling disease, and the role and interactions of biological, psychological, social, and

systems factors that affect public health. **Pre-Requisite: COHE 201-O**

COHE 204-O Infectious Disease Epidemiology & Prevention
3 Credits

In this course, students will explore infectious disease epidemiology and its relation to health prevention for control and eradication of diseases from a public health framework. Emphasis is on terminology and application of epidemiology and demography; sources and usage of population data; types of epidemiologic studies; risk assessment; sources of bias in population studies; screening; classification of disease; methods of disease control; outbreak investigation; immunization, and reportable diseases. **Pre-Requisites: COHE 203-O, MATH 111-O, BIOL 103-O, BIOL 303-O, HESC 201-O**

COHE 205-O Health Disparities
3 Credits

This course explores health care disparities and related topics such as minority health; access to health services; health disparities research; strategies for Hispanic health engagement and empowerment; community-based participatory research; educational efforts and health equity, and methods for benchmarking progress in minority health. **Pre-Requisites: COHE 203-O, HESC 201-O**

COHE 206-O Community Health Work, Education, & Communications
3 Credits

In this course, students will review major health education campaigns and develop professional health education skills and frameworks for addressing community assets; patient referrals and resources; community health advocacy; health communication barriers with Hispanic clients; adolescent health programs; best practices for talking with children and teens about health and sexuality; work with children and families with special needs; community outreach; communication techniques; social marketing, and culturally sensitive health issues. **Pre-Requisites: COHE 202-O, COHE 203-O**

COHE 207-O Community Health Education
3 Credits

This course introduces students to public health and education theories that are applied in health promotion activities, including culturally relevant techniques and strategies. Emphasis is placed on education design; effective health communications; identification and

evaluation of local, state, and national resources; community health field methods such as group facilitation; organizing and conducting peer-to-peer dialogues and Spanish language "Platicas"; computer applications in health education, and Hispanic health literacy and strategies for behavioral change at group and community level. **Pre-Requisites: COHE 202-O, COHE 205-O**

COHE 301-O Community Health Leadership
3 Credits

This course will prepare students for the management and communication challenges of the health education workplace and development of future leadership styles. Emphasis includes creative problem solving; emotional intelligence; diversity; customer service; negotiation; interpersonal communication; conflict resolution; leadership, and Influence. **Pre-Requisite: None**

COHE 302-O Behavioral Health Education
3 Credits

This course is designed to introduce students to behavioral health as a foundation for program work and development. Emphasis spans mental health; depression, substance abuse, including drugs, alcohol, and tobacco; the role of culture and mental health; relapse prevention programs; domestic and other types of violence; mandatory domestic violence reporting; psychosocial, environmental, and biological influences on violent behaviors; youth gangs and intervention programs; interactions among drugs, alcohol, and violence; family violence; violence prevention and intervention strategies; infant and early childhood mental health issues, and human stress management. **Pre-Requisites: COHE 207-O, PSYC 123-O**

COHE 303-O Trauma & Psychological Perspectives
4 Credits

In this course, students examine the fundamentals of trauma and psychological perspectives in the field of public health, health education and wellness promotion. Emphasis is placed on epidemiology; Post-Traumatic Stress Disorder (PTSD) and other anxiety disorders; emotional and psychological trauma; eating disorders; Dissociative Disorders (DD), as well as the interrelationship between culture and victims of violence. **Pre-Requisites: COHE 302-O**

COHE 304-O Instructional Methods & Culturally Competent Community Health Work
3 Credits

This course will offer students an overview of different types of instructional methods and cultural values, beliefs, and issues that enhance and affect diverse group communications. Emphasis is placed on culturally competent client-centered health education communications; assessment of needs, assets, and available resources for effective interventions and health program design; the relationship that culture plays in the health and wellness of individuals and the community in which they live; fundamentals for developing linguistically and culturally relevant health education and prevention information and programs, and identification and evaluation of Internet resources that intersect with culture and health. **Pre-Requisites: COHE 207-O**

COHE 305-O Assessment, Planning, and Evaluation of Health Programs
3 Credits

In this course, students are exposed to the substantive and procedural aspects of assessment, planning, and evaluation for health program management. Emphasis is placed on community needs assessment; barriers, beliefs, and values impacting health programs in Hispanic populations; development, coordination, and evaluation of health programs; collection and analysis of data for research, reporting, and continuous learning; PDCA; adaptation of health education programs for Hispanic Populations, and evaluation of program outcomes in minority communities. **Pre-Requisites: COHE 304-O, HESC 201-O**

COHE 306-O Human Sexuality & Reproductive Health
4 Credits

In this course, students will examine the fundamentals of sexuality and reproductive health within the context of public health as a key area in the protection of individual health status as well as society. The course will focus on basic aspects of human sexuality, reproductive health, teen pregnancy, violence and abuse in humans, maternal mortality related to pregnancy and childbirth, contraception and abortion, sexually transmitted infections (STI), cancer associated with STI, and prostitution and pornography. The course also highlights the role of the community specialist and his value as a leader in the search, together with communities, of solutions on important aspects of sexuality and

reproductive health. **Pre-Requisites: COHE 204-O, BIOL 103-O, BIOL 303-O, PSYC 123-O**

COHE 401-O Health Promotion and Disease Prevention I
3 Credits

This course exposes students to the contributions of health promotion to a healthy life; the different models and approaches to health promotion; the relationship between health promotion and health education; explore the Ethical and political values in health promotion; strategies and interventions to promote health and different settings in which health promotion interventions take place towards positive health and well-being. **Pre-Requisites: COHE 306-O**

COHE 402-O Health Promotion and Disease Prevention II
3 Credits

This course is the continuation of the Health Promotion and Disease Prevention I course. In this course, we will study the process of diseases and chronic diseases that prevail in communities. We will also use the different models, approaches to health promotion as well as the strategies and interventions learned previously and we will use them as tools in health education activities for the prevention of diseases in communities. **Pre-Requisite: COHE 401-O**

COHE 403-O Community Health Research Design
3 Credits

Community health professionals require a sophisticated understanding of research design in public health. The Community Health Research Design course is focused on integration knowledge through the development of an individual student research project proposal spanning design, data collection, analysis, and reporting components. **Pre-Requisite: COHE-402-O**

COHE 404-O Field Experience - Community Health Services
6 Credits

In this integrative field course, students will apply a research design to a community health professional experience within a community agency such as a health services agency, a nonprofit agency, or a health care setting, concluding with a community health research report. **Pre-Requisite: COHE 403-O**

COHE 405-O Certified Health Education Specialist (CHES) Certification Preparation
3 Credits

The Certified Health Education Specialist Certification Preparation course offers students a general review the NCHEC Framework: Seven Areas of Responsibility to guide them in preparing for the CHES certification examination. **Pre-Requisite: COHE 403-O**

CHEM 224-O Fundamentals of General Chemistry
3 Credits

The course promotes the study of the principles of General Chemistry, designed for students of health-related professions. It includes topics about measurement systems, matter and energy, chemical reactions, atomic and molecular structure, chemical bonds, radioactivity, stoichiometry, solutions, liquid and gas states, chemical equilibrium, chemical kinetics, acids, and bases, organic chemistry, biochemistry, and their application to physiological functions. **Co-Req: CHEM 224-OL**

CHEM 224-OL Fundamentals of General Chemistry Laboratory
1 Credits

The knowledge of this course contribute to that the student interprets and verifies the main definitions, laws and theories of the general chemistry (matter, properties of matter, elements and compounds, chemical reactions, solutions, acids and bases, and radiations) and in its practical application. Also to dominate the main experimental techniques and the works with the measuring instruments and to develop experimental skills that allows him to acquire new knowledge. **Co-Requisite: CHEM 224-O**

COIS 102-O Logical Concepts and Problem Solving
3 Credits

This course is a practical and theoretical introduction to basic programming principles. It includes development of logic, as well as the use of flow charts, structured flow charts and pseudo codes. Students will become familiar with editing and compiling programs. **Pre-Requisite: COMP 110-O**

COIS 240-O Object Oriented Programming
3 Credits

This course is a study of the fundamental concepts and principles of the programming language C++. The course emphasizes on an individualized style of modular programming, using object programming. It also promotes the use of extensions coding, modules and applications for the development competitive skills for today's employment market. This is an 8 week course. Requires computer laboratory. **Pre-Requisite: COIS 110-O**

COIS 250-O Systems Analysis and Design
3 Credits

This course covers the study of the systems development cycle, with emphasis on the present system documentation, using the classic tools and techniques as well as the structured ones. It includes the use of these resources for describing the processes, the data flow, data structures, forms design for data gathering, and reports. It also discusses data gathering activities and information, progress reports, and the transition from analysis to design. **Pre-Requisite: COIS 102-O**

COIS 360-O Telecommunications and Computer Network
3 Credits

This course, Telecommunications and Computer networks (COIS 360), is designed for individuals in the field of computer information systems. The course describes the historical evolution, fundamental concepts, terms and latest state of the art computer network products available for management information. Emphasis will be given in the areas of planning, design and implement computer networks. The course also describes the most common networking topologies and protocols. It also studies, by comparison the most common design and implementation strategies like centralized versus distributed processing while studying the theory and technical concepts of computer networks internal structure and devices. **Pre-Requisite: COMP 110-O**

COIS 420-O Introduction to Databases and SQL Programming
3 Credits

Course dealing with the development of programs that create, organize and manage databases. Its main focus is on the functions of development, modifying and accessing structures within the relational database. The course will include topics like data modeling, the normalization process, the creation of Entity-Relationships Diagrams, the application of databases structures as well and the relational and hierarchical database models. The course will be complemented with the development of applications in SQL (Structure Query Language), and

PL/SQL (Procedural Language/SQL). **Pre-Requisite: COIS 240-O, COIS 250-O**

COIS 421-O SQL Advance Programming
3 Credits

Specialty elective course designed to provide a working introduction to PL/SQL programming within the Oracle RDBMS environment. The course begins with basic relational database concepts, the SQL query language, PL/SQL language fundamentals of block program structure, variables, cursors, and exceptions, object creation, including indexes, tables, triggers, and stored procedures, Oracle Forms, Oracle-supplied packages, SQL*Loader, SQL developer, dynamic SQL, and object technology. Students will work with real-life projects. Requires laboratory. **Pre-Requisite: None**

COIS 422-O Database Applications Development
3 Credits

Major elective course in which the student will built all the necessary expertise on handling the critical tasks of planning and develop database backup and recovery strategies. Students will be exposed to exercises using backup methodologies based on business requirements in a typical enterprise. Utilize multiple strategies to recover from different types of failures. Also gain hands-on experiences learning a series of steps for the optimization and performance of the DBMS. Learn how to implement tuning techniques for improving data access and storage, support, practice diagnosing and resolving a variety of performance problems using real-world scenarios. **Pre-Requisite: COIS 421-O**

COIS 423-O Database Administration
3 Credits

Students will study and practice program development techniques related to a database management system. Emphasis will be given to functions such as: table files, append from, copy to, sort, report generator, queries, and many others. Object-linking embedding (OLE) and dynamic data exchange (DDE) are included as essential parts of the course in terms of knowledge integration with topics presented in other courses. Requires laboratory. **Pre-Requisite: None**

COIS 432-O Computer Network Design
3 Credits

A specialized course concentrating in Local Area Network design (LAN). The student will be able to learn the necessary methodologies for the design of computer-based networks using wired, wireless, and optical media. They will learn to use application software in a simulation environment in order to prevent errors and time loss before a computer network is installed. This specialized course will provide the students a knowledge-base for diagnosing and anticipating problems in order to avoid the increase of costs and production loss in businesses. **Pre-Requisite: COIS 250-O, COIS 360-O**

COIS 433-O Wireless Local Area Network
3 Credits

Course that describes the technologies involved in all aspects within a local computer network and how wireless personal devices interact and communicate with each other. Using a practical approach, students will learn wireless devices communicate with wireless local area networks through protocols and access points. Students will also learn how to design, install and troubleshoot a wireless LAN network on a safe-base environment applying rules in the program to manage a device. **Pre-Requisite: COIS 360-O**

COIS 434-O Application Development for Mobile Devices
3 Credits

In this course the student begins in the application programming environment for mobile devices. The student will be able to develop applications to access information and data from any mobile device connected to the LAN while in motion. The course provides the skills for the distribution of mobile applications on both fronts, the creation of services and devices. It also provides guidance on the complex networks of acronyms and standards on which the data are disseminated. The student will learn how to diagnose and detect security flaws and emerging technologies. **Pre-Requisite: COIS 360-O**

COIS 435-O Computer Networks Administration and Data Communications
3 Credits

This course concentrates on the fundamental elements for the management of computer networks and data communication. The course emphasizes skills development for the design and management of modern communication networks, using digital technology. It also utilizes the ideal platforms for data transfer and telecommunications, oriented to the client-server services and to the management of applications for the information highway. **Pre-Requisite: None**

COIS 435-O Managing Computer Networks and Data Communications
3 Credits

Study all the essential elements for network management computers and data communication. The course emphasizes the development of skills in the design and administration of modern communication networks, with the use of digital technology. The transfer platforms data and telecommunications, service-oriented client – server are also used. It will cover the different applications to manipulate the information highway and the impact of these elements in our society. Requires use of Laboratory. **Pre-Requisites: COIS 250-O, COIS 360-O**

COIS 450-O Information Systems Development Project
3 Credits

The course (COIS 450), Systems Development Project, guides the students to the application of concepts, principles and practices for developing a software system. Training for this process is achieved using software project management methodologies with integrated team dynamics in search of a solution to a simulated real-world information technology need. The course complements the study of real-life information technology need exercises and teamwork interactions simulating real world development teams, including presentations of development progress. This course requires laboratory exercises. **Pre-Requisites: COIS 420-O**

COMM 510-O Contemporary Theories of Communication
3 Credits

This course studies the concepts, models, communication epistemology, and history of the theories of communication as foundations of contemporary communication. It also emphasizes the application of contemporary paradigms of theories of communication to the communication disciplines. The course includes the study of principal theories of communication in organizations and the analysis of applications of the theories in multimedia journalism and/or public relations. **Pre-Requisite: None**

COMM 511-O Development and Management of Media Enterprises
3 Credits

The course provides students with the theoretical frameworks on management of mass media; organization and behavior of firms (newspapers, magazines, radio, television, film, music); industry analysis and market structure, and business challenges presented by the Internet and media convergence. **Pre-Requisites: None**

COMM 512-O Legal and Ethics Aspects of Communications
3 Credits

The course addresses the relationship between law, ethics and communications in the context of the Information Society. The course presents the theory about information rights, intellectual property and communication rights. **Pre-Requisites: None**

COMM 515-O Research Methods in Communication
3 Credits

Study of scientific knowledge and research and its applications to communication sciences. Analysis and application of different types of communication research. Development of the theoretical framework for communication research. Study of the quantitative and qualitative communication research, and the design and implementation of these techniques. Analysis of the concepts of universe, reliability and representativeness of the samples. Application of different methodologies to conduct communications research. Design of communication research projects, principally in multimedia journalism and public relations. **Pre-Requisites: None**

COMM 517-O Communications and New Media
3 Credits

This course studies the concepts of globalization, information society, and postindustrial society as the social context of new media. It also studies the Internet as a new media of communication. It also presents postmodernism as the cultural logic of the information of society, its postindustrial expression, globalization, and the new media. This course also discusses the history of the society of information and the turn of the 20th century as the catalyst of new media and its cultural and social logistics. **Pre-Requisites: None**

COMM 520-O Advanced Writing for the Media
3 Credits

The course studies the particularities of traditional and new media and its impact on writing for the media. The new demands in the digital era are also explored. The course studies the structures for news, press releases, speeches and messages for social networking. It also

discusses the changes in the distribution and consumption of these products by the audience. **Pre-Requisites: None**

COMM 540-O Journalism and Globalization
3 Credits

This course provides graduate students with the knowledge and appropriate skills to work as journalists in a globalized world. Explore this profession in global context; analyze the impact of the digital era in news and the distribution for domestic and international audiences. **Pre-Requisite: COMM 510-O**

COMM 541-O Fundamentals of Multimedia Journalism
3 Credits

The course studies the main theories about the origins of multimedia journalism, concepts and current purposes. Also studies practical concepts of multimedia journalism; converge of text and audiovisual in cyber platforms; the essential elements of ethics and law; the evolution of journalism; and the different journalistic genres applied to multimedia. **Pre-Requisites: COMM 510-O**

COMM 542-O Journalistic Writing for Multimedia
3 Credits

This course provides students with the skills to write with fluency, conciseness and coherence that require multimedia. Also studies research concepts for multimedia, development of contacts and sources, and the techniques for the emerging social media. **Pre-Requisite: COMM 510-O**

COMM 543-O Journalism and Public Affairs
3 Credits

This course studies the media coverage of public policies of the government of Maryland, and the United States government. Also studies the Constitutions of both countries and them political and democratic development. Explore the current challenges for the reporter who covers government sources. **Pre-Requisites: None**

COMM 544-O Environment, Conflict and Crisis News
3 Credits

The course studies the practical concepts for media coverage of crisis, such as environmental disasters, strikes, war, terrorism, conflict and similar situations. Also studies the ways in which journalists should report this type of news with responsibility and ethics; the limitations and security measures. **Pre-Requisites: None**

COMM 545-O Investigative Journalism for Multimedia
3 Credits

The course studies the theoretical and practical concepts of investigative journalism and its history and evolution in the digital world. Studies this journalistic genre in traditional media and multimedia; and the skills required for the performance of this product. **Pre-Requisites: COMM 510-O, COMM 515-O, COMM 520-O**

COMM 550-O Project
3 Credits

In the course, students will conduct a research project according to their specialty area (Multimedia Journalism or Public Relations), integrating the knowledge, abilities and skills acquired at the University during his graduate studies. **Pre-Requisites: All COMM Courses**

COMP 110-O Computer and Software
3 Credits

This course focuses on the study, application and handling of basic computer concepts, and productivity tools. The course integrates the analysis and evaluation of different application software. The main focus of the course is the creation and editing of documents and effective presentation of programs such as: search engine, internet, electronic mail, word processor, and presentations. The course includes computer laboratory experiences and practice in the use of the Internet. **Pre-Requisite: None**

CRJU 500-O Foundations, Practice and Changes in the Administration of the Criminal Justice System
3 Credits

This course has been designed to familiarize the student with the theoretical, judicial and practical notions, that permeate the administrative process in the criminal justice system in the United States in general and the state of Florida in particular. The course will provide the student with knowledge so the may not only execute in a practical, concrete and immediate manner, but analyze and resolve the varied and complex problematic situations. **Pre-Requisite: MSPA 500-O**

CRJU 505-O Fundamental Principles of Law
3 Credits

The course deals with issues in the area of procedural and constitutional law with an emphasis on civil rights, criminal law, criminal procedure, and evidence rules and regulations in the United States. It promotes the study of the sources of positive law, the Constitution, and the

United States Supreme Court judicial decisions and precedents. **Pre-Requisite: None**

CRJU 510-O Law and Society
3 Credits

This course covers the relationships between rights and society; focusing on the theoretical vision and investigative approach to the legal system. The course encompasses legislative procedural and substantive aspects, as well as the influence of social factors in the legal development of society while analyzing the relationship between law and social change. **Pre-Requisite: None**

CRJU 520-O Philosophy of Punishment
3 Credits

This course analyzes the meaning of punishment throughout history, theories on its origin, its cultural relativity and dominant philosophies. Students will view the different arguments proposed historically to defend or reject punishment, social protection and rehabilitation, among others, and the alternative methods of punishment. **Pre-Requisite: MSPA 500-O**

CRJU 540-O The Police and Judicial Changes
3 Credits

Study of the dynamics surrounding the role of the police and the operational changes caused by the legislative and judicial interpretations. It will analyze the effect this has on the criminal investigation and the way they affect the rights of people who commit crimes. **Pre-Requisite: None**

CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System
3 Credits

This course will familiarize the students with the different aspects of the evaluation of administrative programs. General knowledge of the theory and practical applications of analytical problems as it relates to programmatic areas in the criminal justice system. The students will study and design evaluation instruments for law enforcement, corrections and criminal justice programs. Study, analyze and develop operational strategies towards objectives, decision making and problem solving. **Pre-Requisite: MSPA 530-O**

CRJU 575-O Rehabilitation and Delinquent Treatment Programs
3 Credits

This course is a seminar that analyzes the philosophy of correctional and public policy emphasizing the rehabilitation of the delinquents and the constitutional dispositions and the law. The course examines different programs of treatment and rehabilitation that are offered in the correctional institutions that comply with the correctional public policy. Furthermore, the seminar will evaluate the models that are implemented in the United States and other jurisdictions to include the following: expectations, findings and developmental scientific foundations such as tendencies and reform. Encourage the participation of persons associated with the correctional system, including ex-convicts and convicts, ex-employees and current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences. **Pre-Requisite: CRJU 500-O**

CRJU 600-O Seminar: Crime, Victims and Society
3 Credits

This is a seminar that focuses on the analysis of the responsibility of the state with its obligation to protect the life and property of its citizens. It focuses on the study of the possibility that the state will compensate, although partially, a victim of a crime, for damages suffered as a result of such criminal act. The study of the restitution doctrine, as part of sentencing and as an alternative and rehabilitative technique is integrated. Comparative analysis of the efforts in other jurisdictions in respect to the aforementioned is integrated in the course. **Pre-Requisite: CRJU 500-O**

CRJU 630-O Organizations and Administrative Techniques of the Police System
3 Credits

Study of the organization and administration of the police in the United States of America. Emphasis is given to organizational theory, administrative techniques, procedures, and police administration and supervision programs. It analyzes alternative police models, strategies, programs, institutional approaches, roles, perspectives and interagency police relations. **Pre-Requisite: None**

CRJU 635-O Mental Health and the Law
3 Credits

This course will provide a critical analysis of the association between the criminal justice system and mental health. It is based on current Florida legal standards and its application in the administrative

processes of justice. It will then proceed to the analysis of the scientific theory utilized in the investigation of human behavior and the development of psychopathology. The student will develop a project in which he or she will implement the acquired knowledge in the course. **Pre-Requisites: MSPA 520-O, CRJU 500-O**

CRJU 640-O Addiction: Legal and Psycho-Social Aspects
3 Credits

Study of the medical-legal of drug addiction and alcohol abuse problem. It includes an analysis of the legal structure, from the framework of state and federal laws in the use and abuse of drugs and alcohol. It also discusses legislation, treatment and prevention programs. **Pre-Requisite: CRJU 500-O**

CRJU 645-O Comparative Correctional Systems
3 Credits

This course offers a comparative study of the correctional systems in Europe, United States, Canada, Latin America and Japan. The study will be conducted from the perspectives of historical development, administrative organization, correctional, philosophy, human resources, and treatment and rehabilitation programs for inmates. It will also consider the administrative and judicial mechanism to protect the rights of inmates as well as post-prison assistance. Trends and prison reforms in each country will also be reviewed. **Pre-Requisite: None**

CRJU 650-O Special Laws in Criminal Justice Administration
3 Credits

This course analyzes the special laws that regulate our legal conduct, including the basis for their creation, enforcement techniques, and jurisprudence. Students will discuss laws dealing with weapons, confiscations, explosives, controlled substances, elections, transit vehicles, and mortgage institutions, among others. **Pre-Requisite: CRJU 500-O**

CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs
3 Credits

This seminary course analyses the correctional system from different perspectives, including psycho-social, ecological, legal and disciplinary, among others. The course examines the subculture of the prison, how it forms, its developments and the effect in the inmates and the correctional personnel, producing a unique social system. This seminar covers subjects, situations,

controversies and particular problems of the correctional system, in addition to the examination of scientific findings, dynamics, as well as decisions or legislation of impact with respect to the correctional system. It examines and weights the different factors that incline to the good development of the programs as well as those that prevent their development. This course welcomes the participation of key players within the correctional system, including inmates and ex-inmates, as well as officers and employees of the correctional system, besides experts in the correctional field, through guest speakers, conferences and symposiums. **Pre-Requisites: MSPA 510-O and 24 credits**

CRJU 730-O Criminality, Crime Control and Criminal Justice
3 Credits

The course focuses on a critical analysis of criminality from a sociological perspective. Particular emphasis is placed on the relation of public policy, criminal justice administration: decision-making, program implementation, and evaluation of police participation. Students discuss different strategies and models to reduce crime as well as the new tendencies towards privatization of criminal justice services. **Pre-Requisite: None**

ECON 121-O Introduction to Economics: Microeconomics
3 Credits

This course will present the study of economics from a practical viewpoint so the student will be able to make knowledgeable and informed business decisions. Some of the aspects to be covered are: the definition of economics, supply and demand theory, price equilibrium, and elasticity of demand, application to market analysis, market structures, definitions, and its effect on consumers. **Pre-Requisite: None**

ECON 122-O Introduction to Economics: Macroeconomics
3 Credits

This course will present the study of economics from a practical viewpoint so the student will be able to make knowledgeable and informed business decisions. Some of the aspects to be covered are introduction to macroeconomics aggregate supply and demand, limitations of national income accounting, classic supply and demand theory, banking and money supply, federal budget and public policy, and its application to market analysis. **Pre-Requisite: ECON 121-O**

ECON 123-O Economics Principles & Problems (Compendium)
3 Credits

The course covers economic theories, value and price, distribution, protection and the role of government in the economy. **Pre-Requisite: SOSC 111-O**

ECON 519-O Managerial Economics
3 Credits

This is a course with a general approach in economics. The student will learn basics principles and theories of macro and microeconomic analysis. Some microeconomics aspects to be covered are: scarcity and marginal decisions, supply and demand, production costs and market analysis. Some macroeconomics aspects to be covered are: national income accounting, inflation, and unemployment. **Pre-Requisite: STAT 555-O o equivalent**

EDUC 106-O Introduction to Education
3 Credits

EDUC 106 offers a general vision of education, and it's social commitment in the academic and professional fields. This course introduces an objective study/analysis of the state educational system, and the role of teachers and students as the most important elements in education. The course is designed to provide future teachers or aspiring teachers, a comprehensive vision of education past and present. **Pre-Requisite: None**

EDUC 123-O Creative Expression in Children
3 Credits

Study of the methods, materials and techniques used in developing basic skills in music, art, and drama in young children. Processes used to initiate singing, basic rhythms, use of simple instruments, arts and crafts materials, use of puppets, improvisation and dramatization according to child's age development and maturity from Pre-school to sixth grade elementary school, will be practiced. Discussion of ways used to motivate free expression and creativity in infants and young children. Development of appreciation of fine arts in young children. **Pre-Requisite: EDUC 171-O**

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

The course Philosophical Foundations of Education is an introductory course to the knowledge, skills and professional competencies required for the educational

preparation of teachers in the State of Florida at all levels. It is geared towards the study of the psychological, sociological and philosophical principles in the field of education. **Pre-Requisite: None**

EDUC 171-O Human Growth and Development
3 Credits

The course is an analysis based on studies on educational psychology processes of growth and development. It studies the changes that occur in the human being from the moment of conception throughout the stages of development. It includes the study of physical, motor, sensory, language, psychosocial, emotional, moral, creative, critical thinking and problem solving developments. It studies the psychological changes that happen as a result of the different stages of development, hereditary and environmental factors that motivates the conduct of the human beings. **Pre-Requisite: None**

EDUC 173-O Educational Psychology
3 Credits

This course offers a general vision of the learning concepts and intelligence and its relation with the human development. It examines the theoretical aspects related to learning and intelligence, and the different learning styles. It discusses de recently introduced theory of the multiple intelligences and the emotional intelligence and its relation with the teacher's role. **Pre-Requisite: EDUC 171-O**

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

This course covers the application of the Instructional Design and principles of Instructional Technology in the preparation of teaching materials, as well as the study of communication processes, perception and learning, and its relationship with the design of materials. The student will learn about the importance of planning and designing instruction, and in the selection, usage, and evaluation of resources. In addition, he/she will learn diverse techniques for making instructional materials, different technical sources and how to integrate them to the instructional experience. The concept of technological innovation and its importance in the development of effective educational experiences for students, will be discussed and analyzed. **Pre-Requisite: EDUC 214-O**

EDUC 206-O Methodology for Teaching Reading and Writing in English to Spanish Speakers I
3 Credits

This course provides an overview of the theory and practice of essential aspects in the teaching of English reading and writing to Spanish-speaking students in kindergarten through third grade. The course examines the similarities and differences between teaching reading and writing in the native language and in English. Furthermore, the course focuses on different research-based methods to teach reading and writing in English to Spanish-speaking students. Special attention is given to understanding the impact of the five crucial components for effective reading in English: phonemic awareness, phonics, reading fluency (including oral reading), vocabulary development, and reading comprehension. The course addresses proven second language acquisition reading and writing practices and strategies that support transferability of skills from the native language to the English language by using cognates, transfer strategies, diagnosis of readiness skills, and correction of reading difficulties. **Pre-Requisite: None**

EDUC 207-O Methodology for Teaching, Reading and Writing in English to Spanish Speakers II
3 Credits

This course focuses on the study and analysis of the theory and practice used in the teaching of writing in Spanish and in English in grades kindergarten to third. The development of research-based teaching techniques and strategies used to teach the English writing process to young Spanish speaking children are emphasized. The effective use of the Six Traits for Effective Writing is studied: Idea Development, Text Organization, Voice, Word Choice, Sentence Fluency, and Conventions (grammar, punctuation, spelling) Special attention is given to the diagnosis and alternative corrective methods of English writing difficulties Spanish speaking students confront in school. **Pre-Requisite: EDUC 206-O**

EDUC 213-O Curriculum and Teaching Mathematics and Sciences in Elementary School
3 Credits

Critical curriculum study of science and mathematics and their application in the pre-kinder and kinder to third grade levels. We will examine the curriculum designs of other areas and their correspondence to the growth and development of children between the ages of three to eight. We will use different techniques, methods, and educational strategies with a constructive focus. We will integrate technology in this educational process. **Pre-Requisites: MATH 112-O, SCIE 112-O**

EDUC 214-O Computers Systems in Education
3 Credits

The course EDUC 214 covers the study of the origins, development, basic concepts, description, and implications of usage, role, and computer applications from a pedagogical perspective. The application of computers and their impact in our lives as well as the usage of didactic materials designed by computers. Computers and computer laboratory are used for basic practice by using different software, word processor and other computer applications. **Pre-Requisites: None**

EDUC 215-O Curriculum and Teaching Social Studies in Elementary School
3 Credits

This course is designed to prepare the future teacher in the content and skills of the Social Studies program for grades Pre-K through Sixth of the elementary school. It examines in depth themes related to the development of mental processes, intellectual skills, processes used for conflict resolution, and the development of ideal attitudes and values expected of a future teacher. Standards of the Social Studies Program of the Department of Public Education are used as base reference. **Pre-Requisites: HUMA 102-O, EDUC 135-O**

EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties
3 Credits

Theoretical and practical study of essential aspects needed to teach reading in elementary grades, kinder to sixth grade. Conceptual models and official documents of the Department of Education of Florida are studied and analyzed. Examination and discussion of selected literature appropriate for the grades included in this course. The course includes clinical experiences, skills development, laboratory, study of diagnosis and correction techniques, and practice in the use of different methods of teaching reading in grades kinder to sixth. **Pre-Requisites: EDUC 135-O, EDUC 173-O**

EDUC 217-O Teaching Writing: Diagnosis and Correction of Writing Difficulties
3 Credits

This course will prepare future teachers in fourth through sixth grades in basic techniques needed to develop writing skills, required to write a persuasive, an expository or a narrative essay among other literary styles. The course will combine theory and practice and will develop in the future teacher the skills they will need to teach writing, not only

as a process, but also as a tool to develop cognitive thinking, creativity and language. This course will prepare future teachers with theories and strategies to develop effective writing skills in grades fourth through sixth. Throughout this course, participants will examine and practice methods of assessing writing. Samples of children's writing will be examined to determine their understanding about writing. **Pre-Requisites: EDUC 135-O, EDUC 173-O**

EDUC 276-O Classroom Management
3 Credits

The purpose of this course is to promote the observation, the practice and the analysis of a teacher's daily routine. The development of skills on group management and students interventions on different behavioral demonstrations will be included. Classroom management strategies and techniques on its physical aspect in the same way as alternatives for group control and behavior modification will be studied. Teacher's role within a group of students and methods and strategies available to organize the teaching process will be discussed. Official documents required in the profession should be managed. The course includes ethical and moral concepts over the teacher's career. Inclusion and cultural diversity basic principles will be discussed. **Pre-Requisites: EDUC 135-O, EDUC 202-O**

EDUC 302-O Principles of Health, Hygiene, and Nutrition
3 Credits

In this course, the student will be able to learn and apply different aspects of health education, utilizing the theory, the practice and research as methods of learning, with the purpose of increasing their intellectual and professionalism as active member of a responsible society. **Pre-Requisites: EDUC 171-O, EDUC 173-O**

EDUC 322-O Development, Language and Correction of Speech Difficulties
3 Credits

This course provides the future teacher with the information related to language development of preschool and elementary school children. Different stages in linguistic development and theories related to why children show signs of language and speech difficulties in preschool and elementary school are studied and analyzed. The emphasis of this course is in identification and referral of children with these difficulties so they may receive the special services they

will need to improve their oral communication. **Pre-Requisite: EDUC 173-O**

EDUC 323-O Literature for Children
3 Credits

This course offers the future teacher the most essential material related to children's literature within the elementary school program, in a theoretical and practical form. The integration of literature to the elementary curriculum develops the child's intellectual and creative abilities. The future teacher must be knowledgeable of a selected and ample amount of children's literature and the methodology that will enable him/her to inculcate the enjoyment of good literature in children, and also inspire them to create their own. In this course books, works of art, fiction, folklore, poetry and games will be studied. Creativity will be stimulated. **Pre-Requisite: EDUC 217-O**

EDUC 333-O Teaching Mathematics in Secondary Schools
3 Credits

Professional course required for all students majoring in the teaching of mathematics in the Secondary School. Themes to be discussed are objectives, curriculum, standards, and study units of studies as well as the theoretical framework that sustains the teaching of mathematics in the secondary school. **Pre-Requisites: TESL 222-O, 15 credits in major courses**

EDUC 355-O Evaluation and Measurement of the Educational Process
3 Credits

This course consists of theory and practice of educational testing and measurement foundations. This course introduces the relationship existing between goals and evaluation, teaches different goal taxonomies (cognitive, affective, psychomotor), and helps the teacher candidate understand the importance of effective learning that promotes the development of higher thinking processes in learners. It covers the latest evaluation concepts such as: criterion-based tests, performance tests, standardized tests, assessment, and so on. Besides the traditional concepts of preparation, administration, grading, and interpretation of tests, it also includes a session of basic statistics concepts. Finally, it includes evaluation procedures needed to complete the future teacher's preparation, and emphasizes the use of the computer as an educational tool. **Pre-Requisites: EDUC 173-O, EDUC 363-O**

EDUC 356-O Foundations of Research in Education
1 Credit

This course integrates academic and professional knowledge obtained throughout the program of study for future elementary education teachers. Innovations in education, methods, techniques, and strategies in elementary education are discussed and analyzed. The Florida Educator Accomplished Practices are the main focus of this seminar. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher's certification examination in the state of Florida. **Pre-Requisites: All EDUC Courses, Passing score on the FL Basic General Knowledge Test.**

EDUC 363-O Curriculum Planning and Design
3 Credits

This course introduces the foundations and principles that rule out the design, evaluation, implementation and revision of curriculum. It includes content per subject and instructional strategies. It also covers needs assessment, planning and processes to design, revise, and innovate the curriculum from pre-K to the secondary level. **Pre-Requisites: EDUC 173-O, EDUC 135-O**

EDUC 436-O Pedagogical Integration Seminar
3 Credits

This course integrates academic and professional knowledge obtained throughout the course of study of future teachers. Innovations in education, methods, techniques and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the Professional Education Sub-Test, which is one of the assessments required for the Florida Teacher Certification. **Pre-Requisite: All courses except EDUC 447-O, EDUC 356-O.**

EDUC 447-O Practicum
3 Credits

The course of Education 447 is one of a functional and practical nature in which the student teacher experiences a clinical period of the majority of the pedagogical aspects of the educational process. For the student teacher, it is a period of challenge. It is at this time that the student will determine finally his/her capacity to become a good teacher. **Pre-Requisites: All courses. A passing score on the FL Basic General Knowledge test.**

EDUC 501-O Principles and Development of Curriculum in ESOL
3 Credits

Study of the foundations, principles and practices of curriculum development. Read and discuss the process of school curriculum design and development. Analysis of the problems related to curriculum content in contemporary education and its application to the local educational system. **Pre-Requisite: None**

EDUC 512-O Innovations and Education in English as a Second Language
3 Credits

This module describes the future and contemporary tendencies, models, curriculum paradigms, philosophy and educational changes. School reform concepts and recent findings on educational research are included. **Pre-Requisite: None**

EDUC 550-O Second Language Acquisition
3 Credits

The course Second Language Acquisition focuses on the process of acquiring a second language. Issues in second language acquisition are discussed based on recent relevant research. It also includes aspects of the research process in second language acquisition. A critical examination of the theories and models in second language acquisition and their implications for second language teaching, are the fundamental bases of the course. **Pre-Requisite: None**

EDUC 551-O Reading Processes in a Second Language Setting
3 Credits

This course provides an overview of learning to read and reading comprehension as cognitive processes. Emphasis is given to the application of brain-based learning theory and the Whole Language Approach as a foundation for developing decoding skills. Likewise, metacognitive and schema theories are examined as the basis for developing reading comprehension skills. Implications for the teaching of ESL reading are also discussed. **Pre-Requisite: EDUC 550-O**

EDUC 553-O ESOL Curriculum and Materials Development
3 Credits

The course, ESOL Curriculum and Materials Development, is divided into three basic areas: (a) a general overview of

how the brain functions regarding major learning aspects and how the brain uses its intricate and delicate cell structure to learn and effect change, especially in the acquisition of language; (b) an overview of learning theories as they relate to language learning, beginning with skinner"s behaviorism, cognitive psychology, and ending with brain-based learning; and (c) Implications for the ESL teacher in the design of effective second language learning and the use of appropriate second language learning strategies and techniques. **Pre-Requisite: None**

EDUC 555-O Development of Communication Skills in English
3 Credits

The course is based on theoretical and practical aspects of developing communication skills for English Language Learners (ELLs) who have different cultural and linguistic needs. The course will focus on the identification of activities that promote second language acquisition, emphasizing the active language skills of listening comprehension, speaking, reading and writing. The first part of the course will be dedicated to the discussion of the different acquisition models and their implications and applications in the classroom. The second part of the course will focus on the identification, selection and development of instructional materials and strategies for teaching academic skills. The role of the teacher and the social cultural aspects will also be addressed. Some of the areas to be studied will be aural discrimination, attention and recall; vocabulary development, oral production and pronunciation; the mechanics and process of writing. **Pre-Requisite: None**

EDUC 564-O Applied Linguistics for ESOL Teachers
3 Credits

"Applied Linguistics for ESL Teachers" provides the student with a substantial knowledge of the key concepts, issues, insights, and pedagogical implications of research in some of the issues related to ESL and applied linguistics. Some of the applied linguistic issues that will be examined in the course include: the use of phonics and phonemic awareness in learning to read, factors in teaching oral communication in social contexts, irregularities in English orthography and implications for teaching, word formation in vocabulary development and writing, and language proficiency in ESL. **Pre-Requisite: None**

EDUC 566-O Methods of Teaching English as a Second Language
3 Credits

This course examines the various methods for teaching a second language, as well as its principles and foundations for teaching a second language. It reviews the evaluation, design and adaptation of materials for teaching English as a Second Language. Fundamental to this course is the critical analysis of current research on methods for teaching a second language to impact a second language. **Pre-Requisite: None**

EDUC 567-O Cross-Cultural Communication and Understanding
3 Credits

In this course, the sociological and cultural issues that impact the development and implementation of both, curriculum and teaching of students will be examined. Emphasis is given to the examination of the results of research conducted in this area. Best practices to embrace multiculturalism and its role in student achievement are integrated in the course. **Pre-Requisite: None**

EDUC 569-O Testing and Evaluation of ESOL
3 Credits

The course examines the types, techniques, and procedures of assessing language learning in the classroom. It provides the students with the theoretical and practical tools to design effective Classroom – Based ESL Assessment (ESL/CBA) based on language learning theories, standards, and assessment principles. This course also examines issues related to the assessment of English Language Learners (ELLs). Course content includes: definitions of terms, foundations and principles of CBA, ESL CBA strategies and techniques, design of rubrics, use of learning taxonomies to design assessment instruments, design of CBA systems, administration and interpretation of ESL CBA results, and the design of an assessment – result based remedial lesson plan. **Pre-Requisite: None**

EDUC 576-O Introduction to School Counseling
3 Credits

This course offers a professional orientation to the counseling field including history, and philosophy, functions, roles, and operations of a comprehensive school counseling program in elementary and secondary schools. It will also introduce the students to theories, approaches and stages of process to meet national and state standards accordingly. **Pre-Requisite: None**

EDUC 578-O Introduction to Social and Community Services
(3 credits)
This course is designed to introduce students to the theory, practice and research of guidance to enhance their knowledge and ability to work with adults in a collaborative partnership using a holistic and developmental approach in defining, clarifying and achieving academic, personal and career goals. This course's framework emphasizes development of professional skills and understanding of interpersonal relations, needs of specific individuals, groups, or communities, learning principles, and multicultural aspects of advising.   Students will be able to recognize the impact of varied institutional programs and services can exert upon learning and development. Students will also identify professional development resources to stay current, knowledgeable and well-trained to fulfill responsibilities and performance expectations of an advisor.
Pre-Requisite: None

EDUC 580-O Education Psychology: Human Growth and Development
3 Credits

This course covers the study of theories of human development as seen from different perspectives: biological, social, philosophical, historical, and psychological dimensions. It examines the physical, moral, sexual, social, and cognitive development of individuals from conception through the aging process. Human development is analyzed as a continuous process throughout a lifespan, given special attention to the social and cultural contents in which human development occurs. **Pre-Requisite: None**

EDUC 581-O Introduction to Guidance and Counseling Services
3 Credits

This course offers a professional orientation to the counseling field including history, and philosophy, work setting, and roles. It will also introduce the students to theories, approaches and stages of the guidance and counseling process requirements in Texas. **Pre-Requisite: None**

EDUC 582-O Legal and Ethical Issues in Counseling
3 Credits

This course covers the study of the ethical and legal issues related to the guidance and counseling process. Emphasis is given to legal dispositions related to the services, procedures and the rights of individuals involved in the process. The course also provides the student with knowledge of ethical codes and standards for the counseling profession.
Pre-Requisite: EDUC 581-O

EDUC 583-O Instruments and Techniques for Diagnosis and Assessment
3 Credits

This course will study the historical perspectives concerning instruments, and techniques used for assessment, measurement, and evaluation. The purpose of assessment, its characteristics, and the different kinds of standardized test, scales, observations and obtained records will be analyzed and discussed in class. A greater emphasis is going to be placed on the discussion of the administration, scoring, and interpretation of aptitude, achievement, intelligence and personality assessments.
Pre-Requisites: EDUC 582-O

EDUC 584-O Individual Counseling Techniques
3 Credits

Study and analysis of theories, techniques, and the process of Guidance and Counseling will be explored. This course includes the study and discussion on establishing effective counseling relationship with clients. Interaction processes, ethical and professional issues. This course is designed to prepare students as a school counselor. Introduce didactic experiences of participation and observation. **Pre-Requisites: EDUC 588-O**

EDUC 585-O Group Counseling Techniques
3 Credits

Study and analysis of theories, techniques and process of group work in Counseling and Guidance, focused in the understanding and development of leadership and facilitation skills. This course includes the study and discussion of group formation stages, purposes and goals of counseling and guidance in group work, participants and leadership roles, interaction processes, group dynamics, ethical legal and professional issues and applications for diversity and multicultural populations. This course works on the student preparation as a leader and group work facilitator. Introduce didactic experiences of participation, observation and practice that stimulate student's consideration of ethical and legal issues in group work development and dynamics. **Pre-Requisites: EDUC 588-O**

EDUC 585-0 Group Counseling Techniques (3 credits)
This course includes the study and analysis of theories, techniques, and procedures used in group guidance and counseling. Discussion of topics such as purposes and goals of group guidance and counseling, advantages/disadvantages, selection of members, roles, and leadership as well as the different phases of the process.
Pre-Requisite: EDUC 588-0 Instruments and Techniques for Measurement and Assessment

EDUC 586-O Career Counseling
3 Credits

This course studies and analyzes theories and principles of career counseling. The course combines theory and practice applied to career counseling. It includes knowledge and use of different occupational resources such as PROICC, standardized tests (Aptitude, Personality, and Occupational Interests) as well as other resources in a Career Center. **Pre-Requisites: None**

EDUC 601-O Educational Research Methods
3 Credits

This course is a study of educational research methodologies and theories in ESOL. It places emphasis on practical applications of research findings and teacher conducted research to classroom practice. **Pre-Requisite: 18 credits from specialization courses.**

EDUC 603-O Lecture Seminar
3 Credits

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits. Pre-**Requisite: EDUC 601-O**

EDUC 604-O Knowledge Integration Seminar in ESOL
3 Credits

This course has been designed to provide students the opportunity to revise, examine, and critically discussed knowledge integration related with the educational system in the United States of America. Emphasis will be given to the evolution of the educational system during the end of the 20th Century and the beginning of the 21st

Century. Challenges and concerns affecting today's educational system and their impact to academic achievement will be the prime focus for classroom discussions. **Pre-Requisites: All core and specialization courses. Student must be a graduation candidate.**

EDUC 638-O Internship in School Counseling
3 Credits

This course requires the student to complete 600 hours over 15 weeks in a public or private school setting and under the supervision of a certified professional counselor with at least 240 hours of direct service. This course emphasizes the development and application of the skills and techniques of counseling in the personal/social, academic and career areas. The student will be exposed to the legal and ethical issues inherent in the provision of services and the counseling process. **Pre-Requisite: EDUC 635-O**

EDUC 587 Counseling and Guidance Internship
3 Credits

The Internship experience in counseling and guidance gathers within its experiential supervised component in a counseling center (Internship), and its academic component (Seminar), an opportunity in which the Prospect Counselor is able to apply within a real scenario his/her knowledge, skills, theories approaches and professional counseling competencies developed through the introductory counseling educative period. Through the experiential and practice component of this Internship, the student is required to complete a minimum of 300 hours of supervised practice offering professional counseling services to real clients. Through the Academic component or Internship Seminar, the experiential internship experience will be complemented with case discussion sessions, procedures analysis, complementary study of counseling themes that help student performance at internship, techniques updates and information actualization in themes or issues found by students in case management. All documentation and Internship reports will be collected and updated in the Seminar. **Pre-Requisites: All Specialization Courses**

EDUC 588-O Instruments and Techniques for Measurement and Assessment (3 credits)
This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will

be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests. Ethical test use, diversity and inclusion issues are also addressed in serving student populations.

Pre-Requisite: EDUC 578-0 Introduction to Social and Community Services.

EDUC 589-O Consultation in Schools
3 Credits

This course examines the theories and modalities of consultation as they apply to the school community. It explores the role of the counselor as a consultant, change agent, and participant within the school community with particular attention to the collaboration with parents, teachers, and other school personnel. Multicultural and ethical issues in consultation are discussed. **Pre-Requisites: All Specialization Courses**

EDUC 600-O Educational Research Methods
3 Credits

This course covers the study of the nature of scientific investigation and its application to the educational research process. It also studies the different research methods and its investigative phases. Emphasis will be given to the proposal design: problem identification, hypothesis or guide questions, literature review and the investigation methodology. The student will present a research proposal at the end of the course. **Pre-Requisite: All Specialization Courses**

EDUC 601-O Educational Research Methods
3 Credits

This course covers the study of the nature of scientific investigation and its application to the educational research process. It also studies the different research methods and its investigative phases. Emphasis will be given to the proposal design: problem identification, hypothesis or guide questions, literature review and the investigation methodology. The student will present a research proposal at the end of the course. **Pre-Requisites: 18 credits from specialization courses.**

EDUC 603-O Lecture Seminar
3 Credits

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this

course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits. **Pre-Requisite: EDUC 600-O or EDUC 601-O**

EDUC 604-O Knowledge Integration Seminar in ESOL
3 Credits

This course has been designed to provide students the opportunity to revise, examine, and critically discuss knowledge integration related to the educational system in the United States. It includes the culmination of the proposed project from the previous course, EDUC 600. Emphasis will be given to the evolution of the educational system during the end of the twentieth century and the beginning of the twenty-first century. Challenges and concerns affecting today's educational system and their impact on academic achievement will be the prime focus for discussions. **Pre-Requisites: All core and specialization courses. Student must be a graduation candidate.**

EDUC 617-O ESOL Seminar in a School Setting (Internship)
3 Credits

Research course where students will apply theoretical knowledge as well as practical skills acquired through out the program of study and their experience in the educational scene in order to improve it. The student will develop a project that contributes to the development or enhancement of the educational system at the classroom, school or district level. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. This course requires 12 weeks of internship in a school setting. All students are required to complete 20 hours per week for 12 weeks for a total of 240 hours. **Pre-Requisite: EDUC 600-O and passing score in the FL Basic General Knowledge Test.**

EDUC 618-O Counseling for Children and Adolescents
3 Credits

This course examines the theories and techniques of counseling children and adolescents in the school community, private practice, or an agency. It includes the study of counseling children and adolescents with special needs, such as emotional and/or behavioral problems, learning disabilities, cultural and/or linguistically diversity, and physical challenges. This course also studies other specific issues, such as the use and abuse of controlled substances, school violence, dropouts, child abuse, self-

esteem, grief and loss, and divorce. Pre-Requisite: EDUC 634-O

EDUC 630-O Statistics for Educational Research
3 Credits

This course identifies proper research approaches for the solution of educational problems. Descriptive and inferential statistics aspects are studied, with emphasis in the interpretation of data. It includes basic notions of probability and studies topics on estimation, sampling, tests of hypotheses, expert criteria, and notions of experimental design. **Pre-Requisite: EDUC 601-O**

EDUC 632-O Multicultural Counseling
3 Credits

This course is designed to analyze theories and models related to multicultural counseling. Emphasis is given to the development of cultural identity as a component of diversity. The course also examines knowledge and research related to social factors such as gender, race, ethnicity, prejudice, culture, sexual orientation, physical impairments, mental disabilities, and intellectual ability that impact diverse populations. Counseling interventions for specific populations will be discussed. **Pre-requisites: EDUC 579-O**

EDUC 633-O Counseling Theories
3 Credits

This course examines major theoretical systems of counseling and psychotherapy such as psychoanalysis, existential, humanistic, person-centered, gestalt, reality therapy, behaviorism, cognitive/behavior, feminist, and family systems. This course includes the study of how different theories suggest interventions and techniques to help people change, the characteristics of an effective counselor and the development of the therapeutic relationship. It provides an overview of the impact of technology on the counseling process and its practice and application. **Pre-requisites: EDUC 579-O**

EDUC 636-O Development and Management of Counseling Programs
3 Credits

This course focuses on the philosophy of counseling/advising in comprehensive models and their development and management. Students demonstrate professional knowledge, skills and competencies needed to promote academic excellence in addition, the personal, emotional, and social development of their target population. The course emphasizes the critical role of

counselors or advisors in different settings such as K-12 school, higher education, business or community organizations. Students will analyze strategies to develop, plan, implement and assess programs in education, community, and businesses based on their major. Students will also examine different models and strategies of case management, with emphasis on basic interviewing and assessment strategies, case conceptualization, effective intervention strategies, and effective documentation. This course will familiarize students with content areas: terminology, process, leadership, assessment of culture and structure within a variety of systems. **Pre-Requisite: EDUC 635-O**

EDUC 637-O Practicum in School Counseling
(3 credits)

This course is a formative experience in school counseling. It consists of 100 hours of a practicum experience under the supervision of a certified school counselor in an elementary or secondary school over a minimum of 10 weeks. The practicum must include 40 direct service hours in individual and group interventions and other counselor related activities. If focuses on the development competencies in individual and group counseling in the school interacting with parents, students, and school personnel.
Pre-Requisite: EDUC 636-O

EDUC 638-O Internship in School Counseling
(3 credits)

This course requires the student to complete 600 hours over 15 weeks in a public or private school setting and under the supervision of a certified professional counselor with at least 240 hours of direct service. This course emphasizes the development and application of the skills and techniques of counseling in the personal/social, academic and career areas. The student will be exposed to the legal and ethical issues inherent in the provision of services and the counseling process.
Pre-Requisite: All Core Professional and Major Courses

EDUC 640-O Consultation Skills and Management
3 credits

Consultation, an indirect service delivery model, is addressed as a provision of effective school counseling services. This course will provide a conceptual understanding of consultation theory and research, and its application in educational settings. Understandings of the client, consultee, and organizational/systems context will be explored as critical variables that influence the implementation and outcomes of consultation. Students will demonstrate the knowledge and skills necessary to

deliver effective consultation services in educational, health, and community settings.

EDUC 645-O Counseling in Schools
3 Credits

This course is an introduction to the school counseling profession. The course evaluates professional aspects including history, organizational structure, and multicultural standards, legal and Ethical aspects. It explores the School Counseling s profession with emphasis in the cognitive, emotional, affective, academic, and social areas in children and adolescents. **Pre-Requisites: EDUC 634-O**

EDUC 646-O Development and Management of Schools Counseling Programs
3 Credits

This course uses the American School Counselor Association (ASCA) national model to introduce the philosophy of school counseling programs in grades K-12. It promotes that all students demonstrate professionalism, as well as the knowledge and skills needed to promote academic excellence and the personal, emotional, and social development of students in grades K-12. Furthermore, the course emphasizes the education, planning, and assessment of the school counseling programs as critical components of the education system. **Pre-Requisite: EDUC 645-O**

EDUC 648-O Practicum in School Guidance and Counseling
3 Credits

This course is a formative experience in school counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). It consists of 600 hours of a practicum experience, including direct service hours in individual and group interventions. It focuses on the development competencies in individual and group counseling in a school setting, interacting with parents, students, and school personnel. **Pre-Requisite: All education courses.**

EDUC 649-O Counseling in Students Affairs in Higher Education
3 Credits

The purpose of this course is to provide the future guidance counselor information regarding his/her role in order to prepare to work, as a counselor, in higher education institutions. By studying different theoretical perspectives, students will analyze the philosophy and

organizational culture of higher education institutions and their impact on counseling programs. The characteristics of traditional and non-traditional students, the services provided by student services offices, and the connection of the counselor to the mission and institutional goals, will also be part of the topics that will be discussed. **Pre-Requisites: EDUC 581-O**

EDUC 650-O Counseling for Students Development in Higher Education
3 Credits

The purpose of the course is to provide prospective counselors with the strategies needed for the development and well-being of university students. During this course, students will have the opportunity to discuss resources needed for the transition from school to a higher education institution, as well as legal and ethical issues pertaining to university students. Topics discussed include students 'cultural diversity, their adaptation to college life, their needs, and student retention. **Pre-Requisite: EDUC 649-O**

EDUC 651-O Counseling for Prevention in Higher Education: The College Students Experiences
3 Credits

This course includes the study and analysis of concepts related to the prevention and promotion of mental health, the use of models of prevention and risk factors and protection for the creation of prevention programs within the campus. Also includes the prevention strategies and science-based prevention services, as well as the strategic plan and the prevention program evaluation. **Pre-Requisite: EDUC 649-O**

EDUC 652-O Practicum in Counseling in Students Affairs in Higher Education
3 Credits

This course is a formative experience in student's affair counseling as required by the Council of Accreditation of Counseling and Related Educational Programs (CRACREP) for a 100 hours practicum experience. The practicum must include a direct service hour in individual and group interventions. If focuses on the development of competencies in individual and group counseling in higher education institution interacting with faculty, students and student service personnel. **Pre-Requisites: All specialization courses**

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 course work in their selected degree program. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisites: None**

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.

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-O. 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 154-O Intermediate Basic English II
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 215 to 240 points (Level 5 – Bridging) on the English section of the Accuplacer Placement Test. Priority will be placed on reading and writing skills. Language Lab is required. **Pre-Requisite: None**

ENGL 221-O Reading and Composition I
3 Credits

This course is a continuation of First Year English. The course integrates the development of oral skills, reading, and writing. The student will learn appropriate expression in English and understand spoken English. Grammar and writing practice are integrated in the daily lessons. **Pre-Requisite: ENGL 154-O**

ENGL 222-O Reading and Composition II
3 Credits

This course is a continuation of First Year English. The course integrates the development of oral skills, reading, and writing. The student will learn appropriate expression in English and understand spoken English. Grammar and writing practice is integrated in the daily lessons. **Pre-Requisites: ENGL 154-O, ENGL 221-O**

ENGL 331-O Public Speaking
4 Credits

This course is designed for English advanced level students (Level 5 – Bridging). An integrated language art (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.

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.**

ENTR 360-O Entrepreneurship
3 Credits

This course provides students the opportunity to apply the basic concepts of small business management using a teambuilding approach with participants from different disciplines. Different aspects for the small business management will be studied, emphasizing the formulation of solutions applicable to specific entrepreneurship problems. The preparation of a group project including strategies and tactics for the development and administration of a small business will be required. **Pre-Requisites: COMP 110-O, MARK 133-O, MANA 210-O, FINA 202-O**

ENTR 401-O Entrepreneurial Opportunities
3 Credits

This course provides students with the concepts, techniques, and skills necessary to identify the principal approaches for recognizing entrepreneurship opportunities. Techniques for conducting feasibility studies and developing the new business, as well as strategies for the growth of the firm, will be presented. In addition, personal characteristics essential to becoming a successful entrepreneur will be discussed. **Pre-Requisites: MANA 316-O, ENTR 360-O, COMP 110-O**

ENTR 402-O Small and Midsize Business Design and Organizational Structure
3 Credits

The course, Organizational and Structural Design for SMEs (Small and Medium Enterprises) prepares students for the startup operation of a small business. This course will

examine the challenges of the small business owner and how to overcome them. It will present important business administration theories, including Human Resources. In addition, students in this course will develop a Business Plan to design and describe the business strategies to develop the organizations structure. **Pre-Requisites: ENTR 401-O**

ENTR 403-O E-Commerce and Network Design
3 Credits

The course provides the principles and practices for the development of e-commerce and the network systems design. It will familiarize the student with the basic concepts of the types of e-commerce applications. **Pre-Requisites: ENTR 360-O**

ENTR 404-O Business Development in Biotechnology and Health Industry
3 Credits

This course is aimed towards providing technical and scientific knowledge needed to establish businesses in different areas of biotechnology and the health industry. It analyzes the different areas of biotechnology business management as well as strategic planning and management of permits and licenses related to the healthcare industry. The course also covers the stages and methods of product development, quality control, and safety. Processes related to drug approval and marketing of biotechnology and health industry products will also be studied. **Pre-Requisites: ENTR 360-O**

ESCS 578-O Introduction to Social and Community Services
3 credits

This course is designed to introduce students to the theory, practice and research of guidance to enhance their knowledge and ability to work with adults in a collaborative partnership using a holistic and developmental approach in defining, clarifying and achieving academic, personal and career goals. This course's framework emphasizes development of professional skills and understanding of interpersonal relations, needs of specific individuals, groups, or communities, learning principles, and multicultural aspects of advising.   Students will be able to recognize the impact of varied institutional programs and services can exert upon learning and development. Students will also identify professional development resources to stay current, knowledgeable and well-trained to fulfill responsibilities and performance expectations of an advisor.

Pre-Requisite: None

ESCS 601-O Service Delivery Systems and Access
3 credits

This course is designed to expose the student to the management and access of community resources within a human services approach. The purpose of the course is to provide students with knowledge of the effective use and access of community resources to advise individuals in their needs and life goals. Through the course, students will become familiar with current resources and intervention technologies.
Pre-Requisite: None

ESCS 602-O Student Affairs
3 credits

This course is designed to familiarize students with student affairs. These course main topics are: nature and purpose of student affairs, its functions, and how they can be managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate learning and development of students. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historic, theoretical, research, resource, ethical, legal, and best practice perspectives.
Pre-Requisite: None

ESCS 652-O Practicum in Social and Community Services
3 credits

This practicum is designed to expose students to their professional role by completing a minimum total of 100 hours in the field. Students will assume responsibilities in educational, profit, non-profit, and government settings; identifying community resources and services to assist adults advance in their education, professional development and career planning. The course instructor will conduct at least one visit for each student enrolled the Practicum course.
Pre-Requisite: Core professional and major courses

ETEG 500-O Applied Instructional Design Models
3 Credits

Introduction to theories of instructional design. Study of models used for instructional design such as: Mayer's SOI

model (1999); Merril's Principles of Instruction (1983, 1994) CDT; Jonnassen (1999), CLEs; Jerrold Kemp (2001), Gerlach & Ely (1980), ASSURE ISD model, which incorporates Robert Gagné's events of instruction (1985), ADDIE model (1975), model of Dick & Carey (1990), among others. Included is an analysis, needs assessment, performance improvement, systematic design of materials, teaching strategies, and formative and summative evaluation of instructional materials. **Pre-Requisite: None**

ETEG 501-O Fundamental of Educational Technology
3 Credits

Theoretical foundations, concepts and perspectives of the educational technology field. Analysis from a professional stand point and perspective of the development of educational technology, terminology, definitions, roles of the educational technologist and practice of the profession, according to the latest technological means of the 21st century. Research, case studies and readings related to this field is encouraged. **Pre-Requisite: None**

ETEG 502-O Fundamentals of Distance Education
3 Credits

This course covers the theoretical and philosophical foundations of distance education. Students will have the opportunity to evaluate emerging technologies that may be integrated into distance education, as well as teaching and learning techniques for the modality. Emphasis will be given to the Internet, video clips, video conference, and the selection and impact of the most appropriate medium and technologies for both synchronous and asynchronous distance education instruction. **Pre-Requisite: None**

ETEG 503-O Curriculum Design and Instructional Design for the Adult Learner
3 Credits

Introduction to the principles of curriculum design for an adult population, and the development of innovative strategies to be used with this population will be discussed. The use of evaluation methodology and the selection of constructivism strategies for instructional design and implementation will be emphasized. **Pre-Requisite: None**

ETEG 504-O Technology Immersions
3 Credits

This course covers the study and integration of the most commonly used software and applications for instructional design purposes. New technological trends

and open source multimedia, WEB 2.0, the new world of virtual reality, and its contributions to corporate organizational environments in cultural, educational, and social environments will be studied. **Pre-Requisite: None**

ETEL 600-O E-Learning, Technology Integration and Multimedia
3 Credits

An introduction to the effective use of instructional media and strategies of E-Learning that promote new knowledge and skills with the support of communication network technology. Major topics include the planning and production of an instructional module that integrates some of the different technologies that exist in the market, available multimedia (video, audio, CDs, DVDs, among others), as a tool for learning, and evaluation of the effectiveness of instructional media in the learning processes. **Pre-Requisite: None**

ETEL 601-O Development of Corporate Virtual Training
3 Credits

This course emphasized in the design, concepts and strategic planning required for developing corporate training related to personnel professional development. Students will analyze the philosophic concepts that guide the different virtual training models. It emphasizes the selection, adaptation and practices of different methods, strategies and activities used today online in organizations. **Pre-Requisite: None**

ETEL 602-O Distance Education Assessment
3 Credits

Study of the different strategies (e-mail, blog, forums, wikis) and stages of the assessment process that allow to collect, interpret and use data related to the learning experiences of students. The purpose of this systematic process is to develop student understanding and meaningful learning essential to enable him/her to develop their own knowledge, based on this educational experience. This analysis allows improving the next learning experiences. The course presents techniques of electronic assessment like e-portfolio, e-rubrics, e-forms, etc., as well as a variety of open technologies that serves as a support to online courses. **Pre-Requisite: None**

ETEL 603-O E-Learning and Virtual Learning Communities
3 Credits

Study of different technological means used in distance education, such as video clips, audio, blogs, wikis, and

open source, among others; both synchronous and asynchronous to promote learning in the new virtual environments of the 21st century. Critical analysis of the principles and theories which e-learning is based on, research on various media, and effective teaching techniques in the implementation of educational offerings or training in virtual communities. **Pre-Requisite: None**

ETEL 604-O Applied Instructional Design for the Corporate World
3 Credits

An introduction to the theories and foundations of the systematic design of instruction by integrating learning strategies focused on the corporate world. Among the topics, the analysis of improving employee performance, through a systematic design of materials, learning experiences and integrating technologies for the adult learner, implementation of the ID, need of assessment, and formative and summative evaluations will be covered. **Pre-Requisite: None**

ETEL 605-O Applied Instructional Designs for the Academy
3 Credits

Introduction theories and Foundations of Systematic Instructional Design based on Dick and Carey Model, focusing on the strategies for the adult learner integrating constructivism. The student will design a unit using the nine steps of this model in the instructional design including the strategies for an adult population. **Pre-Requisites: All Core courses**

ETEL 640-O Technological Project and Instructional Design II
3 Credits

Supervised individual research project and critical analysis of the models of instructional design for synchronous or asynchronous virtual learning environments. Comprehensive study of the development and implementation of models that exist for distance or e-learning instruction. Analysis of interoperability and development of learning tools and content management in the implementation of e-learning, with the aim of developing an innovative technological solution to a problem of practical nature in general educational meaning or distance education instruction. It is expected that at the end of the project the student is able to present significant contributions that support the management of instructional designers to improve the performance of

students in e-learning, virtual learning, and education communities at distance. **Pre-Requisites: All ETEL Courses**

ETRE 525-O Applied Research
3 Credits

Analysis of research methods and the integration of methodology to the real World. Compilation, organization and analysis of data for decision making process and for the implementation of changes. Immersion of statistical data with the research methodology. Development of measurement and evaluation instruments, as well as, researcher's responsibility in relation to federal regulations of the Institutional Review Board (IRB). The course devotes special emphasis to the research skills as applied in this particular field of knowledge but maintaining the tradition of the scientific investigation. Application of results to the distance learning discipline. **Pre-Requisites: All Core courses**

FINA 202-O Business Finance
3 Credits

This course covers a study of fundamental principles of business finance and its analysis, planning and control functions. Some of the areas studied are: effects of income tax, basic financial ratio earnings, capital budgeting and cost of capital, interest factor in financial decisions, working capital, and assets management. **Pre-Requisites: ACCO 112-O**

FINA 410-O Corporate Finance
3 Credits

This course studies concepts and problems of corporate finance for decision making under certainty and uncertainty. The course examines working capital management and asset pricing and portfolio theories. Topics include capital budgeting, corporate valuation and restructuring, capital structure relevance, and dividend policy. **Pre-Requisites: ACCO 302-O and FINA 202-O**

FINA 503-O Managerial Finance
3 Credits

This course presents the Management decisions related to investments, financing and dividends policy. Assets value, risk, debt policy, and financing alternative. Financial planning to increase the investor's investments value. Administration of short-term assets and debt management. Aspects of international financial management. **Pre-Requisite: ACCO 500-O**

FORS 730-O Forensic Investigation and Identification Techniques
3 Credits

The course will be aimed at exposing the student to an experience through which he will have the opportunity to learn and apply relevant techniques to the forensic investigation process. The student will learn technical techniques to identify and analyze the physical evidence collected at the crime scene. The student will also be exposed to the application of the theory learned in relation to the elements of the crime scene and physical evidence such as hair, fiber and paint, drugs, fire and explosives, fingerprints, deoxyribonucleic acid (DNA), firearms and questioned documents examination. **Pre-Requisites: None**

FORS 735-O Investigation and Gathering Evidence at Crime Scene
3 Credits

The course focuses on responsibilities of criminal investigators to protect the crime scene, process and gather the evidence, and any other duty necessary in order to achieve the successful criminal prosecution of the accused. **Pre-Requisites: None**

FORS 740-O Forensic Photography and Drawing
3 Credits

The course deals with photography techniques control of negatives, design and assembly of an index of photographs, among other topics. In reference to drawings, the student will be taught how to develop seven forensic drawing techniques in which a crime scene will be illustrated with measurements and distance between objects. **Pre-Requisites: None**

FORS 745-O Expert Witness in Court
3 Credits

This course covers the theoretical and practical aspects of the role of the forensic expert witness in court, as part of the investigator's important role in helping to solve crime. The student will learn and apply techniques about presenting expert witness testimony and how to respond to questions posed by the defense and the prosecutor. The student will be exposed to the application of the theory learned during a final court exercise. **Pre-Requisites: None**

FORS 750-O Examination of Questioned Documents
3 Credits

The course focuses on the study and analysis of the theory and principles of handwriting and hand printing, duplicating processes, paper manufacture and fiber analysis, studies of different types of paper and methods of examining questionable documents. **Pre-Requisites: None**

FORS 760-O Forensic Psychology
3 Credits

The course deals with theory and practical strategies which will clarify the psychological conditions involved in the different judicial and mediation processes. It includes instruction of how to organize information in a scientific manner, thus validating the results from investigations performed within the juridical scenario. **Pre-Requisites: None**

FORS 762-O Cellular and Molecular Biology Applied to Forensic Sciences
3 Credits

Study of Biology applied to forensic molecular process and in body fluids.

FORS 763-O Techniques on Handling Samples
3 Credits

This course deals with the application of the extraction techniques of field forensic samples, as well as the management, custody and preservation for the use as expert testimony in court. **Pre-Requisites: None**

GEOG 202-O Human Geography
3 Credits

The course is an introduction to human and cultural geography. Topics include variation of human traits, diversity of economic systems, and population changes. **Pre-Requisite: SOSC 111-O**

GEOG 205-O Global Communities and Resources: A Critical Analysis
3 Credits

This course is an introduction to the main problems that hit the contemporary world, identifying the common factors of the diverse situations. The physical geography of the world-wide scene and the theories that explain the organization of it are described. The main cultural groups and the diverse forms of organization of humanity will also be discussed. In addition, the main problems considered by humanity these days will also be taught concluding the course by making an analysis of the implications of what

these problems represent for the economic and political development of our country. **Pre-Requisites: SOSC 111-O**

HESC 201-O Statistics for Health Sciences
3 Credits

This course is an introduction to the concepts, procedures, and technology used in the statistical analysis of data in health services. Emphasis is placed on statistical terminology; bio-statistical methods and applications; descriptive statistics; evaluating confidence and probability; and inferential techniques for analysis and interpretation of health sciences data. **Pre-Requisites: MATH 111-O, BIOL 103-O, BIOL 303-O**

HESC 360-O Statistic Applied to Health Sciences
3 Credits

This course provides a discussion of statistical methods applied to the health professions. Emphasis is given to qualitative and quantitative statistical analyses applied to clinical research according to different research designs. **Pre-Requisites: MATH 120-O**

HESC 365-O Health Sciences Research
3 Credits

This course prepares students to critically analyze research literature in the health sciences. Specific attention is given to the relationship between research outcomes and clinical practice. Students also have the opportunity to apply the scientific method to clinical research. Funding opportunities available to develop research studies in health sciences are presented and discussed. **Pre-Requisite: HESC 360-O**

HESC 500-O Statistics Applied to Clinical Research
3 Credits

The student has the opportunity to study and apply statistical methods useful in quantitative and qualitative analysis of clinical research. Review of descriptive and inferential statistics with simple uni-variable procedures. Statistical analyses of multi-variables and complex hypotheses testing procedures are also discussed. The material is presented to facilitate students' application of the concepts learned in research courses and focused on research utilization. **Pre-Requisites: NURS 502-O**

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 hominization

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 in 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 the United States. **Pre-Requisite: HUMA 101-O**

HURM 400-O Safety and Health Occupation
3 Credits

This course was designed for students to learn basic concepts about rules and policies of security and occupational health such as (OSHA, EPA, ADA). Emphasis will be given to the analysis and prevention of accidents and how to register them. Accident theories, compensations, security personnel, norms and regulations, risk evasion, accident research, personnel protection systems, first aid, ergonomics, and other related topics will be covered in class. **Pre-Requisite: MANA 210-O**

HURM 412-O Training and Development
3 Credits

This course studies the importance of training and development in achieving organizational goals. This will include the design of continuous training programs, assessment for the need of training and development, and identify what is considered appropriate training. The course also integrates learning theories in designing training programs. Moreover, it integrates the learning theories, how to evaluate the effectiveness of training, the aspect of cost effectiveness and return on investment and the learning outcomes based on performance. Will have debates/discussions on the different methods of training, the use of technology on how it is incorporated in training methods and compare the cost benefit and learning characteristics. Other topics include the aspects of employee development and performance evaluations. Discuss special circumstances that surround cross-cultural training, career management and organizational challenges such as the loss of value in employee skills and the orientation and socialization of the employee. Another topic discussed will be the importance of balance between work and a family life. Other scenarios faced by employers such as staff reductions and retirement factors faced by companies will be discussed. **Pre-Requisite: MANA 210-O**

HURM 710-O Personnel Administration
3 Credits

The course deals with philosophy, techniques and policies of the management of human resources in modern organizations. A conceptual model of personnel administration is discussed. The analysis is supplemented with classical case studies. **Pre-Requisite: None**

HURM 725-O Labor Law
3 Credits

The course promotes the analysis, evaluation, and discussion of local and federal laws pertaining to the employer-employee relationship. Topics discussed include fair employment practices, wage and salary legislation, anti-discrimination laws, promotion, termination and other pay-related actions. **Pre-Requisites: MANA 501-O, HURM 710-O**

HURM 732-O Occupational Health and Safety
3 Credits

The course covers fundamental aspects of existing legislation and policies regarding occupational health and safety, compensation, and distribution of responsibilities. **Pre-Requisite: None**

INBU 350-O International Business
3 Credits

This course focuses on the concepts and administrative implications in the international business practice in the products and services merchandising all around the world. The course will make emphasis in the pros and cons of the economic theories, the government policies, the business strategies and the organizational structure of the international business. **Pre-Requisite: None**

MANA 204-O Business Law and Professional Ethics
3 Credits

This course covers the study of the legal aspects of common business transactions. Special attention is given to contracts, sales and marketable securities, transfer of property, deeds, and mortgages. **Pre-Requisite: None**

MANA 210-O Business Administration Theory
3 Credits

This course covers the study of the common principles of business administration compared to new concepts. It analyzes the management process through discussions on the four basic principles of business administration: planning, organization, administration, and control. **Pre-Requisite: None**

MANA 213-O Human Resources Administration
3 Credits

This course covers the study of the theory and application of fundamental principles of human resources management in an enterprise.   It also includes the dynamic role of the manager and his relationship to personnel. The course also looks at issues in human resources management and their relation to the general objectives of the enterprise. **Pre-Requisite: MANA 210-O**

MANA 230-O Organizational Behavior
3 Credits

Organizational Behavior is the study and application of knowledge about the way people behave within organizations. In the Organizational Behavior course the meaning and importance of human behavior is studied— individually and as a group—within organizations, which are social systems. Students will study topics such as: theories and practices of organizations, psychology of the individual and its nature, advantages of team work, the organizational conflict and the changes, amongst others. Students will also be able to apply the human behavior and organizational theories to understand the managerial

functions that are carried out in an organization. **Pre-Requisite: None**

MANA 302-O Labor Legislation
3 Credits

This course studies the fundamental aspects of labor laws at both state and federal levels. Analysis of the rules governing employers' labor relations, protective labor legislation, personal law, social security legislation of labor law, health, and safety at work will take place during this course. **Pre-Requisite: MANA 213-O**

MANA 316-O Small Business Administration
3 Credits

This course covers the planning, distribution of space and handling of materials, analysis of investments, inventory control, quality control, and the analysis of methods to determine employee efficiency, for small business. **Pre-Requisite: MARK 133-O**

MANA 321-O Supervision and Leadership
3 Credits

This course provides a general overview of the concepts, methods, and modern supervisory techniques needed to become efficient business managers.   The role and functions of the supervisor are highlighted by emphasizing the supervisor's responsibility and authority.   Theory is combined with practical observations, so that the student can become aware of all the fiscal, human, and psychological resources that the supervisor must use in order to administer efficiently and effectively. **Pre-Requisite: MANA 210-O**

MANA 340-O Operations Management
3 Credits

This course focuses on the analysis, planning and control of production facilities and operations. It includes the use of techniques and models for decisions related to: demand forecasts, product mix, plant location, quality control, inventory control, and the human factor in the production process. **Pre-Requisite: STAT 201-O**

MANA 401-O Business Strategies
3 Credits

Business Policies is an advanced course in which the students will learn the concept of top management analysis. It is designed to expose students to corporative problems in various business scenarios. In addition, the class will integrate skills developed in previous core courses like Human Resources, Accounting, Economics,

Finance, Information Management, and Marketing. **Pre-Requisite: STAT 201-O**

MANA 404-O Labor Relations
3 Credits

Labor Relations is a course that studies the employment involvement in a labor force with special consideration in a union environment. Students will develop skills in collective bargaining process, negotiation, grievance, discipline and arbitration processes. They will learn and understand the involved labor laws and governmental agencies that regulate the labor practices. The course will complement subjects about the labor-management relations in the public and private sectors and international employee and labor relations. **Pre-Requisites: MANA 213-O**

MANA 422-O Compensation Administration
3 Credits

Principles and techniques used in the design and the administration of a compensation system. It will include aspects concerning legislation, base pay structure, job evaluation, performance analysis, as well as incentive plans, benefits and services. **Pre-Requisite: MANA 210-O**

MANA 450-O Management Project
3 Credits

The focus of this course is to apply all the knowledge gained in the management program as a final project. The student must dedicate a minimum of 45 hours supervised by the professor during the academic term for the course to develop a management project or assigned task.   The student may design his own business or serve as a management consultant.   The student will utilize the strategic plan components as the integrated vehicle for the final project. **Pre-Requisites: ACCO 111-O, FINA 202-O, MANA 210-O, MARK 133-O, and 6 specialization credits**

MANA 501-O Organizational Behavior
3 Credits

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

individual and group behaviors considering learning styles, organizational culture, communication, personality, leadership, motivation, conflict and management by objectives (MBO). **Pre-Requisite: None**

MANA 600-O Research Methods
3 Credits

The course examines the nature and scope of research design and its application to management science. It also incorporates the statistical tools commonly used in the research process and in the development of a research proposal. **Pre-Requisites: STAT 555-O or 24 credits approved of more.**

MANA 605-O Business at the Private/Public Intersection
3 Credits

Understanding the role of business requires understanding its role relative to other economic, social, and political institutions. This course helps students understand business within the broader global progression of the private and public environment and encourages them to be managers and leaders of businesses that create value in both sectors. **Pre-Requisites: None**

MANA 625-O Total Quality Management
3 Credits

The course centers on the presentation of the principles and concepts of the total quality management philosophy and its application in business and industry. **Pre-Requisites: MANA 501-O, STAT 555-O**

MANA 700-O Entrepreneurship
3 Credits

This course is focused on the establishment and operation of new enterprises. It discusses the entrepreneurial process, from generating business ideas and evaluating the market, to determining the appropriate resources, financing options, coordinating startup operations, and successfully operating the new business during its growth stage. **Pre-Requisites: None**

MANA 705-O Production and Operations Management
3 Credits

This course deals with concepts, techniques and decision-making in production operations management. Among the specific topics included are: acquisition and utilization of raw materials, short and long-term projections, job programming, purchasing and inventory control production scheduling according to demand, quality

standards, and incentive systems. **Pre-Requisite: STAT 555-O**

MANA 715-O Supervision and Leadership
3 Credits

This course concentrates on the management skills needed by front line supervisors with emphasis in their leadership capability. It will prepare students which intend to be supervisors in commerce, manufacture, government or service industries. Also, it will examine the supervisor's functions. Study the ways and practices to represent the supervisor's roles as leaders, to the community. Include the study and analysis of leadership styles, strategies and diverse organizational environment in which it occurs. **Pre-Requisite: None**

MANA 738-O Knowledge Integration in Management
3 Credits

This course was developed to provide students of the Graduate Program in Human Resources the opportunity to examine and compare their knowledge with actual conditions in organizations. The student can identify, discuss and analyze in a critical way the concepts and theories in materials management, using real situation of different organizations. By practicing integrative analysis, students will be able to use knowledge acquired in their concentration courses. **Pre-Requisites: 27 or more credits approved, including MANA 600-O**

MARK 133-O Marketing Principles
3 Credits

This course analyzes the processes involved in the distribution of goods and services from producer to consumer. It studies the comprehensive system of marketing, including management-controlled variables: product, price, promotion and distribution; and external variables such as government, the economy and society. It also studies consumer behavior, modern marketing trends, market's definition, and placement and information systems. **Pre-Requisite: None**

MARK 206-O Consumer Behavior
3 Credits

This course studies consumer motivation, decision making in selection of goods or services, market definition, and site. It considers the role of anthropology, sociology, and social psychology in analyzing and understanding consumer behavior. It includes psychological principles that facilitate the understanding of individual traits such

as learning experience, perception, attitudes, motivation, and personality. **Pre-Requisite: MARK 133-O**

MARK 301-O Marketing Management
3 Credits

In this course the student will study the process of marketing management. The course Mark 301 includes the theoretical aspects and its applications to management. The Marketing Management course also studies the importance of the marketing function for an organization, the development of Marketing strategies and the design of a Marketing plan. **Pre-Requisite: MARK 133-O**

MARK 306-O Sales
3 Credits

The fundamentals of professional selling are studied in this course. Emphasis is placed on the creation, communication and delivery of value, as well as on initiating, developing and strengthening relationships with consumers. **Pre-Requisite: MARK 301-O**

MARK 318-O Sales Management
3 Credits

MARK 318 is a course designed to teach the basic functions of the sales force management and leadership; become familiar with some recent research in sales management that underlies the theories and concepts; and maintain a sales force with the objective of maximizing the efficiency and effectiveness of the organizational revenue-generating. In addition, it's emphases on the business-to business model and develops professional decision-making skills to build and maintain an effective sales organization. Topics covered include salesperson effectiveness, forecasting, motivation, organizational design, compensation, and evaluation. **Pre-Requisite: None**

MARK 320-O Market Research
3 Credits

This course studies the application of the scientific method in the research, analysis and use of information in the market. It covers the procedures involved in the collection of data, its analysis and the use of statistical tests to solve marketing problems. Additionally, it studies the interpretation and proper use of results generated during a market research. **Pre-Requisite: STAT 202-O**

MARK 350-O Distribution Channels
3 Credits

This course provides students with the skills to design local and international distribution channels. A company's channels of distribution often represent the main points of contact with the final consumer. To have the appropriate "partners" and their cooperation is critical for the success of the company and its consumers. This course especially discusses the nature of distribution channels, the importance of using intermediaries in marketing, the number of levels in distribution, the behavior and organization of distribution channels, systems of vertical and horizontal integration, hybrid systems, marketing, physical distribution and logistics management, among other topics. **Pre-Requisite: MARK 133-O**

MARK 404-O Negotiations
3 Credits

This course studies techniques to enhance negotiation outcomes, and reviews the latest ideas in negotiation. It focuses on the value of the deal and examines the different issues that interfere with successful outcomes in marketing. Key topics covered in this course include negotiating in the global marketplace, negotiation ethics, negotiating using the Internet, and the advantages and disadvantages of using arbitrators and/or mediators. **Pre-Requisite: MARK 133-O**

MARK 406-O Direct Marketing
3 Credits

The course focuses on marketing strategies; by describing present marketing problems, the course provides an opportunity for the development of decision-making skills. Emphasis is placed on products and services, integrated marketing communications channels and pricing strategies. **Pre-Requisite: MARK 301-O**

MARK 410-O International Marketing
3 Credits

This course presents the history and basic principles of international marketing. In addition, it exposes the student to different marketing situations that occur to managers in the international marketing business environment; as cultural, political and legal. This course will also give the students the opportunity and experience to internalize basic concepts on how to make decisions about international pricing and distribution. **Pre-Requisite: MARK 133-O**

MARK 415-O Sales Projections
3 Credits

This course studies different quantitative and qualitative methods to predict the uncertain nature of business in the area of sales such as the moving average, exponential smoothing, time series, simple linear regression, the Delphi method, the expected value, a decision tree diagram, and Bayes' theorem. **Pre-Requisite: MARK 301-O**

MARK 450-O Internship
3 Credits

This course involves students in a work experience in which they apply principles related to marketing strategy acquired in the classroom. Furthermore, strategies in drafting marketing policies at management level will be studied, including organization, demand analysis, product planning, pricing system, logistics, and sales promotion. The course also exposes the student to actual work situations, which develop the assurance and self-confidence required in professional life. The internship experience provides the student with the opportunity to focus on a specific area in the marketing field. This course requires one-hundred and sixty (160) full-time work hours. **Pre-Requisites: MARK 133-O, MARK 301-O, MARK 320-O**

MARK 455-O Marketing Project
3 Credits

MARK 455 is a course in which students must apply all the knowledge of the marketing field obtained during their professional and /or academic careers. This course will apply, but not be limited to, the following subjects: Function of Marketing in the Organization, Development of Marketing Strategies, Development of Marketing Tactics, Implementation and Control of a Marketing Plan. **Pre-Requisite: MARK 450-O**

MARK 511-O Marketing Management
3 Credits

This course examines the relevance and interaction of basic marketing concepts like product, price, place, and promotion, by discussing real business situations and the decision-making procedures that marketing managers engage in. In addition, the course explores market analysis, strategic planning, the marketing mix, preparation, analysis and distribution of budget, effective communication and designing strategic marketing plans inherent to the administration of marketing. **Pre-Requisite: None**

MATH 103-O Basic Mathematics I
3 Credits

Study of the fundamental concepts in basic mathematics: operations with whole numbers, fractions and decimals, ratio, proportions, percentage, integer numbers, measurement, and applications.

MATH 104-O Basic Mathematics II
3 Credits

Elementary algebra and introduction to geometry, statistics and probability, exponential laws, polynomials, linear equations, and basic concepts of geometry.

MATH 111-O Intermediate Algebra I
3 Credits

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

MATH 112-O Intermediate Algebra II
3 Credits

This course studies rational mathematical expressions, exponents, and radical numbers. The course also includes a detailed presentation of complex numbers, quadratic functions, inequalities, linear equations and linear inequalities systems, and its uses. The commonly used graphical representations and applications of linear and quadratic functions are also discussed. **Pre-Requisite: MATH 111-O**

MATH 120-O Basic Algebra
3 Credits

This course is the continuation for a course of basic mathematics. It includes the following topics: set theory, the real numbers, algebraic expressions, linear equations, linear inequalities, polynomials and its operations, and factorizations. **Pre-Requisite: None**

MATH 126-O Fundamental Topics in Mathematics
3 Credits

This course includes problem solving, theory of sets, functions and logics, linear geometry, constructions, geometric transformations, measurement, probability, statistics, theory of numbers, and a brief introduction to BASIC (optional). **Pre-Requisite: MATH 120-O**

MATH 151-O Pre-Calculus I
4 Credits

This course covers the Real Number System and its properties: Properties of Exponent, solving inequalities

(including absolute value, quadratic and linear inequalities) and interval notation, solution of equations, Relations, Functions, Graph properties of Functions, Rational Functions, Logarithmic and Exponential Functions, and Solution of Linear Systems of Equations using determinants. **Pre-Requisite: None**

MATH 152-O Pre-Calculus II
4 credits

This is a course of trigonometry and analytic geometry, designed for students majoring in the different fields of the natural sciences. Its main goal is to provide an adequate preparation for other courses, such as calculus, in which a firm base in trigonometry and analytic geometry is fundamental. The topics are: trigonometric functions and their graphs, trigonometric identities and equations, applications of trigonometry, and the following topics from analytic geometry: circles, parabolas, ellipses, and hyperbolas. **Pre-Requisite: MATH 151-O**

MATH 173-O Plane and Space Geometry I
3 Credits

This is a course in geometry for students specializing in Mathematics Education. The main purpose of this class is to present the fundamental geometric concepts including Euclidean geometry of the plane and geometry of the space providing a modern focus in terms of the definitions and notation. It is expected for the students to obtain a practical knowledge of the subject by applying the concepts in the solution of exercises. MATH 173 will cover the basic concepts of geometry including the plane, straight lines, angles, polygons, etc. This course will develop the deductive method to formalize geometric proofs; will discuss the concepts of perpendicularity and parallelism, the properties and theorems related to triangles, rectangles and the geometry of coordinates. **Pre-Requisites: MATH 152-O**

MATH 174-O Plane and Space Geometry II
3 Credits

The second semester of the course covers the following areas: circumference; areas; polygonal regions; Cartesian geometry of the plane, space geometry, solid bodies and surfaces, surface areas, volume and basic non-Euclidean geometry. **Pre-Requisites: MATH 152-O, MATH 173-O**

MATH 290-O Theory of Numbers
3 Credits

This course covers topics such as: divisibility, congruency, Gauss integers and Diophantine equations. The course

will be delivered by proving theorems as study guides. **Pre-Requisite: MATH 301-O**

MATH 301-O Calculus I
4 Credits

This course covers the intuitive concept of the limit of a function. It also covers the derivative and applications, as well as anti-differentiation. This course also includes the definite integral, areas and volumes, and the fundamental theorem calculus. **Pre-Requisites: MATH 151-O, MATH 152-O**

MATH 302-O Calculus II
4 Credits

This course is an integration of transcendental functions. It includes integration techniques, indeterminate forms and improper integrals, sequences and series, analytic Geometry, planes, curves, and polar coordinates. **Pre-Requisite: MATH 301-O**

MATH 305-O Probability and Statistics
3 Credits

MATH 305 is a course that will provide the basic principles of statistics. This includes data collection and classification of information, measurements of central tendency and measures of variability. The course also includes probability and distribution (the normal, Poisson, the binomial and other), sampling theory in infinite populations, and the principles of experimental design. **Pre-Requisite: MATH 301-O**

MATH 555-O Statistics for Decision-Making
3 Credits

The course centers on the study of concepts and statistical methods useful to administrators in their decision-making processes. The course covers descriptive statistics and inferential statistics. Computer applications are part of the course. **Pre-Requisite: None**

MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy
3 Credits

This course deals with modern theories and ideologies that define and delineate the formulation, administration, and evaluation of public policy. It refers and aim to the understanding of concepts such as individualism, collectivism, and community as developed by philosophers. The course analyzes the conceptual requisites for planning as well as methods and applications. It focuses on critical analysis of alternate

methods in which public and social policy are developed into practical actions. **Pre-Requisite: None**

MSPA 505-O Computer Education for Public Administrators
3 Credits

This course has been designed with the objective of familiarizing the Master's Level student in Public Affairs with the use of computers as an effective decision-making tool. It offers students an opportunity to familiarize themselves with basic concepts in the management and use of computers. At the end of the course students will be able to develop and apply specific skills in three areas of knowledge: (1) the ability to utilize advances in technology, (2) the ability to incorporate technological development in the assigned areas, and (3) the ability to implement strategies and policies focused on management improvement. **Pre-Requisite: None**

MSPA 510-O Research and Quantitative Methods in Public Administration
3 Credits

The course gathers the statistical concepts and the investigative methodology that are applicable to the program of public affairs. It presents a multidisciplinary approach to the professional areas of public affairs. It develops in the students the capability and objectivity in decision-making processes with a minimum of prejudice and subjectivity. The course emphasizes the practical elements of applied statistical methodology and analysis; the study and application of the methodology of a social research. **Pre-Requisite: None**

MSPA 520-O Administrative Law and Ethics
3 Credits

The course of Administrative Law and Ethics is directed to the study of theories and doctrines involves in the development, structure and function of the administrative agencies. This course introduces students to fundamental legal concepts regarding administrative law and the administrative process. The course also introduces students to the field of ethics and shows how ethical principles are applied to administrative agencies to ensure not only legal but also moral government decision-making. The course thus examines how administrative agencies are created, how they exercise their powers, how they make laws and policy, formally as well as informally, the laws that govern agency rulemaking and adjudications, especially the Administrative Procedure Act, Constitutional and other legal protections afforded

against agency actions, and how agency actions are reviewed and remedied by the courts and legislative branch of government. **Pre-Requisite: MSPA 500-O**

MSPA 530-O Planning and Evaluation: Theories, Methods and Techniques
3 Credits

The purpose of this course is to prepare the student in managing public administration issues through planning and evaluation. The student will learn how to seek solutions and evaluate results using the concepts learned in the course. The course is designed based on the assumption that the student does not have the theoretical planning background; therefore, the course presents a global overview of the diverse planning theories that will lead into specific actions of implementation and evaluation. **Pre-Requisite: MSPA 510-O**

MSPA 540-O Seminar: Planning, Development and Evaluation of Human Resources
3 Credits

Study of the concepts and theories of communication, leadership, human motivation, perception, emotions, personality, mental health, decision-making process and living patterns in the administrative system. Principles of the public sector organization. Analysis of the components of the human resources administration such as: recruitment and personnel selection, job classification and evaluation, pay systems, human resources evaluation, training and retirement, motivation, human relations in public administration, and living together within the organizational setting. **Pre-Requisite: MSPA 520-O**

MSPA 550-O Fiscal Resources Management
3 Credits

The study about the administration and formulation of the public fiscal policy. Problems evaluation over efficiency, effectiveness, costs and benefits, and fiscal decision-making on public budgetary administration and nonprofits organizations. Analysis and evaluation of concepts, theories, models, approaches and strategies in the administration of fiscal resources. **Pre-Requisite: MSPA 530-O**

MSPA 710-O Research Seminar in Criminal Justice
3 Credits

The seminar offers an opportunity so that the student completes an investigation, integrating the knowledge acquired by means of the administrative systems analysis and the contingencies in the performance of functions

that affect the public and private organizations. The student will analyze the planning, organization, design, formulation and decision-making activities within the public administration organizational scene. **Pre-Requisites: MSPA 510-O**

MSPA 720-O - Internship
3 Credits

This course involves the supervised internship in administrative function in a public organization or a non-for-profit organization. The student will complete one hundred thirty (130) hours of practice in an organization applying knowledge, theories, values, methods and administrative skills. **Pre-Requisites: MSPA 710-O**

NURS 200-O Introduction to Nursing
1 Credit

This course focuses on presenting students the important role nursing professionals play in our society. Emphasis is given to basic concepts of nursing, health, and illness; as well as the emotional, spiritual, psychological, and physiological components of the human being. Students participate on basic nursing procedures, and familiarize with a variety of instruments and equipment at the Nursing Skills laboratory. They are also exposed to university life activities, including the cultural aspect and life of a professional nurse. **Pre-Requisite: QYLE 110-O**

NURS 201-O Fundamentals of Nursing
5 Credits

This theoretical and clinical course introduces the historical, sociopolitical, and legal concepts of the nursing profession in Florida and the United States. Emphasis is placed on the development of basic nursing skills, which are needed for promotion of health and maintenance of individuals, families and communities. The student is guided to consider the individual's motivation in seeking health care and how these problems interfere with the person's daily activities. Clinical practice provides opportunities for development of the skills needed in hospital and community settings to carry out the nursing role. Emphasis is placed on the client as a holistic being and the use of critical thinking when intervening in health and illness with a variety of individuals from different cultural/social backgrounds and age groups. **Pre-Requisites: NURS 200-O, CHEM 224-O, BIOL 304-O Co-Req: NURS 203-O, NURS 205-O**

NURS 202-O Health and Physical Assessment
4 Credits

This course focuses on concepts of health promotion and disease prevention in conducting physical examinations and health assessments. Multidisciplinary and interdisciplinary collaboration, cultural competence, and professional interpersonal skills are modeled in order to achieve the goals of Healthy People 2020. Practice in the skills and clinical simulation laboratory provide an opportunity for students to examine and implement the nursing process with individuals, families, and communities throughout the life span as consumers and resources of health care. The nursing diagnosis process, health screening, referrals process, and physical examination techniques are discussed, applied, and practiced in clinical simulated laboratory experiences. **Pre-Requisites: NURS 201-O Co-Req: NURS 303-O**

NURS 203-O Pharmacology
4 Credits

This course presents students with the opportunity to develop critical thinking skills related to pharmacology concepts applied to the nursing process. The content focuses on principles of pharmacology, drug classifications, administration routes, dosage calculations, therapeutic use, disinfection procedures, basic concepts of nontraditional medicine, and drug interactions. The advantages and disadvantages of pharmacotherapy and the client's well-being are discussed. In addition, the course includes content on bioterrorism agents, drugs for HIV/AIDS, medication errors, and gene therapy. The clinical skills component provides the student the opportunity to demonstrate competency in the techniques of safe medication administration. **Pre-Requisites: NURS 200-O, CHEM 224-O, MATH 112-O, BIOL 300-O, BIOL 304-O, PSYC 123-O (Co-Req NURS 201-O, NURS 205-O)**

NURS 205-O Pathophysiology
3 Credits

This course presents the basic concepts of human pathophysiology and explains the processes of specific diseases. The course is divided in two parts: the microsystem and the macrosystem. Part one reviews cellular responses to infection, environmental factors, genetics, diet, cancer, and stress. Part two is organized by body systems. Students are expected to have a basic knowledge of microbiology, chemistry, anatomy and physiology. Relevant case studies are discussed in class, and aspects such as risk factors pertinent to pediatric, aging and women's health are presented. **Pre-Requisites: NURS 200-O, CHEM 224-O, MATH 112-O, BIOL 300-O,**

BIOL 303-O, BIOL 304-O, PSYC 123-O (Co-Req NURS 201-O, NURS 203-O)

**NURS 206-O Health Assessment and Promotion
3 Credits**

This course further develops health assessment, interviewing skills, and preventative health interventions for patients across the lifespan. **Pre-Requisite: General Education Requirement**

NURS 210-O Nursing Informatics
3 Credits

This course is an introduction to computers and nursing informatics focusing on applicants to the nursing profession. The emphasis is on integrating nursing practice systems and informatics technology. The student explores the use of informatics in the nursing practice and its role in enhancing patient care. The student also examines issues related the protection of the privacy, confidentiality, and security of health information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information. **Pre-Requisites: NURS 201-O, NURS 203-O, MATH 112-O; Co-Req. NURS 403-O, NURS 404-O**

NURS 303-O Medical Surgical Nursing
5 Credits

This theoretical and clinical course prepares students to intervene with individuals in adult and elderly stages who present physiological alterations affecting their homeostasis. The focus is on the development of knowledge based on application of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care. The course includes theory, nursing skills laboratory, clinical experiences (hospitals and communities), and seminars. The hospitals used for clinical practice are at secondary and tertiary levels of care. **Pre-Requisites: NURS 201-O, NURS 203-O, NURS 205-O (Co-Req NURS 202-O)**

NURS 304-O Maternal & Child Nursing
5 Credits

This theoretical and clinical course focuses on concepts of the childbearing patient, her infant and the impact on her family. The nursing process is presented as a guide for intervention with families during the normal human development process including: pregnancy, delivery, postpartum, and care of the newborn. Health promotion

is emphasized. Epidemiology, infectious, acute, and chronic diseases are discussed, taking into consideration maternal and newborn needs in community and hospital care settings, from a bio-psychosocial perspective. At the beginning of the course, specific maternal and childcare skills are practiced in a nursing skills laboratory. After this practice, students participate in different experiences within the clinical setting. **Pre-Requisites: NURS 202-O, NURS 210-O, NURS 303-O (Co-Req NURS 305-O)**

NURS 305-O Nursing Care of Children and Adolescents
5 Credits

This theoretical and clinical course focuses on the care of children and adolescents. The student is introduced to the concepts of nursing care from the first year of life through adolescence. Basic nursing skills are developed for the prevention of illness, health promotion, and health maintenance in this age group. Emphasis is placed on the client as a holistic being, on applying critical thinking, and on promoting the use of nursing diagnosis according to the North American Nursing Diagnosis Association (NANDA), with nursing interventions (NIC) and outcomes (NOC) adequate to this age group. **Pre-Requisites: NURS 202-O, NURS 210-O, NURS 303-O (Co-Req NURS 304-O)**

**NURS 309-O Organizational and System Leadership
3 Credits**

This course prepares the student to address organizational and system related issues affecting quality improvement and safety. The student will develop leadership skills in critical decision-making, interprofessional communication and collaboration, and conflict resolutions strategies. Quality improvement concepts, processes, and outcome measures will be reinforced throughout the course. **Pre-Requisite: General Education Requirement**

**NURS 307-O Evidence-Based Practice
3 Credits**

The student will utilize a systematic process for the evaluation and application of scientific evidence surrounding practice issues. In addition, the student will share evidence of best practices and integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgements. **Pre-Requisite: NURS 306-O**

**NURS 308-O Healthcare Policy
3 Credits**

In this course, the student will explore the broader context of health care and how patient care services are organized and financed, as well as how reimbursement is structured. Students will identify boundaries of nursing practice, understand the scope and role of regulating agencies, and how healthcare policies are central to discussion on quality and safety in the practice environment. Pre-Requisite: **NURS 306-O**

NURS 403-O Community Health Nursing
5 Credits

This theoretical and clinical course focuses on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings. Students are familiarized with models, theories, concepts and skills related to community interventions. Public Health concepts are discussed and applied to the health improvement of different communities, as well as the analysis of the physical and social environments in the community, including the role of the different organizations involved in the process. Emphasis is given to priorities for health promotion and maintenance according to Healthy People 2020, including health disparities and the essential role of the nursing professional. **Pre-Requisites: NURS 304-O, NURS 305-O (Co-Req NURS 404-O)**

NURS 404-O Mental Health Nursing
5 Credits

The focus of this theoretical and clinical course is the promotion of health and provision of opportunities for clients to maximize their ability to live, work, socialize, and learn in the communities of their choice. The practice of Mental Health Nursing is presented from the perspective of helping people manage difficulties, solve problems, decrease emotional pain, and promote growth, while respecting their rights to their own values, beliefs, and decisions. Nursing students are encouraged to engage in self-analysis in order to increase their understanding and self-acceptance. This is important because nurses who are able to clarify their own beliefs and values are less likely to be judgmental or to impose their own values and beliefs on clients. Neurobiological, psychosocial, sociological, and spiritual theories are discussed to help students understand clients and their experiences and to help them engage in the healing process. Emphasis is given to development of effective communications skills, application of the nursing process, community mental health, critical thinking, and cultural diversity. **Pre-Requisites: NURS 304-O, NURS 305-O (Co-Req NURS 403-O)**

NURS 405-O Nursing Leadership
3 Credits

The focus of this course is on the basic concepts of effective nursing leadership and management within today's dynamic health care system where nursing roles are evolving. The impact of economics, information, technology, and politics on the health care system is discussed and analyzed. Problems and challenges are viewed as opportunities for growth and improvement for the health care team where nursing plays a key role. The student has the opportunity to critically analyze case studies in various health care settings. A variety of concepts and theories from research and literature are analyzed and applied to practice. Participation in local, national, and international nursing and non-nursing organizations is encouraged. **Pre-Requisites: NURS 403-O, NURS 404-O (Co-Req NURS 406-O, NURS 407-O)**

NURS 406-O Practicum
4 Credits

In this course, the student has the opportunity to integrate knowledge from previous courses with the purpose of promoting professional attitudes, internal motivation, and development of responsibility and accountability for practice. Emphasis is placed on the development of skills in the clinical setting. The goal of the course is to increase clinical skills and apply critical thinking, using nursing diagnoses according to the North American Nursing Diagnosis Association (NANDA, NIC and NOC). In addition, students have the opportunity to practice the employer-employee relationship and leadership skills. In addition to the clinical experiences, the group meets once a week for two hours to discuss issues relevant to this stage of their professional development. **Pre-Requisites: NURS 403-O, NURS 404-O (Co-Req NURS 405-O, NURS 407-O)**

NURS 407-O Knowledge Integration in Nursing
3 Credits

The focus of this course is integration of knowledge in preparation for local and/or national professional examination tests. Students have the opportunity to become familiar with the requirements for practicing the nursing profession in Florida and the National Council Licensure Examination (NCLEX). In addition, students will review and practice the basic components included in the examination test required by the Department of Health to practice the profession of Nursing and the NCLEX. **Pre-Requisites: NURS 403-O, NURS 404-O (Co-Req NURS 405-O, NURS 406-O)**

**NURS 416-O Healthcare Quality and Outcomes
3 Credits**

This course allows students to establish shared goals, compare role expectations of care professionals, apply flexible decision-making, and incorporate open communication and leadership in practice. Throughout this course, students will develop respect and trust for other members of the healthcare team. **Pre-Requisite: NURS 308-O**

**NURS 417-O Clinical Prevention and Population Health
3 Credits**

In this course, the student will apply principles of health promotion, disease, and injury prevention across the lifespan at the individual and population level to improve population health. The student will also apply knowledge to minimize health consequences of emergencies and mass casualty disasters. **Pre-Requisite: NURS 308-O**

**NURS 446-O Capstone RN to BSN
9 Credits**

This course allows the student the opportunity to apply knowledge, skills, and competencies acquired through previous course work and practice in the care of the patient across the lifespan in various healthcare environments. The student will identify a problem important to a population, identify contributing factors, develop a plan for improvement, educate, implement, and evaluate the plan. **Pre-Requisite: All Courses**

**NURS 500-O Theoretical Foundations of Advanced Practice Nursing
3 Credits**

Discussion and analysis of a wide range of theories from nursing and other sciences. Scientific knowledge of care is presented as the central concept and essence of nursing. Emphasis is given to clinical care and research focused on a comprehensive and holistic approach. The practice of nursing is viewed as directly related to the development and revision of nursing theory where advanced practice nurses can make important contributions. **Pre-Requisite: None**

**NURS 501-O Public Health Policies, Ethics and Systems
3 Credits**

The nature of the U.S. health care delivery system is explored. The social, economic, cultural and political forces that impact the delivery of primary health care are discussed with emphasis on how they influence nursing. Discussion and analysis of professional aspects of advanced practice nursing including how to implement

the role. Public policies and legislation are discussed at local, national and global levels. The student examines health care policy development and analyzes the effects of policy on the health status Hispanic communities. This course provides an opportunity for the student to design innovative strategies that may influence the direction of public policy to improve the health care locally and advance the profession of nursing in Florida. This course also provides for discussion and analysis of factors influencing human essential moral status and the ethics of the health care systems. Different dilemmas are selected and analyzed to justify the most appropriate decision-making process. **Pre-Requisite: NURS 505-O**

NURS 502-O Nursing Science and the Research Process
3 Credits

Discussion of professional nursing practice that is based on evidence to achieve optimal outcomes. Pragmatic considerations of scientific inquiry in the use and conduct of research in practice. The scientific method is presented as it relates to nursing research. Experimental and non-experimental methods of conducting clinical research are examined, with ethical implications. Emphasis is given to the writing of a research proposal as the plan for a scientific project. Successful grantsmanship is presented as an art that requires sound planning for the project development of a well written proposal, and selection of an appropriate funding source. **Pre-Requisite: NURS 500-O**

NURS 503-O Nursing Research Project: Proposal to Publication
3 Credits

Description: This course is the implementation phase of an evidence-based research project focused on clinical nursing. The research proposal for the study to be implemented in this course must have been approved by the professor from the previous course (NURS 502) and by the Institutional IRB Committee. This phase requires a set of thoughtful, careful, organized, and sequential activities to conduct research projects which improve the quality of care. The ethical conduct of the team that participates in research with human subjects, animal subjects, and research staff is discussed in the projects. It is expected that the student demonstrates that the study contributes to the advancement of the nursing practice, emphasizing the dissemination of findings, as well as the respective recommendations. An oral presentation of the study is required, as well as the writing of an article for publication in a scientific journal. These two activities are important

as part of the research process; in this way, the student will contribute with the ongoing development of the nursing practice and his/her personal satisfaction in his/her role as a visionary leader. **Pre-Requisites: NURS 502-O, HESC 500-O**

NURS 504-O Advanced History Taking and Physical Assessment
3 Credits

This course will develop competence in advanced physical assessment skills, documentation in the SOAP format for progress note charting, and oral case presentations necessary for advanced practice nursing providers, such as nurse practitioners. Emphasis will be placed on the importance of obtaining and documenting a comprehensive health history with identification of risk factors, medical-legal and cultural competence issues to guide the physical exam, thus generating an accurate diagnosis and management plan. Course conference presentations will cover episodic, focused, and complete examinations throughout the lifespan of women, adults, and in pediatric, and adolescent health. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations
2 Credits

This course discusses health priorities according to Healthy People 2020. Focus on the analysis of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing life-styles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and socio-biological and environmental threats to health and safety. Development of culturally competent holistic plans of care that address the health promotion and disease prevention needs of client populations. Theoretical models are presented as the means by which health care practitioners can give structure and organization to disease prevention and health promotion programs. **Pre-Requisite: None**

NURS 506-O Advanced Pathophysiology
3 Credits

Analysis of complex interrelations and interdependence of pathophysiologic concepts which produce alteration of human functioning across the life span. This serves as a primary component of the foundation for clinical

assessment, decision making and patient management in advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illnesses in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic processes involved in the body's reactions to injury and infection, the immune response, circulatory disturbances and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine and neuromuscular functions. **Co-Req: NURS 506-O, NURS 504-O.**

NURS 507-O Advanced Pharmacology
3 Credits

Analysis of the essential pharmaco-therapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the life-span. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion, and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the life-span and the factors, which influence the patient response to therapeutic agents, adverse drug reactions and appropriate interventions. Description of the controversies related to the bioavailability and bioequivalence of the drugs. **Pre-Requisite: None**

NURS 508-O Diagnostics and Differential Diagnosis
3 Credits

Development of advanced practice proficiency in the ordering, analysis and interpretation of appropriate diagnostic tests related to primary care for accurate diagnosis, treatment and referral. Knowledge of clinical decision making will be discussed. This includes comprehension of important pathophysiologic, epidemiologic, psychosocial and clinical management concepts that will help the FNP to determine which diagnostic tests are indicated given the patient's clinical presentation. Discussion and practice of proper specimen collection, handling of specimens, appropriate use of diagnostic tests, accurate interpretation of test results with an appreciation of sensitivity and specificity of the particular test, and appreciation of time factors that

influence availability and interpretation of test results will also be included. Practical laboratory sessions will be given concurrently with the theory session. Students will develop the critical thinking skills necessary to form a differential diagnosis. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis and interpretation of blood tests, and radiologic examinations will be covered. The course will be offered concurrent with the Advanced Physical Assessment (APA) course. Case studies will be discussed for every topic included in the APA course. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 509-O Pharmacology for FNP's
3 Credits

Practical exposure to the general principles of providing and monitoring drug therapy for FNP's, as well as identification of a disease, review of the drugs used to treat the disease, select treatments, special patient considerations, and therapy adjustment. Finally, learn how to provide a primary, secondary, and tertiary line therapy when the first line fails. Discuss the prescription, monitoring, and evaluation of pharmacologic agents utilized to treat common disease states. Description of the teaching needed by individuals and families, to properly adhere to prescribed pharmacology therapy. Identify the roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring, and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed as well. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 510-O Primary Care I
4 Credits

This course is the first of a three-part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative

practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and HEENT. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisites: NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O**

NURS 511-O Primary Care II
4 Credits

This course is the second of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. The clinical portion of this course will consist of 19 clinical hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisite: NURS 510-O**

NURS 512-O Primary Care III
4 Credits

This is the third course of a three-part series focusing on established primary care patient care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Postpartum and Family Planning, Women's Health Issues, Pediatric Development and Common Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisite: NURS 511-O**

NURS 513-O Residency
3 Credits

Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics or in any other specialty (according to our students' needs), who will be oriented, trained and certified to serve as preceptors in our FNP program. The course provides a depth of practice during 8-hour shift clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case studies discussions, case presentations and preparation for the HESI's Advanced Practice Registered Nurse: Family Nurse Practitioner. **Pre-Requisite: NURS 512-O**

OTEM 101-O Introduction to Office Technology Systems
3 Credits

This course introduces the student to basic computer concepts, the internet as a technological resource, electronic mail, and the importance of different computer applications. The student will be introduced to the basic concepts of information processing, as well as the basic concepts of data processing. Emphasis will be given to acquiring basic computer skills. **Pre-Requisite: None**

OTEM 201-O Information Technology
3 Credits

This course will develop different input technologies: digital image, scanning, speech recognition, electronic communication and information processing. **Pre-Requisite: OTEM 101-O**

OTEM 202-O End-User Productivity Programs
3 Credits

This course presents the three most important Microsoft Office applications: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. It emphasizes the use of the programs, independently, to carry out efficiently all applications in an enterprise. In this course, the student will practice the common skills that every user needs to know to perform his/her job efficiently. **Pre-Requisite: OTEM 201-O**

OTEM 303-O Introduction to Database Administration
3 Credits

The course provides the concepts, techniques and necessary skills for the analysis and design of databases. The course offers the necessary tools for the creation, the

handling and maintenance of the data. It applies the knowledge to different cases. The student learns how to analyze the data to present it in form of tables, reports and queries. It provides the basic of the SQL programming language. **Pre-Requisite: OTEM 201-O**

OTEM 310-O Office Information Administration
3 Credits

This course develops in the student the competitions to administer all types of offices. The processes and administrative basic principles and topics are presented such as: administration of documents using the rules promulgated by ARMA (Association of Records Managers and Administrators, Inc.), ethical aspects and social responsibility, efficiently work and time management, the importance of ergonomics in the office environment, relevant information for the selection of office personnel. Motivational techniques of motivation and the selection of employees are also discussed. **Pre-Requisite: None**

OTEM 401-O Electronic Publications
3 Credits

The course of Documents Publishing prepares students in the use of desktop publishing applications and design software to help them create high quality documents like the ones used in business environments. Students will design and create office documents and publications such as letterheads, flyers, graphs, greeting cards, invitations, certificates, business cards, etc. Additionally, students will have the opportunity to efficiently communicate using basic design concepts. **Pre-Requisites: OTEM 202-O, OTEM 405-O**

OTEM 402-O Network Electronic Document Publications
3 Credits

This course has been designed to develop the skills and knowledge that are necessary to generate structures of textual and visual content that can be shown efficiently on the Web. The student will use the design principles and a variety of techniques to prepare commercial and professional webpages. **Pre-Requisites: OTEM 202-O, OTEM 401-O**

OTEM 404-O Office Systems Training and Development
3 Credits

This course focuses on learning theories and instructional development to education as applied in the training of employees in office systems. The following material will be covered: needs of the employee and the business, selection of instructional strategies, conducting the

training, along with follow-up re-training. **Pre-Requisite: None**

OTEM 405-O Integration of Applications
3 Credits

The programs of Microsoft Office: Word, Excel, PowerPoint, Access and Outlook are integrated in this course. The student will use the knowledge previously acquired. She/he will use Internet and e-mail options to integrate documents. She/he will create different types of documents for the solution of which critical thinking will be applied. **Pre-Requisites: OTEM 202-O, OTEM 303-O**

OTEM 410-O Final Project in Electronic Publications
3 Credits

The course provides students with a simulated scenario where they will work out the tasks of an employee to design documents for publishing on the Internet. The students apply principles and techniques acquired in previous courses. They will work on projects and case studies individually and in a collaborative environment. **Pre-Requisites: OTEM 401-O, OTEM 402-O**

OTEM 415-O Strategic Content Management
3 Credits

Study of the principles and practices for the design, development, and maintenance of virtual projects for audiences of all types and sizes. The course presents a unique strategy that combines three critical elements of the Optimized Content Management: Processes, technology, and people. **Pre-Requisite: OTEM 405-O**

OTEM 416-O Electronic Documents Management
3 Credits

The course of Electronic Document Management defines and simplifies the principles found in engineering and document management. Allow to set the methods and techniques for planning, building and maintenance of automated system (EDMS) for a fast and efficient storage and retrieval of documents and forms. **Pre-Requisite: OTEM 415-O**

OTEM 420-O Final Project: Management of Electronic Content
3 Credits

Application of concepts, principles and practice of system design, and programming techniques for developing applications in engineering and document management. Includes design and programming files for the implementation of the system (EDMS) and Optimized

Content Management System (CMS). Requires the use of laboratory. **Pre-Requisites: OTEM 415-O, OTEM 416-O**

POSC 380-O Constitutional Law
3 Credits

The course is an introduction to the constitutional development of United States, with emphasis on civil rights provisions in the Constitution. **Pre-Requisite: SOSC 111-O**

PRTE 630-O Instructional Design and Technological Project I
3 Credits

Individual supervised project consisting of presenting an innovative technological instructional design as a solution to a real educational problem of practical nature. Discussions will be held to guide students in identifying the problem, present the hypothesis, research, data collection, data analysis, interpretation, presentation, and conclusions. Significant information must be presented to prove the need of the technology integration as a tool for virtual education environments. **Pre-Requisites: All ETEL Courses**

PRTE 640-O Instructional Design and Technological Project II
3 Credits

Supervised individual research project and critical analysis of the models of instructional design for synchronous or asynchronous virtual learning environments. Comprehensive study of the development and implementation of models that exist for distance or e-learning instruction. Analysis of interoperability and development of learning tools and content management in the implementation of e-learning, with the aim of developing an innovative technological solution to a problem of practical nature in general educational meaning or distance education instruction. It is expected that at the end of the project the student is able to present significant contributions that support the management of instructional designers to improve the performance of students in e-learning, virtual learning, and education communities at distance. **Pre-Requisites: Core courses**

PSYC 123-O General Psychology (Compendium)
3 Credits

This course is a condensed version of PSYC 121-O and PSYC 122-O. It is an introduction to basic theories of human behavior and their relation to social progress and individual growth. **Pre-Requisite: SOSC 112-O**

PSYC 225-O Social Psychology
3 Credits

This course will provide the opportunity for students to learn and understand how people think about each other, how they influence each other, and how they relate to each other, within social, cultural, and historical contexts. The course will promote the examination of the social thought process, the social behavior of people, and the connection between the two. The student will also become familiar with themes and concepts proposed by well-known authors and theorists in the field of social psychology. This course requires IRB certificate. **Pre-Requisite: PSYC 123-O**

PSYC 228-O Diversity Psychology
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: None**

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-reflections, case study, role-playing, group work, and the responsible use of technology. **Pre-Requisites: None**

SCIE 111-O Integrated Sciences I
3 Credits

This course integrates concepts from the different areas of sciences. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter, and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied. **Pre-Requisite: None**

SCIE 112-O Integrated Sciences II
3 Credits

SCIE 112 is the second part of the introductory course to the fundamental concepts of Environmental Sciences 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 thought 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 358-O Social Problems of the Hispanic Community in United States
3 Credits

The course deals with social problems in contemporary United States. Historical perspective on the problems, their causes, public and private problem-solving policies will be discussed. Topics include demographic problems, poverty, educational deprivation, crime, drugs and alcohol and the problems of victims in United States. **Pre-Requisite: SOSC 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-Requisites: None**

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

Study of 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 303-O Applied Statistical Methods for Social Sciences
3 Credits

Statistical methods applied course is introductory to the field of statistical methodology applicable to the field of social sciences. It provides an overview of descriptive and inferential statistics of greatest relevance to the field of social services. **Pre-Requisite: MATH 120-O**

SOWO 200-O Introduction to Social Work
3 Credits

The aim of this course is to discuss the basic concepts, historical development, and the fundamental components of the Social Work profession. It will allow the examination of values, beliefs, and ethical principles of the Social Work profession. **Pre-Requisite: SOSC 111-O**

SOWO 211-O Human Behavior and Social Environment I
3 Credits

This course provides a conceptual framework that allows students to examine human behavior and its relationship with the social environment. Studies the relationship and the influence of psychosocial and spiritual factors in social systems and theories related to the human behavior. **Pre-Requisite: SOWO 200-O**

SOWO 212-O Human Behavior and Social Environment II
3 Credits

Study of the sequence of intervention levels from micro to the macro systems, based on the knowledge of the General Systems Theory. Emphasis on critical analysis of the structural and functional aspects of the systems, the manifestations of oppression and the dimensions of human diversity. **Pre-Requisites: SOWO 211-O; Co-Requisite: SOWO 311-O**

SOWO 300-O Social Policy
3 Credits

This course will allow the identification of factors that influence Social Policy and the organization of the Social Welfare System. Students will analyze existing social services and the roles of Generalist Social Work Professionals. **Pre-Requisites: SOWO 212-O**

SOWO 311-O Social Work Methodology I
3 Credits

This course shows an overview of the methodology of social work and development of the generalist method.

Allows the identification of phases and purposes of the aid process and its applicability to individuals, families, groups and communities. It emphasizes on the professional relationship, values and ethical principles. **Pre-Requisites: SOWO 211-O; Co-Requisites: SOWO 212-O**

SOWO 312-O Social Work Methodology II: Individual and Family
3 Credits

The student will develop knowledge and skills in the intervention with individuals and families and the social problems faced within society; on the basis of Generalist Social Work Method and micro systemic intervention models. The student will document his intervention guided by the ethical principles of the profession. **Pre-Requisites: SOWO 311-O**

SOWO 313-O Interview and Documentation in Social Work
3 Credits

This course is focused on the study of purpose, components and factors of the human communication process, interview and documentation in Social Work. It allows the development of the necessary skills to interview and document the process within the ethical standards of Social Work profession. **Pre-Requisites: SOS 311-O**

SOWO 314-O Social Work Methodology with Groups
3 Credits

This course is focused on the development of knowledge and skills in the generalist intervention with groups. The student will know about theoretical and practical group methods and will analyze the fundamental principles that guide the Social Work professional intervention with groups. **Pre-Requisites: SOWO 312-O**

SOWO 315-O Social Work Methodology with Communities
3 Credits

The course allows the student to acquire fundamental knowledge and develop skills in a generalist intervention with communities. Promotes the discussion of the theoretical approaches and applicable models of community interventions and the historical evolution of Community Social Work and its development in United States. **Pre-Requisites: SOWO 312-O**

SOWO 320-O Social Research Techniques
3 Credits

This course aims towards the identification of the nature and function of scientific social research and its contribution to the knowledge and practice of the Social Work profession. It will allow ethical applications, quantitative, and qualitative methodological approaches. **Pre-Requisites: SOWO 212-O, SOSC 303-O**

SOWO 325-O Social Gerontology
3 Credits

This course is directed towards the identification of biopsychosocial, cultural, and legal implications of the aging process, and the manifestations of discrimination based on age. Students are instructed on theoretical and methodological approaches to intervene with older adults. **Pre-Requisites: SOWO 312-O**

SOWO 330-O Seminar: Current Topics in Social Work
3 Credits

The course addresses topics relevant to the practice of the social work profession. Students study theoretical and practical aspects in topics, such as: gay, lesbian, bisexual, transgender, transsexual; survivors of domestic violence, delinquents, drug dependents, the elderly, victims of child abuse, physically and mentally challenged individuals, marginalized people, the homeless, among others. The seminar will allow the students to critically analyze the context of the topics, and to examine their values, and beliefs in the ethical intervention of the social work profession. **Pre-Requisites: SOWO 313-O**

SOWO 441-O Practicum Seminar I
3 Credits

Seminar that complements Supervised Practice I (SOWO 451) and integrates the student's knowledge, skills and attitudes to construct his/her identity as a professional social worker. It facilitates the understanding of the relationship between theoretical knowledge and practical experience in the context of an agency and direct service. **Pre-Requisites: SOWO 315-O; Co-Requisites: SOWO 451-O**

SOWO 442-O Practicum Seminar II
3 Credits

Seminar that complements Supervised Practice II (SOWO 452). It facilitates the integration of theoretical knowledge, skills, attitudes acquired in the supervised practice I emphasizing methodological aspects of intervention in diverse contexts. **Pre-Requisites: SOWO 441-O, SOWO 451-O; Co-Requisites: SOWO 452-O**

SOWO 451-O Supervised Practice I
4 Credits

The supervised practice I (SOWO 451) places the student in direct service activities, and provides the necessary experience for the application of the theories, methodology and skills acquired, in an ethical and responsible manner, under the supervision of a Social Work professional. The student is expected to satisfactorily achieve the supervised practice objectives as presented in the Field Practicum Handbook. **Pre-Requisites: SOWO 315-O; Co-Requisites: SOWO 441-O**

SOWO 452-O Supervised Practice II
4 Credits

The purpose of the Supervised Practice II is to continue the intervention phases of the course Practice I (SOWO 451), the subsequent phases of the generalist method and the evaluation of the practicum experience. It facilitates the application of theories, methods and acquired skills in an ethical and responsible manner, under the supervision of a licensed and qualified Social Work professional. **Pre-Requisites: SOWO 441-O, SOWO 451-O; Co-Requisites: SOWO 442-O**

SPAN 050-O Basic Preparatory Spanish
3 Credits

This is a preparatory Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used.

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 Basic Level Spanish
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 the 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 the 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 further develop 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 151-O Basic Spanish I
3 Credits

This course is designed for students who score between 41 to 60 percent on the UAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of E-Lab and\or the Language Lab. **Pre-Requisite: None**

SPAN 153-O Introductory Spanish Language Course Intermediate Level I
3 Credits

This course is designed for students who score between 76 to 90 percent on the UAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.

SPAN 154-O Introductory Spanish Language Course Intermediate Level II
3 Credits

This course is designed for students who score between 91 to 100 percent on the UAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.

SPAN 215-O Advanced Composition I
3 Credits

This developmental course emphasizes the development of the skills needed to write logically and correctly in Spanish. It focuses on research techniques. **Pre-Requisite: SPAN 151-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 463-O Spanish-American Literature
3 Credits

This course focuses on the study of Hispanic/Spanish literature from its early beginnings, emphasizing authors and classic literary works of each period. **Pre-Requisites: None**

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 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. **Pre-Requisites: None**

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 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. **Pre-Requisites: None**

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 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. **Pre-Requisites: None**

SPED 315-O Teaching Exceptional Children
3 Credits

This is an introductory course in special education. It includes the analysis of social, emotional and educational needs of children with exceptional qualities, diagnostic, educational and rehabilitation services, family, community attitudes and civil rights. It emphasizes the educational needs and learning styles of exceptional children: teaching, methods, techniques and inclusion process. It also includes the analysis of the assistive technology used for the different necessities of the exceptional children. **Pre-Requisite: None**

STAT 201-O Administration Statistics I
3 Credits

This is an introductory statistics course dealing with frequency distribution, presentation of statistical data, measure of central tendency, and dispersion. The concept of probability, and probability distributions used commonly in business analysis is emphasized. **Pre-Requisite: MATH 112-O**

STAT 202-O Administration Statistics II
3 Credits

This course focuses on the study of sampling distributions, estimating with confidence internals, hypothesis testing, analysis of variance, simple regression and correlation, decision analysis, and techniques of quality control. Chi-square and other nonparametric tests are studied in the course. **Pre-Requisite: STAT 201-O**

STAT 555-O Statistics for Decision-Making
3 Credits

The course centers on the study of concepts and statistical methods useful to administrators in their decision-making processes. The course covers descriptive statistics and inferential statistics. Computer applications are part of the course.

TESL 222-O Methods of Teaching ESOL Students in School
3 Credits

This course is a survey of the historical law, and current approaches, methods, and techniques of teaching English to Speakers of Other Languages. Successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. If addresses ESOL requirements and Florida TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP). The course focuses on cross cultural understanding strategies, and methods of teaching, curriculum, assessment and linguistics research-based practices to improve student achievement. This course is considered the ESOL required course. This course must be taken before the student takes any other ESOL integrated course. **Pre-Requisite: ENGL 231-O**

TESL 223-O Applied Linguistics in ESOL
3 Credits

Language educators need a well-grounded background in the area of language study in order to meet the diverse and specialized needs of their students. This course is designed to provide students with the essential basis on which they can build future studies of language learning and teaching. It examines major areas of linguistics (e.g., phonetics, phonology, syntax, semantics, and sociolinguistics) and focus on various aspects of language structure and use. What does it mean to know a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of L2 acquisition? These are only some of the

questions that this course will help you answer. All the topics, however, will enrich their knowledge of language, and how it impacts language learning and teaching. **Pre-Requisite: TESL 222-O**

TESL 522-O Theory and Practice of Teaching ESOL Students in Schools
3 Credits

The above course examines the various methods for teaching a second language, as well as its principles & foundations. It reviews the evaluation, design and adaptation of materials for teaching English as a second language. Fundamental to this course is the critical analysis of research on methods for teaching a second language. **Pre-Requisite: None**

TESL 523-O Understanding English Language Learners for School Counselors
3 Credits

This course has been designed for graduate students to meet the state required standards addressing English Language Learners. This course focuses on the application of the historical processes and research based on proven practices for English Language Learners to achieve academic performance in school from the perspective of the school counselor and school administrators' expectations and roles. The course is a survey of law, linguistics, culture, methodology, curriculum, and assessment practices that impact student achievement and school administrators. Students will develop a clinical field experience project that applies to their area of expertise. **Pre-Requisite: None**