



AGMU
ANA G. MÉNDEZ
UNIVERSITY

**Academic
Catalog
and Student
Handbook**

Volume II
January 2025

Ana G. Méndez University

Main Campus

5575 S. Semoran Blvd. Suite 502

Orlando, FL 32822

Telephone No.: 407-563-6501

Website: www.agmu.edu

Metro Orlando Campus

5601 S. Semoran Blvd. Suite 55

Orlando, FL 32822

Telephone No.: 407-207-3363

Fax: 407-207-3373

South Florida Campus

15201 NW 79th Court

Miami Lakes, FL 33016

Telephone No.: 954-885-5595

Fax: 954-885-5861

Tampa Bay Campus

5225 Memorial Hwy.

Tampa, FL 33634

Telephone No.: 813-932-7500

Fax: 813-932-7527

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Catalog Disclaimer

This catalog provides information about programs, policies, and procedures for Ana G. Méndez University (AGMU) academic year 2024-2025.

This catalog includes the main terms pertaining to the relationship between students and AGMU. 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 the corresponding tuition fees.

AGMU reserves the right, wherever it deems advisable: (1) to change or modify its tuition and fees, (2) to withdraw, cancel, reschedule, or modify any course, program of study, degree, or any requirements in connection with the foregoing, and (3) to change or modify any academic or any other University policy.

Changes in information in this catalog and new academic regulations will be published prior to the beginning of each academic term in each section, as applicable.

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

In preparing this catalog, all efforts were made to provide pertinent and accurate information. AGMU assumes no responsibility for catalog errors or omissions.

This catalog does not constitute a contract nor a binding agreement.

An electronic copy of this catalog is available at www.agmu.edu.

Notice of Nondiscrimination

AGMU does not discriminate on the basis of race, color, disability, national or ethnic origin, creed, gender, age, socioeconomic status, political, religious, or social beliefs, or other legally protected status. The University is required by Title IX not to discriminate on the basis of sex in educational 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@agmu.edu.

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Ana G. Méndez University

Ana G. Méndez University (AGMU) is a private, nonprofit institution of higher education located in Florida that operates a main campus and three (3) branch campuses.

AGMU offers a variety of academic offerings, from technical diplomas to doctoral degrees. The institution serves a diversified student body with a variety of economic and educational backgrounds. AGMU offers programs in English, Spanish and Bilingual. AGMU offers programs in the on-site, hybrid and online modalities.

Mission

Ana G. Méndez University is an accredited post-secondary institution committed to delivering academic excellence to Hispanics and the community at large through face-to-face and distance learning modalities. AGMU provides the highest quality education, service, and continuing education in a bilingual culture and environment. We strive to promote innovation, research, inclusion, and community engagement with appreciation and respect for diversity.

Vision

AGMU will strive to be the premier private not-for-profit Hispanic serving institution in the state of Florida.

Institutional Values

AGMU is committed, as an institution of higher education, to:

- Freedom of ideas and expression is the fundamental structure of the search and diffusion of knowledge.
- Excellence is the highest ambition in all its affairs related to education, research, and service.
- Respect for diversity and dignity of the human being.
- Integrity in all its actions as an educational entity.
- Equity by acknowledging the value of education as an instrument to access better opportunities and develop the full potential of the human being.
- Innovation through continuously guaranteeing the relevance of its programs and services.
- Social responsibility towards the needs of the community, the country, and humanity of which we are a part.

Institutional Goals

To fulfill its mission, Ana G. Mendez University:

- Promotes academic programs adjusted to the demand of local and international markets.
- Diversifies the academic offerings through the design of programs in various disciplines for postsecondary, undergraduate, and graduate levels.
- Offers continuing education opportunities for professional development and the general community.

- Promotes an academic environment that allows for opportunities for growth, continuing professional development, and participation in institutional processes for faculty and associates.
- Provides essential tools to ensure that students achieve their goals and obtain the academic degree they desire.
- Establishes an academic and institutional assessment unit to develop a continuous improvement plan for quality standards and institutional processes.
- Strengthens the online student services program by ensuring support and feedback to students in approximately 24 to 48 hours.
- Fosters institutional values in academic, student, and administrative initiatives and processes.
- Develops community programs and projects which contribute to improving the quality of life of the populations we serve.
- Maximizes the use of technological infrastructure associated with the offering of courses and the provision of student services for on-site and online students.
- Identifies emerging technologies to maximize efficiency through innovative processes and services.

Licensure, Accreditation and Affiliations

Statement of Licensure

AGMU 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 Street, Suite 1414 Tallahassee, FL, 32399-0400; Toll-Free telephone number (888) 224-6684 (www.fldoe.org/cie).

Accreditation

Ana G. Méndez University is accredited by the Middle States Commission on Higher Education (MSCHE). The MSCHE is an accrediting agency recognized by the U.S. Department of Education. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE physical mailing address is: Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 and the phone number is 267-284-5011.

Memberships and Affiliations

The Florida Postsecondary Reciprocal Distance Education Coordinating Council has approved AGMU to participate in the reciprocity agreement between member states and territories to offer distance education programs and courses. NC-SARA is a voluntary agreement that allows AGMU to offer its programs and courses without having to undergo the licensing (approval) process in each authorized state in which it is interested in promoting its academic programs. For more information on NC-SARA visit: <https://www.nc-sara.org>.

AGMU is accredited as an authorized provider of continuing education by the International Association of Continuing Education and Training (IACET) until 2025. For more information, IACET is located at 21670

Ridgetop Circle, Suite 170, Sterling, VA 20166; Tel: (703) 763-0705. For more information on IACET visit: www.info@iacet.org.

In addition, AGMU has membership or is affiliated with the following professional associations:

- American Association of Collegiate Registrars and Admission Officers (AACRAO)
- American Library Association (ALA)
- Hispanic Association of Colleges and Universities (HACU)
- National Council for State Authorization Reciprocity Agreements (NC-SARA)
- Student Affairs Administrators in Higher Education (NASPA)
- Puerto Rico Association of Student Financial Aid Administrators (PRASFAA)

University Governance

Legislative Board

The University Council of AGMU serves as the legislative body of the Institution. Its primary role is to establish the University's institutional policies in alignment with the bylaws of Ana G. Méndez University, Inc. The Council reviews and approves all significant academic, student, and administrative policies, regulations, projects, and proposals. It includes representation from the academic, administrative, student, and faculty areas.

The Academic Senate is responsible for recommending academic policies, adopting new programs, approving the awarding of degrees, and evaluating the hiring, contract renewals, promotions, and leaves of absence for full-time faculty. It advises the University Council on academic and student affairs, including program proposals, reviews, assessments, and faculty and student policies. The Senate includes representatives from all academic divisions, with faculty holding the majority representation as required by regulation.

Statement of Legal Control

Ana G. Méndez University, Inc., is a private not-for-profit corporation registered under the laws of the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws. Ana G. Méndez University, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as Ana G. Méndez University.

Board of Directors:

Mr. José F. Méndez – Permanent Member
Dr. Herminio Martínez – Chairman of the Board
Dr. René Soto
Dr. Migdalia Torres
Delia Castillo de Colorado, Esq.
Ms. Rita DiMartino
Mr. Ubaldo Catasús
Ms. Nannette Delgado – Secretary of the Board

University Administration and Locations

AGMU Administration

Luis J. Delgado, PhD
Executive Director

Glorivette Perez, EdD
Dean of Academic Affairs

Mirelly Buitrago González, EdD
Dean of Student Affairs

Luz D. Serrano, EdD
Dean of Institutional Effectiveness

Academic Affairs Administration

Glorivette Perez, EdD
Dean of Academic Affairs

Claudia Camacho, MBA
Director of Licensing, Compliance and Accreditation

Ineabelle Colón, MPS
Director of Product Development & Instructional Design

Rose Vincenty, MEd
Director of Assessment

Ana M. Gonzalez, MEd
Director of Faculty Evaluation and Development

Jessie Perez, MEd
Registrar

Student Affairs Administration

Mirelly Buitrago González, EdD
Dean of Student Affairs

Edwin de Jesús, MEd
Director of Career Services

Katia Godineaux, MBA
Director of Financial Aid

Jorge Baez, MBA
Interim Director of Bursar Services

Main Campus

5575 S. Semoran Blvd, Suite 502, Orlando, Florida 32822
Phone: 1-877-647-8246 / 407-563-6501 Fax: (407) 277-8706

Ana G. Méndez University, Main Campus provides hybrid and online modalities. Main Campus offers an education with the highest quality standards accessible to the local and international community. To achieve this purpose, we have used innovative technologies to offer an agile and efficient service to our students. We create academic programs and continuing education courses that follow an educational model and an instructional design that seeks to promote the integral formation of the student.

Website: <https://agmu.edu>

Main Campus

Edwin Marrero

Director of Online Division

Marilys Rivera Díaz

Operation Administrator Online Division

Denisse Colón Rodríguez

Academic Director

Agustín Gonzalez

Director of Enrollment

Vacant

Director of Retention

Ariel Méndez

Associate Director of Retention

Edwin de Jesús

Director of Career Services

Dirza Almestica

Interim Director of Library

Katia Godineaux

Director of Financial Aid

Jessie Pérez

Registrar

Daniel Sebastián Alarcón

Associate Registrar

Johjan Báez

Bursar Director

Metro Orlando Campus

5601 South Semoran Boulevard, Suite 55, Orlando, Florida 32822

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

Metro Orlando Campus is home to a wide variety of academic degrees. Our students enjoy the 33,000 SQFT facility equipped with smart classrooms, industry-ready technology, and high-fidelity simulation laboratories addressing the leading trends in allied health services.

The Orlando Campus also offers advanced programs in Business, Management and Strategic Leadership, Psychology, Social Work, Criminal Justice, and Forensic Investigation, among many more workforce-ready possibilities. Energized by the City of Orlando's growth, the highly qualified faculty and campus leadership lay a foundation that better prepares students for 21st century success.

The facility includes approximately 33,000 square feet with 21 classrooms, 1 pharmacy lab, 2 nursing labs, 1 FNP/Medical Assistant lab, 1 science lab, 2 computer labs, 1 library, administrative offices, and a student and a staff lounge. Also, a parking area is available for students and the administration.

Website: <https://www.agmu.edu/en/content/metro-orlando-campus>

Omar Villafañe
Campus Director

Rosa Musi
Academic Director

Jacqueline Castro
Director of Integrated Services

Yeriel Rodríguez Bartolomei
Director of Admissions

Katia Godineaux
Interim Director of Financial Aid

Priscilla Alejandro
Associate Registrar

Dimary Dosal
Bursar Officer

Edwin de Jesús
Director of Career Services

Dirza Almestica
Interim Director of Library

Rafael Del Río
Learning Assistant Specialist

South Florida Campus

15201 NW 79th Ct. Miami Lakes, FL 33016
Phone: 1-800-774-3030 / 954-885-5595 Fax: (954) 885-5861

Located in the heart of Miami Lakes, our campus offers students the resources to achieve academic success. Students can gain hands-on practice at our beautiful two-story 51,000 SQFT facility equipped with industry-related technology and high-fidelity health services equipment. The South Florida Campus serves a culturally diverse community of students offering academic programs and personalized services of quality, meeting the adult learners' needs.

The facility includes approximately 51,000 square feet with 29 classrooms, 1 science lab, 3 nursing labs, 1 pharmacy, 2 computer labs, 1 library, administrative offices, 1 conference room, and a student and staff lounge.

Website: <https://agmu.edu/en/content/south-florida-campus->

Marcela Munera
Campus Director

Kerelyne Escobar
Academic Director

Vidal López
Director of Integrated Services

Kalinka Sotolongo
Director of Admissions

Katia Godineaux
Interim Director of Financial Aid

Cinthia Tineo Vasquez
Associate Registrar

Edwin de Jesús
Director of Career Services

Jorge Báez
Bursar Officer

Dirza Almestica
Interim Director of Library

Martha Campos
Learning Assistant Specialist

Tampa Bay Campus

5225 Memorial Hwy. Tampa, Florida 33634
Phone: 1-800-919-1099 / 813-932-7500 Fax: (813) 932-7527

Located in the heart of Tampa, our campus offers students the support they need to achieve academic success. The Tampa Bay Campus offers degrees in Nursing, Business, Health Services, Social Work, Psychology, and many others. We offer Diploma, Associate, Bachelor, Master, and Doctoral degree level programs. Our campus promotes inclusion, cultural diversity, and teamwork supporting our student community through individualized support services.

The Tampa Campus includes approximately 31,129 sf with 27 fully equipped classrooms, one science wet lab, two nursing labs, one pharmacy lab, and two computer labs. The facilities also include 37 offices for administration, student services and faculty. The building also has a student lounge, an employee/faculty lounge, the Learning Resource Center, as well as multiple study rooms for student use. Also, a parking area is available for students and the administration.

Website: <https://agmu.edu/en/content/tampa-bay-campus->

Viviana Barrabia
Campus Director

Marisabel Quiroga
Associate Registrar

Dominick Agostini
Academic Director

Edwin de Jesús
Director of Career Services

Miriam Avilés
Director of Integrated Services

Armando Gonzalez
Bursar Officer

Darisabel Morales
Director of Admissions

Dirza Almestica
Interim Director of Library

Katia Godineaux
Interim Director of Financial Aid

Manuel Robayna
Learning Assistant Specialist

Academic Calendars
2024-2025 Academic Calendar
Fall 2024

FIRST SEMESTER 2024-2025 FALL 2024					
SEPTEMBER 23 10 Days	Deadline for students to request Incomplete Removal and Grade Changes from Summer 2024.				
SEPTEMBER 30	Deadline for students to request a change of program, campus, or modality for next semester (Spring 2025).				
SEPTEMBER 30	Deadline for Faculty to submit Incomplete Removal and Grade Changes from Summer 2024.				
OCTOBER 31	Graduation Application Deadline				
NOVEMBER 11	Next semester registration (students without courses, add/drop and changes)				
DECEMBER 1	Next year FAFSA Renewal				
DECEMBER 16-20	Satisfactory Academic Progress Process				
PT 16 16 WEEKS AUGUST 19 - DEC 14		PT 81 8 WEEKS AUGUST 19 - OCTOBER 12		PT 82 8 WEEKS OCTOBER 14 - DECEMBER 14	
AUGUST 19	Classes Begin	AUGUST 19	Classes Begin	OCTOBER 14**	Classes Begin
AUGUST 24	Add/Drop Deadline (without charge)	AUGUST 24	Add/Drop Deadline (without charge)	OCTOBER 19	Add/Drop Deadline (without charge)
AUGUST 26-31	Census attendance deadline	AUGUST 26-31	Census attendance deadline	OCTOBER 21-26	Census attendance deadline
SEPTEMBER 3	Deadline to request Class Reinstatement	SEPTEMBER 3	Deadline to request Class Reinstatement	OCTOBER 29	Deadline to request Class Reinstatement
NOVEMBER 23	Withdrawal Deadline	SEPTEMBER 28	Withdrawal Deadline	NOVEMBER 23	Withdrawal Deadline
DECEMBER 14	Classes End	OCTOBER 12	Classes End	DECEMBER 14	Classes End
DECEMBER 15-16	Grades Due	OCTOBER 13-14	Grades Due	DECEMBER 15-16	Grades Due
SEPTEMBER 2* OCTOBER 14* NOVEMBER 11* NOVEMBER 25-30	Holidays/ University Recess	SEPTEMBER 2*	Holidays/ University Recess	OCTOBER 14** NOVEMBER 11* NOVEMBER 25-30	Holidays/ University Recess

**2024-2025 Academic Calendar
Fall 2024**

PT 51 5 WEEKS AUGUST 19 - SEPTEMBER 21		PT 52 5 WEEKS SEPTEMBER 23 - OCTOBER 26		PT 53 5 WEEKS OCTOBER 28 - DECEMBER 7	
AUGUST 19	Classes Begin	SEPTEMBER 23	Classes Begin	OCTOBER 28	Classes Begin
AUGUST 24	Add/Drop Deadline (without charge)	SEPTEMBER 28	Add/Drop Deadline (without charge)	NOVEMBER 2	Add/Drop Deadline (without charge)
AUGUST 26-31	Census attendance deadline	SEPTEMBER 30 - OCTOBER 5	Census attendance deadline	NOVEMBER 4-9	Census attendance deadline
SEPTEMBER 3	Deadline to request Class Reinstatement	OCTOBER 8	Deadline to request Class Reinstatement	NOVEMBER 12	Deadline to request Class Reinstatement
SEPTEMBER 7	Withdrawal Deadline	OCTOBER 12	Withdrawal Deadline	NOVEMBER 23	Withdrawal Deadline
SEPTEMBER 21	Classes End	OCTOBER 26	Classes End	DECEMBER 7	Classes End
SEPTEMBER 22-23	Grades Due	OCTOBER 27-28	Grades Due	DECEMBER 8-9	Grades Due
SEPTEMBER 2*	Holidays/ University Recess	OCTOBER 14*	Holidays/ University Recess	NOVEMBER 11* NOVEMBER 25-30	Holidays/ University Recess

The calendar is subject to change. Administrative process deadlines on Holidays will be processed on the next business day.

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

**** Classes will meet remotely/Floating Holiday for services.**

FIRST SEMESTER 2024-2025 NEW STUDENT ORIENTATION FALL 2024
Week of August 12, 2024
Week of August 19, 2024
Week of September 16, 2024
Week of October 7, 2024
Week of October 21, 2024

**2024-2025 Academic Calendar
Spring 2025**

SECOND SEMESTER 2024-2025 Spring 2025					
JANUARY 25	Deadline for students to request Incomplete Removal, and Grade Changes from Fall 2024.				
JANUARY 4	Deadline for students to request change of program, campus, or modality for next semester (Summer 2025/Fall 2025).				
FEBRUARY 1	Deadline for Faculty to submit Incomplete Removal and grade changes from Fall 2024.				
FEBRUARY 28	Graduation Application Deadline				
APRIL 15	Next semester registration (students without courses, add/drop and changes)				
MAY 1	Next year FAFSA Renewal				
MAY 5-10	Satisfactory Academic Progress Process				
PT 16 16 WEEKS JANUARY 13 - MAY 10		PT 81 8 WEEKS JANUARY 13 - MARCH 8		PT 82 8 WEEKS MARCH 10 - MAY 10	
JANUARY 13	Classes Begin	JANUARY 13	Classes Begin	MARCH 10	Classes Begin
JANUARY 18	Add/Drop Deadline (without charge)	JANUARY 18	Add/Drop Deadline (without charge)	MARCH 15	Add/Drop Deadline (without charge)
JANUARY 20- 25	Census attendance deadline	JANUARY 20-25	Census attendance deadline	MARCH 17-22	Census attendance deadline
JANUARY 28	Deadline to request Class Reinstatement	JANUARY 28	Deadline to request Class Reinstatement	MARCH 25	Deadline to request Class Reinstatement
APRIL 26	Withdrawal Deadline	FEBRUARY 22	Withdrawal Deadline	APRIL 26	Withdrawal Deadline
MAY 10	Classes End	MARCH 8	Classes End	MAY 10	Classes End
MAY 11-12	Grades Due	MARCH 9-10	Grades Due	MAY 11-12	Grades Due
JANUARY 20* FEBRUARY 17* APRIL 14-19	Holidays/ University Recess	JANUARY 20* FEBRUARY 17*	Holidays	APRIL 14-19	University Recess

**2024-2025 Academic Calendar
Spring 2025**

PT 51 5 WEEKS JANUARY 13 - FEBRUARY 15		PT 52 5 WEEKS FEBRUARY 17 - MARCH 22		PT 53 5 WEEKS MARCH 24 - MAY 3	
JANUARY 13	Classes Begin	FEBRUARY 17**	Classes Begin	MARCH 24	Classes Begin
JANUARY 18	Add/Drop Deadline (without charge)	FEBRUARY 22	Add/Drop Deadline (without charge)	MARCH 29	Add/Drop Deadline (without charge)
JANUARY 20-25	Census attendance deadline	FEBRUARY 24- MARCH 1	Census attendance deadline	MARCH 31 - APRIL 5	Census attendance deadline
JANUARY 28	Deadline to request Class Reinstatement	MARCH 4	Deadline to request Class Reinstatement	APRIL 8	Deadline to request Class Reinstatement
FEBRUARY 1	Withdrawal Deadline	MARCH 8	Withdrawal Deadline	APRIL 19	Withdrawal Deadline
FEBRUARY 15	Classes End	MARCH 22	Classes End	MAY 3	Classes End
FEBRUARY 16-17	Grades Due	MARCH 23-24	Grades Due	MAY 4-5	Grades Due
JANUARY 20*	Holiday	FEBRUARY 17**	Holiday	APRIL 14-19	University Recess

The calendar is subject to change. Administrative process deadlines on Holidays will be processed on the next business day.

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

**** Classes will meet remotely/Floating Holiday for services.**

SECOND SEMESTER 2024-2025 NEW STUDENT ORIENTATION SPRING 2025
Week of January 6, 2025
Week of February 10, 2025
Week of March 3, 2025
Week of March 17, 2025

**2024-2025 Academic Calendar
Summer 2025**

THIRD SEMESTER 2024-2025 SUMMER 2025 MAY 19 - AUGUST 2	
MAY 11	Deadline for students to request change of program, campus, or modality for next semester (Fall 2025/Spring 2026).
JULY 14-18	Satisfactory Academic Progress Process
WEEK OF MAY 5	NEW STUDENT ORIENTATION
WEEK OF JUNE 9	NEW STUDENT ORIENTATION

PT 81 8 WEEKS MAY 19 - JULY 19	
MAY 19	Classes Begin
MAY 24	Add/Drop Deadline (without charge)
MAY 26-31	Census attendance deadline
JUNE 3	Deadline to request Class Reinstatement
JUNE 28	Withdrawal Deadline
JULY 19	Classes End
JULY 20-21	Grades Due
JUNE 30-JULY 5	University Recess

PT 10 10 WEEKS MAY 19 - AUGUST 2	
MAY 19	Classes Begin
MAY 24	Add/Drop Deadline (without charge)
MAY 26-31	Census attendance deadline
JUNE 3	Deadline to request Class Reinstatement
JULY 19	Withdrawal Deadline
AUGUST 2	Classes End
AUGUST 3-4	Grades Due
JUNE 30-JULY 5	University Recess

2024-2025 Academic Calendar

Summer 2025

PT 51 5 WEEKS MAY 19 - JUNE 21		PT 52 5 WEEKS JUNE 23 - AUGUST 2	
MAY 19	Classes Begin	JUNE 23	Classes Begin
MAY 24	Add/Drop Deadline (without charge)	JUNE 28	Add/Drop Deadline (without charge)
MAY 26-31	Census attendance deadline	JULY 7-12	Census attendance deadline
JUNE 3	Deadline to request Class Reinstatement	JULY 15	Deadline to request Class Reinstatement
JUNE 7	Withdrawal Deadline	JULY 19	Withdrawal Deadline
JUNE 21	Classes End	AUGUST 2	Classes End
JUNE 22-23	Grades Due	AUGUST 3-4	Grades Due
		JUNE 30-JULY 5*	University Recess

The calendar is subject to change. Administrative process deadlines on Holidays will be processed on the next business day.

***No changes can be made (Financial Aid processes).**

2024-2025 Partial Grades – Midterm

First Semester 2024-2025 FALL 2025 Partial grades-Midterm Due	
PT16 (16 WEEKS) AUGUST 19-DEC 14	October 4, 2024
PT81 (8 WEEKS) AUGUST 19-OCTOBER 12	September 13, 2024
PT82 (8 WEEKS) OCTOBER 14-DECEMBER 14	November 8, 2024
PT51 (5 WEEKS) AUGUST 19-SEPTEMBER 21	September 6, 2024
PT52 (5 WEEKS) SEPTEMBER 23-OCTOBER 26	October 9, 2024
PT53 (5 WEEKS) OCTOBER 28-DECEMBER 7	November 15, 2024

Second Semester 2024-2025 SPRING 2025 Partial grades-Midterm Due	
PT16 (16 WEEKS) JANUARY 13-MAY 10	March 7, 2025
PT81 (8 WEEKS) JANUARY 13-MARCH 8	February 7, 2025
PT82 (8 WEEKS) MARCH 10-MAY 10	April 21, 2025
PT51 (5 WEEKS) JANUARY 13- FEB 15	January 31, 2025
PT52 (5 WEEKS) FEBRUARY 17- MARCH 22	March 7, 2025
PT53 (5 WEEKS) MARCH 24- MAY 3	April 18, 2025

Third Semester 2024-2025 SUMMER 2025 Partial grades-Midterm Due	
PT81 (8 WEEKS) MAY 19- JULY 19	June 13, 2025
PT10 (10 WEEKS) MAY 19-AUGUST 2	June 20, 2025
PT51 (5 WEEKS) MAY 19- JUNE 21	June 5, 2025
PT52 (5 WEEKS) JUNE 23- AUGUST 2	July 17, 2025

Admissions

Diploma and Undergraduate Degree Programs

General Requirements

The applicant must submit 1) an application for admission, and 2) evidence of a high school diploma or a recognized equivalent.

Additional requirements will apply to specific academic programs.

Acceptable documentation of a high school diploma or recognized equivalent include:

- A high school transcript demonstrating an earned high school diploma.
- A GED Certificate.
- A state certificate awarded after passing an authorized test and that the state recognizes as equivalent to a high school diploma, such as the Test Assessing Secondary Completion (TASC) or the High School Equivalency Test (HiSET), or a state-recognized equivalent of a high school diploma.
- The applicant must provide the official transcripts of credits from the transferring institution.
- Successfully completed homeschooling at the secondary level according to the laws of the state in which the student resides. Acceptable documentation varies by state.

The admissions officer shall examine any document to corroborate, in their best judgment, that it is original and has no visible alterations to comply with the requirements. If AGMU has reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or postsecondary school education, it will complete additional steps to try to determine if the document is acceptable. These additional steps may include contacting the granting institution or confirming with a relevant department or state agency. AGMU reserves the right not to accept documents for the validity of which it cannot determine.

Applicants seeking admission to undergraduate programs must meet the following guidelines to complete the undergraduate student enrollment process:

1. For students seeking to transfer to AGMU, AGMU must receive official transcripts from postsecondary institutions within forty-five (45) calendar days from the beginning of the term to complete the student file. Failure to meet this deadline may result in the cancellation of the student's enrollment and admission.
2. All official transcripts and diplomas from institutions outside of the United States that are not in English must have a commercial translation or evaluation.
3. Students must submit a full-color front and back copy of a valid identification (government-issued ID) with a photo to evidence of an address where the applicant resides (i.e., driver's license).
4. International students must submit two (2) forms of evidence, including a passport of their country and valid identification (government-issued ID).

Additionally, prospective students should note:

1. AGMU reserves the right to restrict the size of enrollment in selected programs based on limited facilities and other institutional factors; and
2. AGMU reserves the right to deny or rescind admission to any applicant or student, for reasons that include, but are not limited to, the falsification of the admissions application or the submission of fraudulent documents.

Graduate Studies

Master's Degrees Programs

General Admission Requirements

The applicant must submit 1) an application for admission, 2) an official transcript providing evidence of an earned baccalaureate degree with a minimum cumulative grade point average (CGPA) of 2.25*.

*Applicants with a CGPA of less than 2.25 may be admitted to the institution at the discretion of the Dean of Academic Affairs or the designated academic representative via a documented personal interview.

Additional requirements will apply to specific academic programs.

The admissions officer shall examine any document to corroborate, in their best judgment, that it is original and has no visible alterations to comply with the requirements. If AGMU has reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or postsecondary school education, it will complete additional steps to determine if the document is acceptable. These additional steps may include contacting the granting institution or confirming with a relevant department or state agency. AGMU reserves the right not to accept documents for the validity of which it cannot determine.

Supporting Documentation for Master Programs

Acceptable documentation to meet AGMU's requirement related to the prior academic experience and/or achievement include:

- Official Transcript of Credits documenting graduation with a baccalaureate degree from an accredited post-secondary educational institution and earned CGPA.
- Certification prepared by a post-secondary institution or by an agency recognized by the US Department of Education, or by an appropriate government agency, board, etc. confirming completion of a baccalaureate degree or equivalent and earned CGPA.

Applicants seeking admission to Master programs must meet the following guidelines to complete the graduate student enrollment process:

1. AGMU must receive official transcripts of credits from post-secondary institutions within forty-five (45) calendar days from the beginning of the term to complete the student file. Failure to meet this deadline may result in the cancellation of the student's enrollment and admission.
2. All official transcripts of credits and diplomas from institutions outside of the United States that are not in English must have a commercial translation or evaluation.

3. Students must submit a full-color front and back copy of a valid identification (government-issued ID) with a photo to evidence of an address where the applicant resides (i.e., driver's license).
4. International students may submit a citizenship card or certificate of citizenship (i.e., passport of their country).

Additionally, prospective students should note:

1. AGMU reserves the right to restrict the size of enrollment in selected programs based on limited facilities and other institutional factors.
2. AGMU reserves the right to deny or rescind admission to any applicant which can include the falsification of the admissions application and/or the submission of fraudulent documents.

Doctorate Degree Programs

General Admission Requirements

The applicant must submit 1) an application for admission and 2) an official transcript of credits providing evidence of an earned master's degree with a minimum cumulative grade point average (CGPA) of 3.30. The applicant must also submit the following documents to the Department Director for admission consideration 1) an Essay and 2) an updated curriculum vitae (CV) or resume.

Additional requirements will apply to specific academic programs.

The admissions officer shall examine any document to corroborate, in their best judgment, that it is original and has no visible alterations to comply with the requirements. If AGMU has reason to believe a student's diploma or transcript is not valid or was not obtained from an entity that provides secondary or postsecondary school education, it will complete additional steps to determine if the document is acceptable. These additional steps may include contacting the granting institution or confirming with a relevant department or state agency. AGMU reserves the right not to accept documents for the validity of which it cannot determine.

Supporting Documentation for Doctorate Degrees

Acceptable documentation to meet AGMU's requirements related to prior academic experience and/or achievement include:

- Official Transcripts of Credits documenting graduation with a master's degree from an accredited post-secondary educational institution and earned CGPA.
- Certification prepared by a post-secondary institution or by an agency recognized by the US Department of Education, or by an appropriate government agency, board, etc. confirming completion of a baccalaureate degree or equivalent and earned CGPA.

Applicants seeking admission to doctoral programs must meet the following guidelines to complete the doctoral student enrollment process:

1. AGMU must receive the official transcripts of credits from post-secondary institutions within forty-five (45) calendar days from the beginning of the term to complete the student file. Failure to meet this deadline may result in the cancellation of the student's enrollment and admission.

2. All official transcripts of credits and diplomas from institutions outside of the United States that are not in English must have a commercial translation or evaluation.
3. Students must submit a full-color front and back copy of a valid identification (government-issued ID) with a photo to evidence of an address where the applicant resides (i.e., driver's license).
4. International students may submit a citizenship card or certificate of citizenship (i.e., passport of their country).

Additionally, prospective students should note:

1. AGMU reserves the right to restrict the size of enrollment in selected programs based on limited facilities and other institutional factors.
2. AGMU reserves the right to deny or rescind admission to any applicant which can include the falsification of the admissions application and/or the submission of fraudulent documents.

Readmission to Undergraduate, Graduate, and Doctoral Programs

Once admitted to a program, a student is expected to register consecutively for each term and maintain satisfactory academic progress.

Students who have interrupted their studies for at least one semester, excluding summer semester, must apply for readmission to AGMU and:

- a. Have a cumulative GPA that meets the retention index;
- b. Have completed the required percentage of credits of the total attempted credits;
- c. Have completed any applicable period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable; and
- d. Fulfill the current existing admission requirements of the program of study applied to, and all other general admissions requirements that apply.

In addition to these requirements, a student who was not in compliance with the standards of satisfactory academic progress (SAP) at the time they last attended or who was dismissed from AGMU for academic or disciplinary reasons is required to meet with their assigned Academic & Retention Counselor or Director of Retention to discuss their potential readmission application and any SAP requirements.

Students who are readmitted will be subject to the current curriculum and catalog in effect for their program of study at the time of readmission.

International Students

1. Admission, readmission, and transfer requirements are the same for all applicants. In addition, international students must also satisfy additional requirements which may vary by program.
2. Interested applicants must contact the Director of Admissions at each campus for the related requirements and processes.
3. Admission for international students is also subject to the immigration laws and regulations in effect.

Non-Degree Seeking Students

General Requirements:

Students who wish to take credit courses for the purpose of special certifications or transfer of credits to another institution may seek admission and will be classified as non-degree-seeking students. Non-degree-seeking students must meet the established admissions criteria and submit all required documentation, including 1) an application for admission and, in some cases, 2) additional supporting documents, such as official transcripts of credits, transient student approval, which may vary depending on the desired academic coursework. Non-Degree students do not qualify for federal financial aid.

Additional requirements will apply to specific programs.

Admission Validity

1. Students may only enroll in programs offered at the time of their admission or readmission.
2. Admission or readmission decisions are valid for one full semester, beginning on the date it is granted.
3. Students must fulfill the admission requirements by the dates established in the academic calendar.

Conditional Admissions

Conditional admissions acceptance is available for students applying while still in high school and for undergraduate, master's and doctoral students awaiting official documents from outside sources who have met all other admissions requirements. Federal financial aid is not available to conditionally admitted students.

Students must complete the enrollment process of their program of study within ten (10) calendar days from the first day of class. Conditional Admission is contingent upon the successful completion and submission of all the required documentation to satisfy admission requirements. Failure to do so will result in conditional admissions being canceled.

Conditional admissions may have exceptions in accredited programs or programs in the process of accreditation.

Appealing Admissions Decisions

Applicants may appeal admission decisions to the designated university personnel identified in the AGMU Appeal of University Decisions Policy.

Deferment of Admissions

Upon request, the Admissions Office may defer admission to the following semester of the same academic year for which admission was granted.

Transfer Credit Policy

The following criteria generally govern the transfer of credit at AGMU. Additional requirements will apply to specific academic programs, which are listed in the Academic Programs section on the Academic Catalog.

- For Diploma Programs: Only courses with a grade of C or better are accepted in transfer. Courses must be in a student's program of study.
- For Undergraduate Programs: Only courses with a grade of C or better are accepted in transfer. Courses must be in a student's program of study.
- For Graduate Programs (master's and doctorate): Only courses with a grade of B or more will be considered for transfer. Note that some graduate programs do not accept transfer credits.
- U.S. based institutions must be accredited by a national or regional accrediting body recognized by the U.S. Department of Education. Foreign institutions must be recognized as institutions of higher education by the appropriate Ministry of Education or another governmental agency.
- Academic Divisions must establish the requirements for validating transfer credits of courses with grades of (Pass), S (Satisfactory), or similar non-quality grades. The reasons why a course cannot be considered for validation must be justified.
- Courses for transfer must be similar in objectives and content to those offered by AGMU. Course work must be in a curricular area generally recognized for credit at AGMU.
- The courses for transfer can be applied toward graduation requirements.
- All credits submitted by the student will be evaluated under this policy and any program specific policies. Courses must be reported to AGMU using a final, official transcript. Such transcripts must bear the signature and/or seal of the issuing official. Official transcripts must be written in English or Spanish and contain the institution's name, the student's name, dates of term(s) attended, title of each class taken, grades earned and academic credit system for each class (if applicable).
- Students hoping to receive transfer credit may be required to submit additional documentation or receive course evaluations, as required by AGMU in its discretion.
- Academic Divisions must establish the requirements to evaluate students' competencies to accept credits that have been obtained in a period of more than 10 years. The reasons why a course cannot be considered for validation must be justified.
- Students must comply with the Residency requirements for the purpose of granting a degree (see Residency Requirements in Academic Catalog). Students must obtain 25% of approved credits at AGMU in order to receive a diploma, an associate degree, a bachelor's degree, a master's degree, or a doctorate. This population must complete a 25% prescribed number of credit hours within their program of study to be evaluated toward recognition of honors.
- Remedial courses, Continuing Education, or exams taken at other university institutions will not be validated, except Advanced Level.
- Official transcripts from all institutions attended must be received no later than forty-five (45) calendar days after the start of the student's first term at AGMU to receive transfer credit.

Any exception to this policy, in particular regarding the caducity of the courses, must be evaluated by the designated representative of the respective department to which the courses that will be evaluated for transfer belong. Transfer credit accepted from another institution is generally reflected on the AGMU transcript with a grade of "T", not the actual grade received at the other institution. Courses accepted for transfer will be included in the credits attempted and the credits earned in the calculation of satisfactory academic progress. Transfer credits are not included when calculating the GPA. For additional information, please refer to the sections in the catalog entitled Satisfactory Academic Progress. Transfer credits (T grade) will not be considered for the calculation of the retention or graduation index.

An authorized representative from AGMU shall establish equivalencies for the courses, after consultation with the designated representative of the respective departments, or Dean of Academic Affairs and if necessary, with the faculty specialized in the area. In some cases, the offering institution's catalog and official course description provided by the student may be used to create course equivalencies. No official evaluation of transfer of credit is made until the student has been accepted by AGMU and an official transcript from the institution awarding the credits is received.

Students must follow the following procedures regarding potential transfers of credit:

1. The student will provide an official transcript and any other documentation, including relevant course descriptions or an academic catalog, requested by AGMU to validate transfer credits. The student has forty-five (45) calendar days from the start of classes to submit the official transcripts and other required documentation.
2. Admissions will evaluate the documents submitted by the student. If the documents comply with what is required, the documentation will be referred to the Registrar's Office to continue the validation process.
3. The student will be notified through the institutional email if the requested credits have been validated.
4. If the student does not agree with the decision on the granting or placement of credit earned at another institution, the student has the right to submit an appeal within thirty (30) calendar days of receiving the decision. Appeals shall be made in writing to the Registrar's Office. The student will be required to provide reasonable documentation to support the appeal. The appealing student will generally receive a decision within fifteen (15) business days after the appeal has been submitted. If the Registrar finds merit in changing the decision, the student records will be updated accordingly.

Other Transfer Requirements

1. Accepting credits from foreign institutions

a) As part of the process of validating courses, AGMU will accept courses realized in foreign institutions if they are equivalent to the program of study the student is admitted in.

Requirements:

- a) Courses are required to be certified by some sort of homologation agency such as World Education Services (WES), Educational Credential Evaluators (ECE), etc. as well as be approved by the U.S. Department of Education.

2. University Credits –High School Students

This alternative is to grant incoming students the opportunity to further their academic progress. University-level courses taken in High School will be eligible for the validation process. The course will be considered by number of credits and relation to program of study.

Requirements:

- a) Students must present the courses' official certification along with the grade and credits earned within the course.
- b) Students must have completed High School.

3. Transfer Courses by Learning Experiences

AGMU, in its interests to recognize and stimulate students' academic excellence, has identified the following alternatives as courses by learning experiences and they will be valid for academic transfer. These non-traditional learning experiences include:

a) College Level Examination Program – CLEP and Advanced

Placement – AP

This alternative consists of exams designed for courses generally required within the first year of university. Within accepted topics offered in this mode one can find Spanish, English, and Mathematics.

Requirements:

1. Students must obtain fifty (50) points or more in these College Level Examination Program exams.
2. Students must obtain a minimum of three (3) out of five (5) points in Advance Placement Exams.
3. Students will present a request for evaluation of one or more exam results to the office of admissions. In some cases, exam results can be received directly from the agency/institution where they were taken.

b) Challenge Exams

General Dispositions

1. These are departmental examinations designed with the purpose of granting students the opportunity to demonstrate their proficiency within a course relating to their program of study. If the student passes this exam, it will be recognized as credits corresponding to their program.
2. Seminar courses, laboratory courses, practice courses, or supervised activity courses will not be eligible as challenge exams.
3. Only courses previously identified by the academic program can be challenged.
4. Courses challenged through this method must obtain a grade of C or higher to be considered as an approved course.
5. Students will not be allowed to challenge courses they have previously failed.
6. Students that do not pass a challenge exam will not be awarded a grade in their academic record. They will have a total of two opportunities to pass. If failed, the student must enroll and take the corresponding course.
7. The maximum number of credits granted by challenge exams will not be greater than a 20% total of the credits required for the course.

Requirements:

1. Students must be registered on the course and must pay the corresponding quota set forth by the Fees Bulletin.
2. Students must fulfill the specific requirements established by the academic program.

c) Active Military

General Dispositions:

1. The university recognizes and values the education acquired by active military and their direct dependents through military experience and formal courses.

Requirements:

1. Only courses that are similar in content and objective of the students' academic program will be validated.
2. Military courses must be certified by an official transcript of credit.

d) Portfolio Credits**General Dispositions:**

1. Academic works or other forms of educational evidence that demonstrate and validate a student's professional experiences, and/or their acquired skills and goals. The purpose of this mode is to transfer academic earnings towards university credits.

Requirements:

1. The student must be officially registered to AGMU and the department of study they wish to apply portfolio credits to.
2. The student must prepare a portfolio in accordance with the rules and regulations presented within the course.

Transcripts

Official transcripts which bear the seal of the Institution will not be given to students or alumni. This document will be sent directly to institutions specified by the students in their official request to the Registrar's Office. Transcripts will only be issued to those students who comply with the transcript withhold regulation § 668.14(b)(33). Any claims regarding the status of the transcript request must be made within 15 calendar days of its filing. AGMU does not provide copies of other institutions' transcripts to the student or to other institutions.

Residency Requirements

A student must complete a minimum of 25% of their applicable program credits from AGMU to meet the residency requirements. 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 recognition with honors.

Student ID Number

After the student applies for admissions, they will be assigned a student identification number (S-ID). The S-ID consists of an "S" followed by eight (8) digits. The S-ID is used to identify student's permanent academic records, such as the transcript, registration, grade reports, enrollment certifications, student accounts, etc.

Student Email Account

All enrolled students have access to a university-sponsored email account. This email account will be the official means of communication between the University and students. The University will use these email

addresses to notify students of changes made to their account or courses, important university business, registration information, deadlines, tuition and fee changes, and changes to university policies and procedures. Students are expected to check their university email daily.

FERPA and the Release of Student Information

AGMU maintains certain practices and procedures to assure compliance with the Family Educational Rights and Privacy Act (FERPA). This law affords the following rights with respect to student educational records:

These rights include:

1. The right to inspect and review the student's educational records within 5 business days of the date the University receives a request for access. Students should submit a written request to their campus Registrar staff that identifies the record(s) to be inspected. The Registrar staff will make arrangements for access and notify the student of the time and place when the records may be inspected. If the records are not maintained by the university, the Registrar shall work with the office that maintains the record and coordinate the student's request.
2. The right to request an amendment of the student's educational records that the student believes is inaccurate or misleading. The student must write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to appeal as delineated in university policy.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A school official is defined as:

- a person employed by the University in an administrative supervisory, academic, or support staff position (including, a law enforcement unit);
- a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
- or a person assisting another school official in performing their tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibility. Upon request, the University discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

Non-Directory Information

Non-directory information is personally identifiable information such as grades, transcripts, social security numbers, GPA, and academic standing. AGMU does not release this information without written authorization from the student or as a result of subpoena.

Directory Information

Directory information is defined as information contained in a student's educational record that generally would not be considered harmful or an invasion of privacy if disclosed.

Under FERPA, AGMU has established the following as directory information:

- Name
- Academic program
- Student ID
- Permanent Address
- University Email
- Dates of attendance and degrees and awards received

Although the above directory information may be available for release, AGMU does not routinely release such information to third parties. FERPA asserts that students have the right to inform AGMU that any or all the information is not to be released. The University will honor the student's request to restrict the release of directory information. To withhold directory information, a student should notify their campus Registrar in writing prior to the completion of the add/ drop period of each semester. The status of disclosure at the last registration period is binding and all records will be noted "confidential" until the status is changed by the student. No information will be released without written consent of the student or as a result of a subpoena.

Authorization for Released Student Information

If a student wishes to have any personally identifiable information regarding their educational record released, a *Student Records Release Form* must be submitted by the student to their campus Registrar.

The written request must be signed and dated by the student, include the specific information to be released, the reason for the release, and the names of the persons or agencies to which the information is to be released. The appropriate records custodian will provide a copy of that record to the specified person or agency if permitted under university procedure.

Transcripts received by the university are for institutional use only. They cannot be duplicated and given to the student or sent to another institution.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, DC 20202-4605.

Course Modules and Language of Delivery

Programs at AGMU are offered in Spanish, English or Bilingual. Students complete their program of study face to face (on-site) or online. Some programs might be offered through blended/hybrid modality, as applicable. These modalities are defined as:

1. **Face to Face** (on-site) is the interaction between the faculty and the student which is offered in a traditional classroom on the campus where the learning-teaching process is developed.
2. **Online**: Course in which all contact hours are offered through the online modality supported by the learning management system authorized by AGMU. The course includes synchronous and asynchronous activities in course planning and delivery. It requires a pre-planned instructional design.
3. **Blended/Hybrid**: A course combining face-to-face and online learning. 50% or more of the contact hours are offered in person, and the rest are in the online education modality. The component offered in the online modality will comply with all the requirements of said modality.
4. **Remote Course** – course in which no less than 75% of the contact hours are offered synchronously supported by the learning management system authorized by AGMU. The remaining 25% of the hours may be offered in individual and group asynchronous activities. This course modality requires a previous coursework plan.

The language of instruction and program delivery modality are subject to availability.

COMPLETING A COURSE OR PROGRAM IN ANOTHER LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Academic Requirements, Regulation and Students Classification

Governing Catalog

A student's AGMU governing catalog is the Academic Catalog and Student Handbook 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 one or more academic semesters.

A student must seek re-admission if they break enrollment for one semester. Students who are re-admitted will be required to comply with the requirements of the Catalog under which they were readmitted.

Prerequisites and co-requisites

Some courses require prerequisites or co-requisites.

- A prerequisite is a course which must be satisfactorily completed before a higher-level related course can be taken.
- A co-requisite is a course required to be taken in the same Part of Term (PT) as another course. Co-requisite courses must be registered for at the same time.

Registration

The Dean of Academic 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:

- Once admitted to the University, students will register for the semester.
- Students using VA benefits may receive priority registration status.
- Registration updates are sent through the institutional email.

Method of Instruction

- Non-degree and degree programs may be offered in a schedule of five (5), eight (8), ten (10) or sixteen (16) week sessions. During summer a (10) ten-week session is also offered.
- The Dean 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 Class ID.

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, Programming 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 faculty assigned to each course.

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 has the power to place in moratorium programs or specialties due to a decrease in the required enrollment.

Late Registration

Late registration will be held as reflected in the academic calendar. No student will be able to register after the period determined for late registration.

After the add/drop period, all courses become a permanent part of the student's record. Students may request to cancel or withdraw from one or more classes by completing the appropriate cancellation and withdrawal request form.

Advanced Standing

A student's time to complete their program of study may be shortened through transfer of credit, or credit from prior learning. 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 Satisfactory Academic Progress Policy for financial aid purposes. Advanced standing through transfer credit or credit from prior learning credits do not apply to students pursuing diploma programs.

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 AGMU 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 submitting a *Student Services Request Form* by the add/drop deadline established in the Academic Calendar. Program and major changes are subject to program requirements and space availability.

Official and Unofficial Withdrawals

Official Withdrawal:

An official withdrawal refers to an action taken by a student to discontinue enrollment. To request an official withdrawal, the student completes withdrawal form. The student will receive information about how their request to officially withdraw will affect their federal financial aid and academic progress requirements. The date of the official withdrawal will determine the student's tuition liability or refund due to the student. Total withdrawals or partial withdrawals are considered official withdrawals and are permitted.

1. Any student who is officially registered, and completes the procedure required for a total or partial withdrawal, according to the established deadline in the academic calendar, will receive a withdrawal grade **(W)**.
2. Any student who fails to complete the required procedure for withdrawal of a course before the established deadline in the academic calendar, or whose absences exceed the maximum allowed, will receive a **(WF)**.

AGMU reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

The student who requests a total withdrawal from the institution without settling their financial obligations will lose their right to receive grades, certifications, transcripts or diplomas.

Early Identification of Partial Withdrawals:

Students expressing an intention to request a partial withdrawal will be oriented on the process. The student will receive information about how their request to withdraw will affect their federal financial aid and academic progress requirements. After the student goes through a withdrawal orientation process and wants to move forward with the decision, the student proceeds to complete the respective form and submit it to the Registrar's office. Once the partial withdrawal has been processed, the faculty and the staff of the Retention Office will automatically receive an email notification with the student data including the course in which the partial withdrawal was processed. The faculty will validate if there is any alternative to support the student in completing the course. If the student expresses a desire to continue on the course, the staff of the Retention Office will guide them on the process of reinstatement in the course.

Unofficial Withdrawal:

An unofficial withdrawal refers to a student who stops attending one or more courses without officially withdrawing from AGMU. The date of the unofficial withdrawal will determine the student's tuition liability or refund due to the student. The withdrawal determination date for students who do not officially withdraw will be recorded as the last date of the academic term. For federal financial aid purposes, it will be assumed that the student unofficially withdrew from the institution as of the midpoint of term. The course(s) will be considered attempted, but not earned. An unofficial withdrawal is identified with the code (WF) in the system and on the student's official credit transcript. The (WF) is awarded by the faculty at the end of the academic term.

Course Reinstatement:

A student who files a withdrawal and after having processed it wishes to continue the course(s), may request a reinstatement. The purpose of the reinstatement is to give students the opportunity to complete their academic goal. To do this, the student must comply with the following:

1. The student has a period of three (3) calendar days (excluding holidays, Saturdays and Sundays) to request the cancellation of the withdrawal with the reinstatement in the course(s) by the Registrar's office.
2. The student must complete the respective form for the reinstatement of the course(s). In the document, the student will be certifying that they will continue to participate in academic activities.
3. The request for reinstatement in the course(s) must occur no later than 5 days before the deadline established in the academic calendar to file withdrawals.
4. The Registrar's office proceeds with the evaluation of the request and notifies the student and the faculty that the student was reinstated in the course(s).
5. After the process of reinstatement in the course(s) has been processed, if the student wishes to file a new withdrawal (within the dates established in the academic calendars), the effective date will be the date on which the new withdrawal request is filed.

Transient Registration

AGMU 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. To enroll as a transient student at another institution, students must request to transient to their campus Registrar's Office. The student will be notified of the decision of their request, subject to the approval of the Academic Division Associate 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 AGMU within 45 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 faculty by email or telephone prior to class. Faculty may take student attendance into consideration when grading and should explain the possible impact of absences on the student's grades. Faculty 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.

Census Policy

Introduction/Purpose

The purpose of the Ana G. Méndez University (AGMU) census policy is to inform the university community about the census date and of certain consequences for not establishing attendance.

Scope

This policy applies to all students enrolled at any AGMU campus in all academic programs and learning modalities.

Policy

The census date represents a calendar date in each term when students' official enrollment status is evaluated for financial aid purposes.

Students are expected to attend all classes for which they registered, beginning with and including the first class session. If a student fails to establish attendance by the applicable census date and has not otherwise dropped the course, the student will be administratively withdrawn from the course (WN on the student's transcript), and financial aid will be cancelled or reduced (other state and federal aid may be affected as well). The student will be responsible for 25% of the tuition and fees of the enrolled course.

A student can establish attendance in a course by attending an face-to-face course or by submitting an assigned academic related activity in an online course.

Responsibilities:

Registrar's Office:

- Works the necessary electronic processes for the registration of cases identified by faculty as never attended.
- Send communications to students identified as not attended.

Faculty:

- Completes the census-taking process electronically within the dates established in the academic calendars.
- Verify the student cases requesting reinstatement of courses.

Students:

- If attending the course and were certified as not attended; they must immediately contact the faculty.

Finance Office:

- Process the return of funds in cases reported as not attended.

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 faculty. In addition, students are expected to engage in a minimum of two hours of out of class student work or 3 hours of lab per each course credit hour, per semester.

The equivalent amount of work as required in paragraph 1 of this definition of other academic activities including but not limited to laboratory work, internships, practicums, studio work, and other academic work leading to the award of a semester credit.

Please note that some programs require additional time for hands-on learning.

Partial and Final Evaluations:

1. Each part of term (PT), faculty 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 faculty. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the faculty and depend on the nature of the course.
3. It will be the responsibility of the students to clarify with the faculty any situation related to their evaluations.
4. If the student has been absent for justified reasons, the faculty 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.

Responsibility of the Faculty:

1. It will be the responsibility of the faculty 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.
2. It will be the responsibility of the faculty to provide weekly evaluation and feedback to students for all academic activities before the last date established for partial withdrawals.

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 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, Director of Online Division or designated representative 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 member or respective personnel, the grade is final and certified by the Registrar’s Office in the students’ official academic record.

Withdrawals

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

Grade Grievance Procedure

The following grievance procedure provides students with 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, AGMU may pause the 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, to the Academic Director, that includes the following information:

1. The basis for the grievance,
2. A summary of the issues in dispute, including any relevant documents.

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

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

A written decision from the faculty member or Academic Director, 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 Academic Director. This appeal must be submitted within 10 business days from receipt of the decision from the faculty member. A written response from the Academic Director will typically be communicated to the student within 10 business days of receipt of the student’s appeal to the Dean of Academic Affairs. The decision of the Dean 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 Dean 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 at least 75% of the 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.

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 faculty 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 or part of term of the first day of class of the following session, ensure the prerequisite compliance if applicable 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 IA, IB, IC, ID, IF. If by the end of the period to remove the incomplete the student has not turned in the final work or taken the exam, the final grade will be the grade that the student had at the time of the incomplete. The final grade will be included in the cumulative GPA and the credits will count as credits attempted. A student cannot 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 AGMU policies and procedures.

Repeating CoursesGeneral Requirements

1. If a student does not meet the required minimum course grade, the student must repeat the course if required by the student's program of study. The required minimum course grades and program requirement can be found in the Academic Programs section or Repeating Courses section in the Academic Catalog and Student Handbook.
2. A W or WN does not count as a graded attempt.
3. In all course repeats, the failing or previous grade is not expunged from a student's academic record. However, the highest grade obtained for the course is the grade that will be counted towards the student's GPA.
4. No additional credits will be earned for repeating courses for which credits have already been earned.
5. No student may repeat a specified course until they have received a final grade.
6. Repeated courses will count towards the evaluation of the student's Satisfactory Academic Progress (SAP).

7. If a graduate student obtains a final grade of C or less and it lowers the minimum graduation GPA requirement of 3.0, it will be compulsory for the student to repeat the course(s).
8. Minimum passing grade for courses in pre-licensure nursing programs is C. The minimum grade for courses in graduate nursing courses is B. Failure to meet this requirement will require retaking the course of the class, and students will be unable to progress in the course sequence. A student who fails two courses or the same course twice must appeal to the Nursing Progression Committee to continue in the program.

Federal Financial Aid

In addition to the general requirements above, federal financial aid regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. In any case, retaken classes may count against SAP, and the student's eligibility is still constrained by all SAP requirements.

1. A student may receive federal financial aid when repeating a course that was previously failed.
2. A student may receive federal financial aid to repeat a previously passed course (with any grade higher than an F) one additional time.
3. Once a student has completed any course twice and earned a passing grade (with any grade higher than an F) they are no longer eligible to receive federal financial aid for that course.

Independent Study

Independent study courses will be offered as an alternative for those students who require a course not scheduled in their graduation year. Courses may or may not be offered by independent study if they meet the following specific eligibility or exclusion conditions.

1. Eligibility:
 - a. The course is not scheduled or available as an intercampus course at another AGMU location.
 - b. The course content cannot be substituted by another. There is no equivalent course available.
 - c. The course will not be offered in the year the student will receive their academic degree, according to the sequential academic program in which they are enrolled.
 - d. The course is required in the student's sequential curriculum.
 - e. Students may take up to 25% of the courses in their curricular sequence as independent studies modality.
 - f. The student can apply for independent studies for the same course only once; if the student fails, the course cannot be repeated under this modality.
 - g. If the student obtains an F in a face-to-face course, they will not be able to apply for it in the independent study modality.
 - h. Special cases will be evaluated on their merits by the associate dean of the academic division, specialized school, the department director, or the director of the program offering the course.
 - i. As part of special cases to consider, the associate dean will submit an annually updated course list by August 1 to the course scheduling unit of programs with the internal moratorium or with a low admission rate that is eligible under this procedure.
 - j. If the courses have objectives that develop techniques and skills for group interaction, the faculty must adjust the assessment activity to ensure to comply with the course objectives.

2. Exclusion:
 - a. Laboratory courses that require preparation of materials or use of specific media (e.g., chemistry, biology, nursing, etc.) that are onerous for single-student work.
 - b. Courses that involve the development and measurement of psychomotor skills.
 - c. Seminar-type courses that require group activities related to internships.
 - d. Laboratory courses that require immediate production and application of knowledge and skills (e.g., nursing, massage, and the like).

Each academic division or specialized school will identify courses that should not be offered through the independent studies modality. The academic division associate dean will submit an annually updated course list by August 1 to the course scheduling unit. The course scheduling unit will include this information in the bulletin of courses not offered under the independent studies modality.

Procedure

1. The student requests the independent studies course to the academic division, specialized school, or locality to which they belong according to their curricular sequence.
2. The academic division associate dean, specialized school, academic director, program director, or corresponding officer will analyze:
 - a. The student's academic evaluation and class schedule for the term in which the student requested to seek independent study.
 - b. The current academic year's schedule.
3. The course will be scheduled in the system after the course is authorized by the division associate dean, specialized school, academic director, program director, or the corresponding officer. *A request must be sent to the scheduling department.*
4. The faculty member will be identified, and the student will be notified of the procedure to be followed (enrolling in the course, etc.).
5. If the requested course pertains to another academic division or university location, the associate dean or corresponding officer of the academic division, specialized school, campus director, or program director will submit the application along with the academic evaluation to the academic division, specialized school, or university location that corresponds to the course.
6. If the course is approved, the appropriate associate dean or officer will submit the form to the registrar's office for processing and placement on the student's record. *The independent study will not be effective if this document is not submitted to the Registrar's Office.*
7. The academic division, specialized school, or university location that offers the requested course may authorize or deny the application. In any case, the student must be notified of the university unit of origin, indicating the reasons.
8. If the request is not recommended, the student's retention officer will notify the student via email, stating the reasons for the decision.
9. The student may request a reconsideration from the academic dean. The decision of the academic dean will be final and cannot be appealed.

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

Satisfactory Academic Progress

Federal regulations require students who are receiving Title IV (federal) financial aid to make deliberate and measurable progress toward their degree to continue to receive these funds. This requirement is called Satisfactory Academic Progress or SAP.

The evaluation criteria for SAP include qualitative (grade-based) and quantitative (pace) components. The qualitative measure is based on the cumulative grade point average (CGPA). The quantitative measure is based on the number of credit hours the student attempts and earns. Students are also expected to complete their program within 150 percent of the length of the published program length as measured in credit hours.

Maintaining Satisfactory Academic Progress

The Satisfactory Academic Progress of students enrolled in associate, bachelor's, master's, and doctorate degree programs will be assessed at the end of every two (2) semesters. The academic progress of students enrolled in diploma programs will be assessed at the end of each semester. The registrar's office will notify students in writing, through e-mail, of their academic status.

Students are prohibited from receiving federal student financial aid after attempting 150% of the number of credit hours required for their academic program, unless an appeal is successfully approved. The maximum timeframe calculation includes the attempted credits, including transfer credits, related to the student's academic program.

To maintain good standing, students must comply with the following:

Qualitative component

AGMU establishes specific minimum CGPA requirements by program level (i.e., diploma, associate, bachelor's, master's, and doctorate degree programs). The student must meet the minimum retention rate according to their academic program. This index increases when considering the credits attempted and approved. Refer to Appendix A, Satisfactory Academic Progress Tables, for the qualitative components per program level.

Quantitative component

AGMU uses a graduated completion percentage by program level. The student must earn the minimum percentage of attempted credits depending on the program level and academic year in which the student is enrolled.

All credits attempted and earned, including transfer credits that count towards the student's program of study, are considered in the calculation.

Refer to Appendix A, Satisfactory Academic Progress Tables, for the quantitative components per program level.

Maximum Timeframe

Students are prohibited from receiving federal student financial aid after attempting 150% of the number of credit hours required for graduation in their academic program, unless an appeal is successfully approved. The maximum timeframe calculation includes the attempted credits, including transfer credits, related to the student's academic program.

Changes in Status or Program

If a student wants to enroll in a different academic program, the student must request approval from the associate dean. All attempted and earned credits of the program in which the student is enrolled are included in the quantitative measure and only grades from the program in which the student is enrolled are included in the qualitative measure. Students are encouraged to carefully consider program changes because federal regulations limit total lifetime financial aid eligibility.

Students who discontinue their studies and subsequently apply for readmission will be readmitted under the current SAP policy and will have the same SAP status that resulted as of the end of the last term attended. Students applying for readmission will be referred by the Office of Enrollment to the Registrar for evaluation. If the student does not meet SAP, AGMU will determine if the student may be readmitted, provided an appeal has been approved.

Students requesting admission into a new academic program after graduation will begin the new program with a new SAP history. If a student transfers credits from the completed program of study, only those transfer credits that apply to the student's current academic program will be considered when measuring SAP.

Impact of Course Repetitions, Withdrawals, Incompletes and Transfers on Satisfactory Academic Progress

- **Course Repetitions** – Federal regulations limit the number of times a student can repeat a course paid for with Title IV financial aid funds. Generally, failed courses may be repeated until passed and courses that a student has passed can be repeated only once. Please check with the Financial Aid Office if you are not sure whether a course can be repeated with financial aid. If a student repeats a course, only the highest grade earned will be included in the student's cumulative GPA. However, each attempt at the course will count as credits attempted and will appear on the official transcript of credits.
- **Withdrawals** – If a student withdraws from a course, the credits for the course count toward the determination of credit hours attempted, but not earned and will not be considered in the cumulative GPA.
- **Incomplete Courses** - If a student has an incomplete in a course, the credits for the course count towards the determination of credit hours attempted, but not earned. The credit hours will be considered earned once the course is completed. The course will not be considered in the cumulative GPA until a grade is assigned.
- **Transfer Credits** - If a student transfers in credits from another institution, the accepted credits count toward the determination of credit hours attempted and credit hours earned but will not be considered in the cumulative GPA. Only those transfer credits that apply to the student's program of enrollment at the Institution will count as credits attempted and earned. Refer to the Institution's catalog for requirements on accepted transfer credits from another institution.

Remedial and Developmental Courses

Financial aid recipients may receive aid for a maximum of 30 semester credit hours in developmental coursework. Students enrolled in remedial courses are expected to receive passing grades in those courses

to progress into the next term. Remedial and developmental courses count toward the determination of credit hours attempted and earned and will be considered in the cumulative GPA when determining SAP.

Financial Aid Warning and Failure to meet Satisfactory Academic Progress (non-degree programs)

Students enrolled in diploma programs, for which SAP is evaluated at the end of each semester, will be placed on financial aid warning status for the next semester attended as a consequence of not making Satisfactory Academic Progress. AGMU uses this status without appeal or any other action by the student. The Registrar's Office will notify the student in writing, through e-mail, of the financial aid warning status.

The student must meet SAP as of the next evaluation point (by the end of the next semester attended) to receive financial aid in future terms. Students who do not meet SAP as of the next evaluation point become ineligible for federal financial aid funds and may continue their studies at the Institution at their own cost. If the student believes there are extenuating circumstances associated with the student's inability to meet SAP, they may appeal the termination status to the Appeals Committee. See section titled Financial Aid Ineligibility and Appeal Procedures below.

Please note that certain scholarship and grant programs may not allow for a financial aid warning semester. In these cases, failure to meet SAP in any given term may result in the termination of scholarship or grant funds. Please refer to your scholarship or grant information materials or contact the Financial Aid Office.

Financial Aid Ineligibility and Failure to Meet Satisfactory Academic Progress (degree programs)

Students enrolled in degree programs, for which SAP is measured at the end of every two semesters, will be informed in writing, through e-mail, of their loss of financial aid eligibility at the measurement point. The student will be advised of SAP requirements, appeal procedures and the process for re-establishing financial aid eligibility.

Failure to meet SAP in any given term may result in the termination of scholarship or grant funds. Please refer to your scholarship or grant information materials or contact the Financial Aid Office.

Appeal Procedures and Financial Aid Probation

Students who have lost eligibility for financial aid based on a failure to meet SAP standards may appeal their loss of eligibility if they have suffered extenuating circumstances, such as the following:

- Student's injury or illness,
- Death of a relative, or
- Other special circumstances.

Students who wish to make an appeal must be current on all financial obligations. Students may not use financial aid to make retroactive tuition and fee(s) payments.

As part of the request for an appeal, the student must present how the critical situation prevented them from meeting the academic progress. The student must also describe how their situation has changed

in order to allow the student to meet the SAP standards at the next evaluation point. As part of the appeal, the student must submit the following:

- SAP Appeal Form (please refer to the form for further instructions),
- Signed and dated letter, and
- Supporting documentation (third-party documentation may be required as appropriate)

The student must submit the appeal after the receipt of the failure to meet SAP notification. For the appeal to be considered, the student must submit the SAP appeal documentation to the Academic Advisor, who will submit the documentation to the Appeals Committee.

The Appeals Committee is composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, the Academic Director and the Campus Director or designated representative. It is presided by the Campus Director or designated representative. The Appeals Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student's previous academic performance at AGMU. The Appeals Committee may request additional information or documentation, as needed. The Dean of Student Affairs will notify the student in writing, through e-mail, of the determination made by the Appeals Committee. AGMU will generally provide its decision within ten (10) business days after receiving the student's appeal documentation.

Financial Aid Probation and Reinstatement

If the SAP appeal is approved, the student will be placed on financial aid probation for the next semester attended. The student may also be placed on an academic plan at the Appeal's Committee's recommendation. AGMU will advise the student in writing of the progress the student must achieve to meet the requirements of the SAP policy or of the academic plan by the end of the next semester attended. Students will be eligible for financial aid while on financial aid probation.

After the end of the financial aid probation semester, AGMU will measure the student's Satisfactory Academic Progress. The student will retain financial aid eligibility only if the student meets published minimum SAP standards and meets the requirements of the academic plan at the end of the semester of financial aid probation. If the student does not comply with SAP or does not meet the requirements of the academic plan at the end of the probation semester, the student will no longer be eligible for financial aid funds unless the student successfully appeals their status again.

Any student who loses financial aid eligibility due to failure to meet SAP and attends school at their own cost will regain financial aid eligibility in the academic semester following the semester in which the student meets the minimum SAP standards.

Appendix A Satisfactory Academic Progress (SAP) Tables

Diploma Programs		
Credits Attempted	% of Credits Earned	GPA
1 - 15	55%	1.65
16 - 30	60%	1.75

31 - 45	64%	1.90
46 +	67%	2.00

Associate Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 - 28	57%	1.70
29 - 56	62%	1.85
57 +	67%	2.00

Bachelor's Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 - 30	55%	1.70
31 - 60	60%	1.85
61-90	64%	2.00
91+	67%	2.00

Master's Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 - 18	55%	3.00
19-36	60%	3.00
37+	67%	3.00

Doctoral Degree Programs		
Credits Attempted	% of Credits Earned	GPA
1 - 18	55%	3.00
19-36	60%	3.00
37+	67%	3.00

Use of Artificial Intelligence at AGMU

Emerging technological and innovative changes have brought new challenges and opportunities for agile, productive development and, in turn, worrisome for developing content and advances in science, among others. Artificial intelligence (AI) has quickly been integrated into our lives, and we are perhaps unaware of its application in different areas of daily life. Our technological equipment and its assistants, common examples of which include SIRI, Alexa, and others, respond to us, recognize, and facilitate countless daily, personal, academic, work, and scientific research functions. Technological applications integrate artificial intelligence elements with multiple productivity functions such as, for example, translations, data analysis,

and recommendations, among others. This type of artificial intelligence allows us to assist users, including those with visual or hearing needs.

Some higher education institutions also integrate elements of artificial intelligence, such as algorithms, into their marketing, retention, enrollment, interview, and research processes, among others. These facilitate functions and communications, recruitment, and continuous improvement of services and academic tasks.

Based on the rise that AI has taken, we consider it relevant and important to establish regulations on the use of these tools in academia. Therefore, responsible, guided, and clear integration is promoted on how, for what, and in what areas these processes could be implemented at AGMU. This will promote clarity and transparency while establishing the institutional perspective and position on the use of AI in academic, social, and intellectual activities.

This policy aims to guide, oversee, and regulate the use of artificial intelligence in an ethical, safe, responsible, and integral manner for the entire university community at AGMU. This policy incorporates a holistic approach considering the current AGMU policies on copyright, intellectual property, and overall academic fairness.

Scope

This policy will apply to all users of AGMU technological resources. This includes the university administration, students, teaching staff, contractors, external suppliers, consultants, job applicants, new entrants such as students and visitors, and corporations affiliated with AGMU. The regulations cover the direct or indirect use of AI technology, regardless of its geographical location.

Norms and Procedures

A. Norms

Ethical considerations and academic honesty

At AGMU, we recognize that AI has the potential to boost education, research, and innovation. However, along with this potential, we must also ensure the ethical and responsible use of AI and AI- based tools. Generative AI technologies are becoming common and popular and AGMU strives to ensure that members of the academic community, intentionally or due to lack of knowledge, engage in acts that fail to comply with academic integrity. An example of these potential acts is plagiarism (plagiarism reference). The fact that these technologies are not “human” does not mean that using their generated product may not be considered plagiarism. Ultimately, its “training” is based on other people's work and is not a product of the knowledge of the person who uses it.

Certainly, these tools can help in the creative, administrative, and intellectual process, but they cannot become a substitute for human thought and input. Although plagiarism is perhaps the ethical concern that first comes to mind, there are others that are equally important, in areas such as equity and justice (many AI tools perpetuate biases, discrimination, and injustices to members of certain groups), privacy and protection of data (type of use of personal data in institutional AI programs), security (cyber-attacks and unauthorized access to institutional data), among others.

Within the framework of this policy, it is essential to consider academic honesty as an essential pillar of institutional academic processes. Academic honesty refers to the practice of maintaining integrity and ethics in the educational field, including the following aspects:

- **Authenticity of Work:** All work submitted by students must be their own effort. This involves avoiding plagiarism, which is presenting another person's work, ideas, words, or data as if they were your own.
- **Ethical Use of Technology:** In the context of AI, academic honesty also encompasses the ethical and responsible use of technologies such as machine learning systems and language models in research and learning. This means avoiding undue reliance on these tools for academic tasks and ensuring that their use does not violate established academic standards.
- **Integrity in Exams and Assessments:** Maintain honesty during exams and other assessments, avoiding fraud, cheating, and other forms of academic dishonesty.
- **Respect for Institutional Rules:** Adhere to the policies and regulations established by AGMU in relation to academic conduct, including rules on tasks' collaboration, presentation of work, and use of academic resources.
- **Research Transparency:** Maintain a transparent and ethical research practice, reporting results honestly, without manipulating data or results, and appropriately recognizing the contributions of others, including AI.

The Academic Integrity Commission of the Academic Senate will collaborate in the implementation and compliance of this policy to establish the position of the Ana G. Méndez University on the use of Artificial Intelligence.

All course syllabi and guides, regardless of the teaching methodology and/or format used for the course in the LMS, will include the following text:

"The Ana G. Méndez University maintains a firm commitment to ethics and academic honesty in all areas of the educational and research process. All submitted work is expected to reflect original efforts from the mind of a human being, and any use of external material must be properly cited in accordance with the Academic Integrity policy. The ethical and responsible use of artificial intelligence in any of its aspects is urged. Works created by artificial intelligence to represent an original contribution may be considered plagiarism."

B. Examples of AI permitted uses

Using or consulting with generative AI tools will be treated analogously to assistance from another person. Examples of permitted uses of AI include, but are not limited to:

- Idea generation - developing outlines in the planning phase of projects, tasks or assignments
- Writing assistance - checking grammar and style; and obtaining writing suggestions provided the final content is reviewed and adjusted by the author.
- Research and development - generating and refining ideas; refining questions or hypotheses; consulting on a topic.

C. Examples of where AI is not permitted

The use of generative AI tools is not permitted for the following activities, among others:

- Content development – creating substantive content for academic work such as assignments, exams, essays, presentations, theses, dissertations, or research projects required for a course.
- Discussion forums and class participation – using the tool to write substantive responses in discussion forums assigned to the student, participate in debates, or any other activity that requires student expression.
- Group projects – completing an assigned task as part of a project or group work.
- General academic activities – the student is expected to demonstrate his or her own knowledge, skills, and effort in academic activities. These should not be completed with the help of generative AI.

D. General Considerations

- Associates – AGMU associates may use AI to generate information and facilitate decision-making and operations. You must comply with existing copyright, privacy, security, and data integrity policies and laws.
- Faculty – AGMU faculty members may use AI to improve teaching and learning, generate content, and provide feedback. Faculty may authorize students to use AI as long as they comply with existing copyright, privacy, security, and data integrity policies and laws.
- Research - The university community permits research development through the assisted or generated implementation of AI. In addition, it allows its application in various fields, ensuring that researchers comply with existing copyright, privacy, security, and information integrity policies. University organizations or external funding agencies will regulate the investigative processes.
- Personal Use - Personal use of AI at the University, whether in work, academic, or research contexts, must comply with current institutional regulations and policies. Personal use of AI, through public or private services, or as part of work tools not officially adopted by the University, must adhere to the acceptable use of technology policies. The University is not responsible for the personal use of AI or its personal consequences, and institutional policies will apply if AI is used inappropriately.
- External hires – Any person or entity hired by AGMU that uses AI must comply with existing copyright, privacy, security, and information integrity policies.

E. Use of Confidential or Personal Data

The use of Artificial Intelligence where confidential university data or personal data is included is prohibited. Public AI platforms can represent a security risk, as the information could be accessible to an unauthorized third party, compromising institutional privacy and security.

F. Disciplinary Measures

Any person who violates any provision contained in this Policy will be subject to disciplinary and/or corrective measures according to the severity of the violation and the applicable policies imposed by AGMU. Any possible violation of the provisions of this Policy and applicable laws will be referred to the Vice Presidency of Academic Affairs and/or the Executive Director for evaluation and determination.

Academic Integrity

Academic Integrity: All forms of Academic Misconduct are expressly prohibited and not tolerated in any form.

At the beginning of each course and on the syllabus, faculty are responsible for explaining the University's expectations for Academic Integrity, the penalties for Academic Misconduct, and referring students to this policy. Students are responsible for knowing this policy and the penalties for committing Academic Misconduct. Failure of an individual faculty member to remind the student as to what constitutes Academic Integrity or Academic Misconduct does not relieve the student of this responsibility.

Any member of the University community who receives information, knows of, or suspects that a student has engaged in Academic Misconduct, the individual is encouraged to submit a report, including a brief narrative of the situation, to the Dean of Academic Affairs.

Initial Report and Conference

Any faculty member who receives information about, knows of, or suspects that a student has engaged in Academic Misconduct in their course, should promptly communicate with the student in writing, present the student with relevant evidence, and arrange a conference with the student to discuss the matter. At the conference, the faculty member will inform the student of their concerns, and the student will be given the opportunity to present their version of the facts.

- A. If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.
- B. If the student denies committing an act of Academic Misconduct at the conference and the faculty member continues to believe the Academic Misconduct may have occurred, the faculty member will refer the matter to the Dean of Academic Affairs or its designee (the "Dean") or its designee for a hearing and potential consequence according to both this policy and the Student Code of Conduct.
- C. If the student does not respond in a timely fashion to the faculty member or does not attend a requested conference, the matter will be referred to the Dean for a hearing and potential consequence according to both this policy and the Student Code of Conduct.
- D. If the student admits to committing an act of Academic Misconduct, the matter will be referred to the Dean for potential consequence according to both this policy and the Student Code of Conduct.

If a report or allegation of Academic Misconduct occurs outside a particular course, or if the relevant faculty member is unavailable, the Dean for Academic Affairs or its designee will appoint a member of the University's academic leadership to assume the role of the faculty member for the Initial Report and Conference.

Once an allegation of suspected Academic Misconduct has been communicated to the student, the student may not withdraw from the course or academic project in question.

Hearings and Sanctions

For matters referred to the Dean for a hearing or sanctioning, the following procedures will apply:

- A. The Dean will provide written notice (including e-mail) to the student alleged to have committed

Academic Misconduct, including a link to these procedures, the specific allegations, and potential sanctions. The notice shall also include the date, time, and location (including an online meeting) of the hearing, to be held promptly following notice.

- B. The Dean will hold a hearing in which the faculty member (or designee) will present the evidence against the student. The student shall have the opportunity to provide additional and relevant information.
- C. The hearing will be closed to non-participants and the public. If preferred, the student may be accompanied by one AGMU academic advisor or another personnel the student chooses at any time during the process. The role of the advisor shall be limited to support and consultation; the advisor may not speak, except privately to the student. The Dean will decide who, in addition to the above, may be present at the hearing.
- D. A student who fails to appear at a scheduled proceeding without good cause (e.g., documented serious illness) after proper notice may be adjudicated in absentia and forfeits all rights to an appeal unless it is for lack of proper notice.
- E. The Dean will determine whether or not the evidence indicates that Academic Misconduct has taken place based on the preponderance of the evidence standard. Preponderance of evidence means that a greater weight of evidence supports the conclusion that a fact is true, or to establish that an event occurred. A preponderance of the evidence does not necessarily mean the greater amount of evidence, but rather the greater quality of evidence - making it more likely than not the matter in question is true.

If the Dean determines, based on the preponderance of the evidence standard, that Academic Misconduct has not taken place, the matter will be closed.

If the Dean determines, based on the preponderance of the evidence standard, that Academic Misconduct has taken place, the Dean will determine a sanction consistent with this policy and the following guidelines:

- For a student who seems mistaken in practice rather than guilty of intention, or in the case that seems to warrant leniency (such as a first offense):
 - Grade the work under question “zero” or “failing”;
 - Allow the student to demonstrate that they can fulfill an assignment through their own
 - honest effort, such as resubmission, or
 - Receive a failing grade for the course.
- For an offense which seems to be a clear case of intentional academic misconduct or which does not seem to warrant leniency (such as a second or subsequent offense):
 - Receive a failing grade for the course;
 - Suspension; or
 - Expulsion.

The Dean may also consider additional sanctions, in their discretion, such as a written warning, a loss or restriction of privileges, loss of student employment with the University, or other reasonable sanctions. The Dean may consult with the relevant faculty member or academic division to determine the sanction.

The outcome will be conveyed to the student in writing, typically within fifteen (15) working days following the hearing.

Appeal

The student may appeal the Dean's decisions in writing to the Vice President of Academic Affairs within fifteen (15) working days of the written notice of the outcome. The Vice President of Academic Affairs may:

1. Alter, amend, and/or overturn disciplinary sanction;
2. Schedule a rehearing with a different member of the University's academic leadership; or
3. Uphold Dean's determination and sanction.

One appeal is permitted. The decision on the appeal is final and shall be conveyed in writing to the student, typically within fifteen (15) working days after the submission of the appeal.

Internship/Externship and Practicum Requirements

Students must abide with the required hours, procedures and policies set by the state, local and accrediting 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. Students must review policies and requirements specific to their program.

Students must complete their internship/externship package by the specified deadline, or they will not be enrolled in the internship/externship. AGMU 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 or internship/externship practicum experiences must review the *Learning Environment Free of Drugs, Alcohol, and Tobacco Policy* and all institutional policies and the respective program's alcohol and drug testing procedures in the program manual.

Academic Writing Standards

All academic writing work produced by the student as a requirement of a diploma, undergraduate or graduate class assessment at AGMU must be written and presented according to the most recent version of the American Psychological Association (APA) norms.

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 for undergraduate programs. For master's degrees, the estimated time is two years with a 12-credit workload per semester, and four years for doctoral programs with a 6-credit workload per semester.

Graduation Requirements

Eligibility to Obtain an Academic Degree

- Students must have successfully completed the courses required for the degree as specified by the Institution in the Academic Catalog and Student Handbook and comply with all academic requirements for their degrees including but not limited to tests, practicum, and internships.
- Students must have successfully completed the total number of credits required for the degree with a minimum GPA of 2.00 for diploma and undergraduate degree program and a minimum GPA of 3.0 for master's and doctoral programs. There are programs that require a specific graduation minimum GPA. Please refer to the information about your program of study in the Academic Programs section.
- Students must have successfully completed the total concentration or major courses with a minimum GPA as required by the program for non-degree and degree programs. Please refer to the information about your program of study in the Academic Programs section.
- Students must satisfy all financial obligations before degree conferral.
- Students must satisfy all admissions documentation requirements.
- 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 at the institution 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, but never a combination of both.
- Students must satisfy programmatic academic achievement requirements established for specific programs (Governing Catalog).
- Students must complete the Graduation Application for each degree 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 associate and bachelor's degrees with a grade point average ranging from 3.50 to 3.74 will graduate with honors Cum Laude, those within the 3.75 to 3.89 range will graduate with honors Magna Cum Laude, and those with a grade point average ranging from 3.90 to 4.00 will graduate with honors Summa Cum Laude.
- Diploma program students with a grade point average ranging from 3.90 to 4.0 will graduate with High Honors.
- Commencement will be held only once a year at the end of the spring academic semester. To be eligible to participate in the University Commencement ceremony, all students are required to wear the appropriate graduation regalia established by the University.

Diploma Information

Diplomas are mailed to the address on the student record. Students must provide their updated mailing address on their Graduation Application.

Student Classification

AGMU establishes the following categories of academic load by academic levels and credits:

Undergraduate Level				
Level	Full-time	$\frac{3}{4}$ Time	Half Time	Less than Half Time
Associate	12 credits or more	11 to 9 credits	8 to 6 credits	5 or less
Bachelor	12 credits or more	11 to 9 credits	8 to 6 credits	5 or less
Diploma	12 credits or more	11 to 9 credits	8 to 6 credits	5 or less

Graduate Level				
Level	Full-time	$\frac{3}{4}$ Time	Half Time	Less than Half Time
Master	3 credits or more	N/A	2 to 1 credits	N/A
Doctorate	3 credits or more	N/A	2 to 1 credits	N/A

By credit hours leading to a degree – Undergraduate

- **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.

By credit hours leading to a degree – Graduate

- **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

The structure of each academic program is established in the Academic Catalog and Student Handbook using a curriculum. This curriculum represents the student's guide to completing their academic degree within a time frame established by licensing and accrediting agency regulations. Any alteration to this curriculum will require evaluation and authorization by the academic division associate dean or program director.

The following are the provisions for authorizing the student's academic loads:

1. Diploma, Associate, and Baccalaureate Programs: The maximum academic load during the semester will be fifteen (15) credits or what is established in the curriculum. Students needing additional courses, up to a maximum of twenty-one (21) credits per semester, will require an evaluation of the student's academic progress and financial counseling from the campus and authorization from the academic division associate dean.
2. Master's Programs: The maximum academic load during the semester will be twelve (12) credits. Students needing additional courses, up to a maximum of fifteen (15) credits per semester, will

require an evaluation of the student's academic progress and financial counseling from the campus and authorization from the academic division associate dean.

3. Doctoral Programs: The maximum academic load during the semester will be twelve (12) credits. Students needing additional courses, up to a maximum of fifteen (15) credits per semester, will require an evaluation of the student's academic progress and financial counseling from the campus and authorization from the academic division associate dean.
4. For diploma, associate, bachelor's, and master's programs, the maximum academic load during the summer will be twelve (12) credits. The student will be allowed a maximum of three (3) additional credits, for a total of fifteen (15), should they be required to complete their degree in the summer. For doctoral programs, the maximum academic load during the summer will be six (6) credits.
5. According to the Satisfactory Academic Progress (SAP), the student with no progress status must be evaluated by the counselor for the recommendation of an academic plan of study.

Each semester and summer session, controls will be set up in the mechanized system for students to select the academic load corresponding to their study program. For each part of term of 5 or 8 weeks the academic load may not exceed 6 credits. Each program has an order and sequence of courses that in some cases may exceed 15 credits per semester.

Financial Information

Fees and Tuition Costs

The information regarding fees, tuition costs, deposits, reimbursements, etc., applies to all programs. The Board of Directors approves tuition costs at all levels.

The information included in the catalog 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. AGMU will notify students in a reasonable timeframe of any changes.

Once a year, the Financial Office publishes the cost bulletin with information about the tuition costs for all the academic programs, as well as other fees that apply. This information is available on the institution's website: www.agmu.edu.

On-Site Programs

All Academic Program of Business & Entrepreneurship, Liberal Arts, Science & Technology and Health Sciences Academic Divisions (Excludes Nursing Academic Programs)	
Cost per Credit	Cost
Diploma programs	\$295
Undergraduate (Associate and Bachelor) degree programs	\$395
Master's degree programs	\$495
Doctoral degree programs	\$625

Nursing Academic Programs (Courses with subject code NRSE or NURS)	
Cost per Credit	Cost
Undergraduate (Associate and Bachelor) degree programs	\$480
Master's degree programs	\$562
Doctoral degree programs	\$625

To obtain the total cost of each course, multiply the cost per credit by the number of credits for each course.

Fees and Other Costs		
Description	Frequency	Cost
Student Activities / Service Fee*	Per Credit Per Semester	\$15*
Electronic Resources*	Per Semester	\$50*
Technology Fee *	Per Semester	\$375*
Degree Conferral Certificate*	Per Request	\$20*
Diploma Duplicate*	Per Request	\$25*
E-Diploma*	Per Request	\$15*
Graduation Certification Duplicate*	Per Request	\$25*
Graduation Fee*	Per Request	\$150*
ID Card Duplicate*	Per Request	\$5*
Returned Check Fee*	Per Request	\$25*
Transcript*	Per Request	\$10*

* Non-refundable fee; will apply to all programs regardless of residency.

Costs and fees are subject to change.

Students will incur indirect costs, including books and supplies, transportation, and personal expenses, based on student choice, travel habits, and academic program. Additional information detailed in university's catalog.

Laboratory, Supplies, and Academic Resources Fee per Course

Academic Program	Course	Lab Fee	Academic Resources Fee
Business and Entrepreneurship Academic Division			
MBA Programs	MANA 742	-	\$ 80
Health Sciences Academic Division			
Diploma in Massage Therapy	THMC 100	-	\$150
	THMC 108	\$100	-
	THMC 110	\$100	-
	THMC 113	-	\$150
Diploma in Medical Assistant	MEDA 201	-	\$160
	MEDA 202	\$100	-
	MEDA 203	-	\$160
	MEDA 204	-	\$160
Diploma in Medical Billing and Coding	MIBC 102	-	\$150
	MIBC 103	-	\$150
	MIBC 105	-	\$150
	MIBC 106	-	\$150
Diploma in Pharmacy Technician	PHAT 100	-	\$150
	PHAT 120	-	\$150
	PHAT 130 L	\$100	-
Diploma in Phlebotomy Technician	PHLE 100	-	\$150
	PHLE 101	\$100	-
	PHLE 102	\$100	-
Associate of Applied Science in Pharmacy Technician	PHAR 212	-	\$150
	PHAR 226	-	\$150
	PHAR 230 L	\$100	-
	PHAR 231 L	\$100	-
Associate of Science in Nursing	BIOL 116L	\$100	-
	BIOL 117L	\$100	-
	NRSE 201C	\$100	-
	NRSE 201L	\$100	-
	NRSE 220L	\$100	-
	NRSE 204 L	\$100	-
	NRSE 230 L	\$100	-
	NRSE 230 C	\$100	-
	NRSE 250 C	\$100	-
	NRSE 225 C	\$100	-
	NRSE 240 L	\$100	-
	NRSE 240 C	\$100	-
	NRSE 255 C	\$100	-
	NRSE 290 C	\$75	-
	FYNE 100	-	\$75
	NRSE 201	-	\$250
	NRSE 220	-	\$250
	NRSE 204	-	\$250
	NRSE 230	-	\$250
	NRSE 250	-	\$250
	NRSE 225	-	\$250
	NRSE 240	-	\$250
	NRSE 255	-	\$250
NRSE 290	-	\$250	
NRSE 260	-	\$250	
NRSE 109	-	\$250	

Academic Program	Course	Lab Fee	Academic Resources Fee
Master of Science in Nursing with Specialization in Family Nurse Practitioner	NRSE 510C	\$125	-
	NRSE 511C	\$125	-
	NRSE 512C	\$125	-
	NRSE 513C	\$125	-
	NRSE 523	-	\$50
	NRSE 531C	\$125	-
	NRSE 532C	\$125	-
	NRSE 533C	\$125	-
Doctorate in Nursing Practice	NRSE 590C	\$125	-
	NRSE 704	\$85	-
	NRSE 706	\$85	-
	NRSE 708	\$85	-
	NRSE 710	\$85	-
Science and Technology Academic Division			
Diploma in Cybersecurity	COIS 230	-	\$175
	CYBS 110	-	\$175
	CYBS 230	-	\$175
	CYBS 242	-	\$175
	CYBS 250	-	\$175

Additional Costs		
Description	Academic Program	Cost**
Health Sciences Academic Division		
Clinical Lab Uniforms	ASN	\$100**
Clinical Lab Uniforms	MEDA, PHLE, PHAR, PHAT, THMC	\$150**
Practice Equipment	ASN	\$150**
Practice Equipment	ASN, MEDA, PHLE, PHAR, PHAT	\$120**
COMPLIO Subscription	ASN, FNP, DNP	\$30**
Background Check Level II VECHS	ASN, FNP, DNP, MEDA, PHLE, PHAR, PHAT	\$65**
Background Check Level II AHCA (Optional)	ASN, FNP, DNP	\$97**
Drug Screening (10 Panel)	ASN, FNP, DNP, MEDA, PHLE, PHAR, PHAT	\$35**
OSHA Bloodborne Pathogens Certification	ASN, FNP, DNP, MEDA, PHLE, PHAR, PHAT	\$20**
HIPAA Certification	ASN, FNP, DNP, MEDA, PHLE, PHAR, PHAT	\$20**
BLS AHA Approved Certification	ASN, FNP, DNP, MEDA, PHLE, PHAR, PHAT	\$65**
HIV/AIDS Certification	ASN	\$20**
Domestic Violence Certification	ASN	\$20**
Medical Errors Prevention Certification	ASN	\$150**
Health History and Physical Exam	ASN, FNP, DNP, MEDA^, PHLE^, PHAR^, PHAT^	\$150**
Immunization Records	ASN, FNP, DNP, MEDA^, PHLE^, PHAR^, PHAT^	\$50**
Respirator Fitting Test Certification	ASN	\$25**
TB Testing	ASN, FNP, DNP, MEDA^, PHLE^, PHAR^, PHAT^	\$100**
Thyphon	FNP, DNP	\$100**
Liberal Arts Academic Division		
Counselor Preparation Comprehensive Exam - CPCE	CHMC	\$150**
Background Check and Fingerprints	CMHC, EDUC, SWGR, ESCS	\$150**

** Costs are variable depending on the vendor or service provider

^ Cost are optional depending on the clinical practice site's requirements

Academic Program Legend:

ASN – Associate of Science in Nursing

FNP - Master of Science in Nursing in Family Nurse Practitioner

DNP - Doctor of Nursing Practice

MEDA – Diploma in Medical Assistant

PHLE – Diploma in Phlebotomy Technician

PHAT – Diploma in Pharmacy Technician

PHAR – Associate of Applied Sciences in Pharmacy Technician

THMC – Diploma in Massage Therapy

CHMC - Master of Science in Counseling with specialization in Clinical Mental Health

ESCS - Master of Education with specialization in Social and Community Services

EDUC - Doctor of Education with specialization in Curriculum, Teaching and Learning Environments and Doctor of Education with specialization in Educational Leadership

SWGR - Doctor of Philosophy in Social Work with specialization in Administration of Social Programs and Social Policy

Online Programs

All Academic Program of Business & Entrepreneurship, Liberal Arts, Science & Technology and Health Sciences Academic Divisions

Cost per Credit	Cost US Residents and International Students	Cost Puerto Rico Residents
Diploma programs	\$295	\$180
Undergraduate (Associate and Bachelor) degree programs	\$395	\$190
Master's degree programs	\$495	\$260
Doctoral degree programs	\$625	\$375

To obtain the total cost of each course, multiply the cost per credit by the number of credits for each course.

Fees and Other Costs

Description	Academic Program	Frequency	Cost
Student Activities / Service Fee*	All Programs	Per Credit Per Semester	\$15
Electronic Resources*	All Programs	Per Semester	\$50
Technology Fee*	All Programs	Per Semester	\$375
Degree Conferral Certificate*	All Programs	Per Request	\$20
Diploma Duplicate*	All Programs	Per Request	\$25
E-Diploma*	All Programs	Per Request	\$15
Graduation Certification Duplicate*	All Programs	Per Request	\$25
Graduation Fee*	All Programs	Per Request	\$150
ID Card Duplicate*	All Programs	Per Request	\$5
Returned Check Fee*	All Programs	Per Request	\$25
Transcript*	All Programs	Per Request	\$10

* Non-refundable fee; will apply to all programs regardless of residency.

Costs and fees are subject to change.

Students will incur indirect costs, including books and supplies, transportation, and personal expenses, based on student choice, travel habits, and academic program. Additional information detailed in university's catalog.

Laboratory, Supplies, and Academic Resources Fee per Course

Academic Program	Course	Lab Fee	Academic Resources Fee
Business and Entrepreneurship Academic Division			
MBA Programs	MANA 742	-	\$ 80
Health Sciences Academic Division			
Diploma in Medical Billing and Coding	MIBC 102	-	\$150
	MIBC 103	-	\$150
	MIBC 105	-	\$150
	MIBC 106	-	\$150
Associate of Science in Office Systems and Medical Billing	OSMB 106	-	\$150

Academic Program	Course	Lab Fee	Academic Resources Fee
Doctorate in Nursing Practice	NRSE 704	\$85	-
	NRSE 706	\$85	-
	NRSE 708	\$85	-
	NRSE 710	\$85	-
Science and Technology Academic Division			
Diploma in Cybersecurity	COIS 230	-	\$175
	CYBS 110	-	\$175
	CYBS 230	-	\$175
	CYBS 242	-	\$175
	CYBS 250	-	\$175

Additional Costs		
Description	Academic Program	Cost**
Health Sciences Academic Division		
COMPLIO Subscription	DNP	\$30**
Background Check Level II VECHS	DNP	\$65**
Background Check Level II AHCA (Optional)	DNP	\$97**
Drug Screening (10 Panel)	DNP	\$35**
OSHA Bloodborne Pathogens Certification	DNP	\$20**
HIPAA Certification	DNP	\$20**
BLS AHA Approved Certification	DNP	\$65**
Health History and Physical Exam	DNP	\$150**
Immunization Records	DNP	\$50**
TB Testing	DNP	\$100**
Thyphon	DNP	\$100**
Liberal Arts Academic Division		
Counselor Preparation Comprehensive Exam - CPCE	CHMC	\$150**
Background Check and Fingerprints	CMHC, EDUC, SWGR, ESCS	\$150**

** Costs are variable depending on the vendor or service provider

Academic Program Legend:

- DNP - Doctor of Nursing Practice
- CHMC - Master of Science in Counseling with specialization in Clinical Mental Health
- ESCS - Master of Education with specialization in Social and Community Services
- EDUC - Doctor of Education with specialization in Curriculum, Teaching and Learning Environments and Doctor of Education with specialization in Educational Leadership
- SWGR - Doctor of Philosophy in Social Work with specialization in Administration of Social Programs and Social Policy

Proof of Puerto Rico Residence

A student's Puerto Rico residence is determined by:

- Submission of a non-expired Government ID that includes the Puerto Rico mailing address at time of admission.
- If a student changes their residence to Puerto Rico after studies have begun, they must submit a non-expired Government ID that includes the Puerto Rico mailing address and submit a completed *AGMU Proof of Residency Affidavit* certified by a Public Notary in Puerto Rico. All tuition and fees will be adjusted to the Puerto Rico Resident rate for the next semester after the valid address change. All fees prior remain at the prior residency rate during that semester.

Technology Fee

The institution has a technology fee for each academic semester. 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 students 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 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.

Ana G. Méndez University 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. 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.

Some learning resources, textbooks and teaching materials are provided through the virtual library and the Learning Management platform (Canvas). In some cases, faculty will recommend textbooks, which students may acquire through the supplier of their choice. Please refer to the Textbook Information section in Canvas.

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 face-to-face 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 Terms and Refund Policy

PAYMENT TERMS

Introduction

This policy outlines Ana G. Méndez University's (AGMU) student payment and refund policies.

Scope

This policy applies to all AGMU students.

General Provisions

1. All students are responsible for the payment of the total cost of their studies. At the time of enrollment, students must identify their payment method. If that method of payment changes, students must notify AGMU.
2. Tuition rates and fees are established annually. Tuition rates and fees are published in Tuition and Fees Bulletin (Bulletin) available on the AGMU website.
3. Tuition costs and fees will be calculated based on credit hours of each course and fees based on the Bulletin. It is the student's responsibility to be informed regarding the costs and payment rules as indicated in the Bulletin.
4. Payment terms and methods are established in student enrollment agreements.
5. Tuition and fees are charged by the enrollment period and are due or accountable on the first day of class each term. All students must:
 - a. Pay such tuition and fees in full.
 - b. Guarantee the funding using financial aid available to them, such as Pell Grant, Direct Loans, or other grants; or
 - c. Participate in an AGMU approved payment plan or structure.
6. AGMU permits its students to have a maximum balance of total debt for the academic year, determined by the student residency, as follows:
 - a. Puerto Rico resident students a balance of up to \$2,000
 - b. Non-Puerto Rico resident students a balance of up to \$3,000
7. Students can request a payment plan, in accordance with the limits set forth above, to pay off their outstanding debt.
8. Students using a payment plan must pay their outstanding balance on or before that semester's payment deadline as described in the table below:

Fall Semester	Spring Semester	Summer
November 15	April 15	July 15

9. If a student has a balance after a payment due date, a \$100 late fee will be placed on their account. This penalty does not apply to Veterans using VA benefits Chapters 31 & 33 and students using military benefits.
10. Students officialize their enrollment by:
 - a. guaranteeing the funding of their tuition costs via financial aid (for example, Title IV funds, including Pell Grants or Direct Loans, or other funds); or
 - b. making an initial payment, equal to or greater than thirty percent (30%) of their total account balance for non-Puerto Rico resident students or fifty percent (50%) for Puerto Rico resident students.
11. Students who do not pay their account balance, or enroll in a payment plan, by the deadline detailed above may be subject to a financial hold. If this occurs, the student will no longer have access to AGMU services.
12. Students must comply with all established payment, withdrawal, and refund policies and deadlines.

International Students

To be enrolled, all international students may be required to provide additional documents, including an I-20 or Certification of Finance.

1. International students officialize their enrollment by making an initial payment equal to or greater than fifty percent (50%) of their total account balance.

2. Any outstanding balance must be paid in full on or before the dates set forth in this policy.

VA Students

Students using Veteran Affairs (VA) benefits must provide a VA Certification Letter, based on the type of Chapter the student will be utilizing. The amount VA pays is based on the type of training program and training time. VA students are responsible to meet the VA's requirements to receive their VA payment benefit. The student is responsible for paying the difference between the billed amount and what the VA is expected to pay. If this difference is not paid by the bill due date, the student may be subject to late fees or holds.

REFUND POLICY

Non-Attendance or Withdrawals

Cancellation and Withdrawals can be made in person, by email, by certified mail, or by administrative action. They cannot be made via phone or third parties.

1. **ENROLLMENT CANCELLATION** – Any student who cancels their enrollment on or before the first day of classes will have 100% of the tuition and fees refunded.
2. **TERMINATION DATE** – In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
3. **WITHDRAWAL PRIOR TO THE ADD/DROP DEADLINE** – If the student withdraws on or before the add/drop deadline, the student will be refunded 100% of tuition and fees. The add/ drop deadline is considered during the first (7) days of class.
4. **NON-ATTENDANCE** – Any student who is marked as “non-attending” by their faculty during the established Census period will be automatically withdrawn and will be responsible for 25% of the tuition and fees of the enrolled course. Students that are marked as non- attending in a course but remain in attendance for additional courses will be responsible for 100% of the tuition and fees for those courses. The Census period is considered after the first (7) days of class (add/ drop) and up to the 14th day of class.
5. **MID-POINT** – Any student who, after the add/drop period, was marked as attending, and then obtains a “WF” in all their courses at the end of the semester will be responsible for 50% of their tuition cost and all fees. The student’s financial aid will also be adjusted to 50%.
6. **PARTIAL WITHDRAWAL** – Any student who, after the add/drop period, was marked as attending, and then withdraws from one or more (but not all) of their enrolled courses will be responsible for 100% of tuition and fees related to such courses. 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.
7. **TOTAL WITHDRAWAL** – Any student who, after the add/drop period, was marked as attending, and then withdraws from all of their enrolled courses in the first 60% of the term registered shall be entitled to a pro rata refund according to the following formula: Total days elapsed

(using the student's official withdrawal date)/total term days. After 60% of the total days of the term has elapsed, the student 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.

8. **RETURN OF TITLE IV FUNDS (R2T4)** – If a student who qualifies for Title IV (federal financial aid) funds does not complete the term or part of term, AGMU will complete a pro rata calculation to determine the percentage of the Title IV funding the student has earned for that term in accordance with the Return of Title IV policy.

All refunds will be processed according to the following refund guidelines, unless otherwise required by applicable law:

1. If the amount paid to the student account exceeds the cost of tuition and fees, a refund check or direct deposit will be processed.
2. Refunds will be processed within thirty (30) days of the determination date of the student's withdrawal or receipt of a Cancellation Notice from the student, as applicable.
3. Refunds will first be applied to any outstanding amounts owed to AGMU.
4. Financial Aid refunds will be processed within fourteen (14) days after the financial aid funds have been disbursed into the student account.
5. The student is responsible for any outstanding balances incurred after the refund has been processed.
6. Students are responsible for updating their personal contact information with AGMU.
7. Students have ninety (90) calendar days to deposit the refund check. If the student does not deposit the check within the established time, the check will be canceled, and the funds will be returned to the original funding source.
8. Students should report concerns related to refunds (direct deposit or checks) in writing to their campus Bursar staff.

Outstanding Debts

AGMU retains all legal and equitable remedies to collect unpaid debts and will apply these remedies as appropriate. Students with outstanding debt to AGMU may incur interest and fees or may be referred to third-party debt collection agencies.

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 lesser 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

AGMU 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 US mail.
- 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 AGMU to locate the student.
- AGMU 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.

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 does 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 needs 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.

Federal Work-Study Program (FWS)

The FWS 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 Veteran Affairs for Veterans and/or Dependents of Veterans. For more information regarding VA eligibility, please contact your campus Registrar or VA school certifying official.

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.

Except for dependents, students using VA/military educational benefits are required to submit their Joint Services Transcript (JST) or the Community University of the Air Force transcript if they wish to use their benefits.

Student records for individuals receiving Veterans Affairs (VA) benefits are retained for a period of three years following the date of the student's last attendance or graduation, whichever occurs later.

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 Student Aid Index (SAI) 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 SAI, 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 have been approved for the Fresh Start Initiative Program with the Department of Education.
- 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 (FWS)

The FWS 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

Veterans' 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.

Except for dependents, students using VA/military educational benefits are required to submit their Joint Services Transcript (JST) or the Community University of the Air Force transcript if they wish to use their benefits.

Student records for individuals receiving Veterans Affairs (VA) benefits are retained for a period of three years following the date of the student's last attendance or graduation, whichever occurs later.

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 have been approved for the Fresh Start Initiative Program with the Department of Education.
- 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 1974 (Title IV of the U.S. Public law 90-247) for more information regarding FERPA please visit <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Student Services available to all students

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: 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: Retention, Academic Advising, and Library services.

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, 8am-7pm
 Tuesday, 8am-7pm
 Wednesday, 8am-7pm
 Thursday, 8am-7pm
 Friday, 8am-5pm
 Saturday, 8am-5pm

Registrar Services

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

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

Bursar Services

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

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

Financial Aid Services

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

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

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

Career Services

Career Placement provides the students with the essential knowledge to help them succeed, from career guidance to building a resume and pursuing a career. The goal is to assist students and alumni in every aspect of career exploration and goal fulfillment. Career Placement will help the student by preparing them for the professional world. Career Placement offers the following services: 1) career development workshops, 2) resume review, 3) job search support, 4) interview preparation, 5) career events and fairs, and 6) connections to local employers.

The Director of Career Placement is available to meet with students virtually, and via phone and email. The Director also regularly visits the campuses and hosts career events on campus. The institution does not make any guarantee of placement.

Student Retention and Academic Advising

All students have an assigned advisor. Students are encouraged to remain in regular contact with their assigned Retention staff members. 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 Advisors 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 Retention and Academic Advising

Library Services

The library is a flexible space where technological tools, human resources, spaces, and services (some electronic resources are provided at any time and accessible from anywhere) converge and are integrated to support student learning and research. The library serves the information resource needs of the entire

university community. The LRC also has a diverse and varied availability of resources and collections in electronic format that can be accessed remotely. The services offered are as follows:

- Bibliographic resources (books, journals, etc.) and bibliographic databases that respond to
- academic programs and current topics.
- Services for the development of information and technological competencies.
- Workshops for students and faculty on the information resources available in our virtual library,
- as well as on the use of online platforms or tools.
- Maintains and guarantees remote operation and service.
- Maintains the availability of electronic resources through our portals 24/7.

These services are essential to meet the information needs of students and faculty, as well as to comply with the requirements of their academic specialties. All resources comply with accrediting agencies and existing academic programs.

Student Disability Services

Ana G. Méndez University (AGMU) is committed to providing reasonable accommodations to qualified students with disabilities, to ensure that such individuals have the opportunity to participate in educational programs and services on an equal basis. To that end, AGMU strives 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 following terms are applied by AGMU in accordance with applicable federal law and regulations and are summarized below.

An individual with a **Disability** is one who has a physical or mental impairment that substantially limits one or more major life activities, who has a record of such impairment, or who is regarded as having such an impairment.

A **Qualified Individual with a Disability** is an individual with a disability who meets the academic and technical standards requisite for admission or participation in the educational program or activity, with or without reasonable accommodation.

A **Reasonable Accommodation** is any modification or adjustment that enables a qualified student or applicant with a disability to enjoy equal educational or employment opportunities and participate fully in all programs and activities. Reasonable accommodation must address the particular disability and shall not impose an undue burden on the University or produce a fundamental alteration of the University's programs or services.

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, AGMU 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, AGMU has empowered the Directors of Retention and the Academic Advisors with the authority 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 and Academic Advisors will make determinations regarding both academic

accommodations as well as accommodations for other AGMU programs or activities and will coordinate with the Academic Affairs leadership as appropriate. All information pertaining to a Disability and potential accommodation will be stored securely and will only be shared with other University personnel on a need-to-know basis in compliance with applicable University policies and law.

Process to Request Reasonable Accommodations

A student may generally request a Reasonable Accommodation in accordance with the following procedures:

- Contact the Director of Retention or Academic Advisor to receive guidance on the services, procedures, and documents needed to request a Reasonable Accommodation. 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 a professional letterhead, signed, dated, and include a licensure number.
- Complete the Reasonable Accommodation Request form and provide the required documents.
- The Director of Retention or Academic Advisor will interview the student and engage in the interactive process.
- Once all the required documentation and information has been provided and the request for Reasonable Accommodation has been completed, it will be evaluated.
- The student will be notified of the outcome of the evaluation and the accommodation to be provided.
- The Director of Retention or Academic Advisor will draft the letter of Reasonable Accommodation.
- The Director of Retention or Academic Advisor will deliver the letter to all relevant faculty. The accommodation will be effective once the faculty member receives the letter of Reasonable Accommodation. The student will also be notified. The student should discuss the letter of Reasonable Accommodation with their faculty and the best ways to implement the accommodation.
- The student will be responsible for returning the letter of reasonable accommodation signed by their faculty members.
- No accommodation will be provided retroactively. AGMU also reserves the right to modify accommodations. 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 accommodation or services for a particular term, the student must renew the request for a reasonable accommodation for that term in accordance with this policy.

A student can request a Reasonable Accommodation at any time, but students are encouraged to submit a request for Reasonable Accommodations at least two weeks before the start of any academic term. Once a student has established their eligibility for Reasonable Accommodations, AGMU will provide the appropriate accommodation as expeditiously as possible; however, some accommodations can require a longer period of time to arrange.

The Director of Retention or the Academic Advisor will offer and coordinate student support resources of the institution and can guide the student in referrals to services with community agencies, which can

provide additional support. For additional information about a reasonable accommodation, please contact your Director of Retention or your Campus Academic Advisor.

AGMU 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.

AGMU 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 or Academic Advisor. 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 faculty first to attempt to resolve the issue. If the student does not find a resolution after communicating with their faculty, they should contact their campus Director of Retention or Academic Advisor.

A student may file a complaint with the University in accordance with the campus-based grievance process outlined in the AGMU 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>.

Students Feedback and Complaints

Ana G. Méndez University allows students the opportunity to issue feedback, complaints, and grievances in a timely manner without retaliation. The purpose of this policy is to provide students with an avenue to express such concerns or to file a complaint, and to outline the process for doing so.

Student Complaint Procedures

Students may file a Complaint within ten (10) business days of the first occurrence of the event giving rise to the Complaint, or within ten (10) days after the Student, through the use of reasonable diligence, should have had knowledge of the first occurrence giving rise to the Complaint.

1. Students are encouraged to use available informal means to resolve concerns before filing a Complaint, but it is not required.
2. If informal means does not result in a resolution, or a Student decides not to informally address their concerns, a Complaint can be submitted in writing or orally to the Dean of Student Affairs. The Dean of Student Affairs shall designate a Complaint Administrator to administer the Complaint process in accordance with this policy.
3. The Complaint must contain a brief explanation of the facts and allegations, including all pertinent facts and documentation that the Student wishes to be considered. If the Complaint is filed verbally, the Director of Integrated Services shall create a record of the discussion and request that the Complainant sign the document. If the Complainant refuses to sign, such refusal shall be documented.

4. The Complaint Administrator may seek to resolve the complaint informally by meeting with the parties to dialogue with them about the situation presented and seeking a resolution.
5. If the Complaint is not informally, the Complaint Administrator will initiate an investigation. The extent and components of the investigation will vary depending on the allegations and circumstances. For purposes of illustration, an investigation may include the following, as appropriate: reviewing the Complaint and documentation submitted, gathering additional documentation, interviewing witnesses, or convening a committee to review the matter and provide a report.
6. Upon completion of the investigation, the Complaint Administrator will report the findings of the investigation and issue a determination. AGMU shall seek to complete the investigation and provide a written decision within fifteen (15) business days of receipt of the Complaint.
7. The Complaint Administrator reserves the right to forward the results of the investigation to other University officials for appropriate administrative or disciplinary action.
8. The Complaint Administrator's decision shall constitute a University Decision. Students may appeal the Complaint Administrator's decision in accordance with the Appeal of University Decision Policy.

General Provisions

- The form to file a Complaint is available on the University's website under Student Information in the Student Consumer Information section.
- The University wishes to create an environment in which individuals feel free to discuss concerns. All information submitted under this policy will be stored securely and will only be shared with other University personnel on a need-to-know basis.
- If the Complainant decides not to participate in the investigation or decides to withdraw from it, the investigative process may continue until the end. The lack of interest of the Complainant may be considered, as well as the available evidence.
- The Complainant and Respondent may select an advisor to assist them during the proceeding. The advisor may consult and interact privately with the Complainant or the Respondent during proceedings. However, the advisor is not permitted to have a verbal role in the proceedings or to represent or speak on behalf of the Complainant or Respondent. An advisor can be excused from meetings if they interfere or disrupt in any way.

Appealing a University Decision

Ana G. Méndez University allows Students the opportunity to appeal a final University Decision in a timely manner without retaliation.

This policy does not apply to the Student Code of Conduct, academic policies (including grade grievances) or discrimination policies (including allegations related to Title IX). Such complaints or grievances will be resolved under other applicable University policies.

For purposes of this policy:

1. **Retaliation** means as adverse action taken against a Student for appealing a University Decision.
2. **Student** means an individual that is either registered for, enrolled in, or attending a University course on campus or online.
3. **University Decision** means the final decision of a University department regarding a Student. Examples of departments include the financial aid or student accounts department. A University Decision does not include decision made with respect to the Student Regulations, academic policies or discrimination policies.

University Decision Appeal Process

1. Students may appeal a University Decision only after all relevant campus-based administrative channels have been exhausted. These administrative channels are outlined in the Academic Catalog and Student Handbook, Student Complaints Policy section.
2. A Student 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.
3. Students must follow the process outlined below to file an appeal:
 - A. The written appeal shall be a plain, concise, and complete statement which contains at least the following:
 - Documentation that all campus-based administrative channels were exhausted prior to this appeal.
 - A description of the specific University Decision that is being appealed.
 - 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.
 - An explanation of the grounds for the appeal; and
 - An explanation of the resolution being sought by the Student.
 - B. Written appeals must be made to the Executive Director within ten (10) business days of the receipt of a final University Decision. The Executive Director or the Executive Director's designee will serve as Appellate Officer.
 - C. 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 pursuing the appeal.
 - D. 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.

- E. The Appellate Officer will prepare a written determination letter. The Student pursuing the appeal shall be provided the written determination letter. The Appellate Officer shall strive to provide the written determination letter within fifteen (15) calendar days' notice of receipt of the written appeal.
- F. The Appellate Officer may seek legal advice at any point in the appeal process.
- G. Should the Student fail to comply with the process outlined in this policy, the Appellate Officer may dismiss the appeal and uphold the University Decision.
- H. All documentation shall be retained in accordance with University policy and applicable law.
- I. Retaliation against a Student for appealing a University Decision is strictly prohibited.

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.

Title IX

Alleged violations of the University's Title IX- Sexual Misconduct policy will be governed and resolved in accordance with that University policy.

Student Regulations and Code of Conduct

The Ana G. Méndez University Student Regulations Manual establishes student rights and responsibilities, as well as the rules that govern order, safety, and the healthy coexistence of the AGMU student community.

AGMU is committed to creating a vibrant University community and fostering a learning environment that is conducive to academic inquiry and discourse without fear of intimidation. We are committed to an educational and developmental process that balances the interests of individual students with the interests of the University community. The student conduct process described in this Regulations Manual 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.

These Regulations apply 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 on 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.

These Regulations may also be applied to behavior online, via email, or another electronic medium. Online speech by students not involving AGMU networks or technology will typically not be the subject of these Regulations with two notable exceptions: 1) A threat, defined as a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon a specific individual(s); and 2) Online or electronic speech that causes significant disruption to University operations or the educational mission.

These Regulations also apply to guests of AGMU students. Hosts will be held accountable for their guest's misconduct or violation(s) of these Regulations.

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

All members of the University community are encouraged to report all suspected violations of the Regulations or any other potential danger or risk to the University community through established reporting procedures. All University employees, unless prohibited by law or policy, are required to report all possible violations through established reporting procedures.

The Student Code of Conduct (the "Code") is adopted for the appropriate discipline of any student who acts to impair, interfere with, or obstruct the orderly conduct, processes, and functions of the University.

While the Code may have some similarities with the legal system, they are educational in nature and are not governed by restrictions found in criminal or civil proceedings. The Code should be read broadly and are 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.

Authority

The authority for student discipline ultimately rests with the Executive Director. The Executive Director delegates this authority to the Dean of Student Affairs. The Dean of Student Affairs may further delegate student discipline authority to designated campus staff, as appropriate.

Definitions

"Assigned Conduct Official" is defined as:

1. For on-site campus students, the Director of Integrated Services, or their designee
2. For Main campus students (Online Spanish and Online English), the Director of Retention, 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 or online;
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 or online although they may be enrolled students in other higher education institutions as transient students.

“**Campus**” is defined as: all areas, owned, leased, or under the control of AGMU.

Violations of Local, State, & Federal Law

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. AGMU will comply with all local law enforcement Personal Protection Orders submitted to the AGMU Director of Operations, Compliance, and Safety.

Students have the right to file a complaint with the Attorney General if the institution has failed to meet the minimum requirements for restrooms and changing facilities under Sections 553.865(4) and (5), F.S.

Disciplinary Proceedings & Standard of Proof

The University will conduct disciplinary proceedings pursuant to the Code in a 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. Forms of dishonesty not covered under the Academic Integrity Policy, including but not limited to, fabricating information, inappropriate use of Artificial Intelligence (AI), or knowingly furnishing false information or reporting a false emergency to University officials acting in the performance of their duties;
- b. Theft of, damage to or destruction of, any University property or property of others while on University premises;
- c. Unauthorized possession of University property;
- d. Dressing in a manner that is not conducive to health, welfare, and safety;
- e. Publicly exposing one's intimate body parts, public urination, defecation, and public sex acts;
- f. Possession, use, sale, barter, exchange, gift, distribution, or other transaction of any illegal drugs;
- g. Possession or use of explosives, fireworks, chemical agents, or deadly weapons;
- h. Illegal gambling;

- i. Use of offensive language, disrespectful language, insults, threats of aggression, or attempted assault to University officials, students, or guests;
- j. Failure to comply when given reasonable directives by a University official or law enforcement officer during the performance of their duties;
- k. Unauthorized use of the University name, logo, or other branded insignia;
- l. Unauthorized entry or occupancy of University facilities;
- m. Distributing or publishing informational material without the written authorization of the appropriate University official;
- n. Conduct that interferes with the University teaching activities and operations;
- o. Forgery, alteration, or misuse of any University document, record, key, electronic device, identification, or authorized signature;
- p. 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;
- q. Disorderly or lewd conduct;
- r. Participation in a disturbance of the peace or unlawful assembly;
- s. Disobedience or violation of the conditions of probation and/or sanctions imposed in accordance with the procedures established by this Code;
- t. Misuse of University information technology resources;
- u. Unauthorized commercial solicitation on University property;
- v. Failure to respect the privacy of any member of the University community;
- w. Intentional or unintentional acts that cause or can be reasonably expected to cause harm to an individual or group that could or does result in injury to an individual or group;
- x. 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;
- y. Harassment: Subjecting another person or group to uninvited or unwelcome behaviors that are abusive, threatening, intimidating, or humiliating;
- z. Sexual Misconduct is conduct of a sexual nature or conduct based on sex or gender that is nonconsensual or has the effect of threatening, intimidating, or coercing a person (provided that alleged violations of the University's Title IX – Sexual Misconduct policy will be governed and resolved in accordance with that University policy). AGMU prohibits the following specific conduct:
 - i. "Dating Violence" includes violence by a person who has been in a social relationship of a romantic or intimate nature with the victim. Whether there was such a relationship will be gauged by its length, type, and frequency of interaction.
 - ii. "Domestic Violence" is violence committed by: (1) a current or former spouse or intimate partner of the victim; (2) a person with whom the victim shares a child in common; (3) a person who is cohabiting with, or has cohabitated with, the victim as a spouse or intimate partner; (4) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in

which the crime of violence occurred; or (5) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence has occurred.

- iii. "Sexual Assault" is defined as having or attempting to have sexual contact with another individual without consent. Sexual contact includes:
 - Sexual intercourse (anal, oral, or vaginal), including penetration with a body part or an object, or requiring another to penetrate himself or herself with a body part or an object, however slight; or
 - Sexual touching, including, but not limited to, intentional contact with the breasts, buttocks, groin, genitals, or other intimate parts of an individual's body.
 - iv. "Sexual Harassment" is defined as unwelcome sexual advances, and other visual, verbal, or physical conduct of a sexual nature when the conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating or hostile academic or student living environment.
 - v. "Stalking" occurs when a person engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.
 - vi. "Sexual Exploitation" occurs when an individual takes non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited.;
- 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. Bullying behavior is defined as sustained physical or mental violence guided by one individual or group and directed against another person or other individuals who are unable to defend themselves. It includes verbal violence (insults, threats, intimidation, disqualifications). Cyberbullying is defined as the use of electronic information, interactive technologies, and any means of communication used to harass an individual or group through personal attacks or other means;
 - 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, including the Student Regulations Manual;
 - ff. Violation of local, state, or federal laws, regulations, or ordinances;
 - gg. Abuse or interference, or failure, to comply with the University's conduct process, including:
 - i. Failure to participate in conduct hearings
 - ii. Falsification, distortion, or misrepresentation of information
 - iii. Failure to provide, destroying, or concealing information during an investigation.
 - iv. Attempt to discourage an individual's proper participation in the conduct process.

- v. Retaliation, harassment, or intimidation of members involved in a conduct proceeding.
- hh. Willfully entering a restroom or changing facility designated for the opposite sex and refusing to depart when asked by any administrative personnel, faculty member, security personnel or law enforcement personnel, in violation of Section 553.865, Florida Statutes.

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 extracurricular 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 assignment 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 Dean of Student Affairs, under the approval of the Executive Director.

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 Dean of Student Affairs, under the approval of the Executive Director.

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.

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.

Disciplinary Procedures

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 that was previously unknown is discovered during 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 Appeal Committee

Students found responsible for violating the Code may appeal to the Student Disciplinary Appeal Committee (the “Committee”). The Committee’s composition will at minimum include: two (2) faculty, two (2) administrative staff, one (1) student, and will be chaired by the Campus Director 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 decision of the Committee may be appealed by the student in writing, within a term of twenty (20) calendar days of notification of the decision to the Dean of Student Affairs. The Dean of Student Affairs will review the appeal and make a determination within 15 days calendar. A formal letter will be sent to the student. The student may appeal the decision through the Appeal to University Decision Policy.

General Provisions

Course Numbering System

The following course numbering system is used by AGMU:

- 050, 100 and 200 coded courses are lower division courses
- 300 and 400 coded courses are upper division courses
- 500, 600 coded courses are Master Degree level courses
- 700 coded courses are Master and Doctoral Degree level courses.
- 800 and 900 coded courses are Doctoral 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.

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, physically disabled, 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 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 Regulations Manual.

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 academic records and to establish student's rights to inspect and review their records.

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. AGMU 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 Regulations Manual 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.

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 or Social Security information. The student is responsible for updating their address (postal and physical) through the Student Portal. Students must present documentation to update any information related to the Social Security card.

Rule 6E-7.001, FAC, and the Safety in Private Spaces Act, Florida Statute Sec. 553.865

Any student who willfully enters a restroom designated for the opposite sex on the premises of AGMU and refuses to depart when asked by any administrative personnel, faculty member, security personnel, or law enforcement personnel may result in exclusion from use of the restrooms, suspension, or withdrawal as a student from AGMU.

A person may only enter a restroom or changing facility designated for the opposite sex under one or more of the following circumstances:

- a) To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, as defined in s. 825.101, or a person with a disability as defined in s. 760.22 or a developmental disability as defined in s. 393.063;
- b) For law enforcement or governmental regulatory purposes;
- c) For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk;
- d) For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
- e) If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

In the event any student believes that the institution has failed to meet the minimum requirements for restrooms and changing facilities under Rule 6E-7.001, FAC, or Sections 553.865(4) and (5), F.S., students have the right to file a complaint with the Attorney General. Complaints can be filed with the Attorney General's office over the phone, by mail, or electronically at one of the following sites:

<https://www.myfloridalegal.com/sites/default/files/consumercomplaint.pdf>

<https://www.myfloridalegal.com/consumer-protection/consumer-complaint-form>

Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as "The Clery Act") is a federal law (20 U.S. Code § 1092(f)) that requires colleges and universities to report and disclose information regarding campus crimes, emergencies, security policies, and related issues. AGMU follows the Clery Act guidelines to provide current and prospective campus community members with essential information for making informed decisions about their personal safety and college selection. For more information please visit: [Student Consumer Information/Health and Safety](#).

Distance Education

Distance Education is defined as means planned learning that normally occurs in a different place from teaching and as a result requires special techniques in course design, special instructional techniques, special methods of communication by electronic and other technology, and special organizational and administrative arrangements. (Florida Commission for Independent Education, 6E-1.003, F.A.C.) AGMU offers Distance Education or Online Education through a Learning Management System. The University provides an interactive, and dynamic learning environment, available 24 hours, that is aimed at a student population that is diverse and dispersed.

Distance Education at AGMU is a study and learning modality process assisted by technology, with the purpose of promoting learning without limitations of location, occupation, and schedules. The educational modality is mediated by information and telecommunication technologies, through traditional and innovative, synchronous, and asynchronous teaching-learning methodologies that contribute to the construction and exchange of knowledge. AGMU has a broad academic offering available through online education. Assurance on educational quality to the student and the provision of administrative services that go beyond geographic barriers and facilitate communication for students is of utmost importance.

Student Orientation

Prior to the beginning of the course, students who enroll in online programs or courses must attend a mandatory student orientation.

The orientation provides training on the use of the Learning Management System (LMS). The training includes basic use of the LMS to access and complete modules, lessons and activities. It also includes the use of communication tools within the LMS such as discussion forums, email and chat. The training is a series of tutorials available 24/7 on the student portal. The tutorials incorporate short video clips and other tools that can be accessed at any time for quick reference.

The training sessions cover the following topics:

1. Course login access/navigation: access to the LMS, content modules, and supplementary files.
2. Course tools: how to participate in a discussion forum, how to submit assignments, send and receive email, chat, whiteboard and how to see grades.
3. Academic resources: access to the online library, online tutoring (NetTutor), and Academic Integrity Norms.

Technology Requirements

In order to maximize the learning experience of the technology supported courses, students are required to own or have access to a computer and internet connection. The university does not provide students with personal computers. However, each campus library has a limited number of computers available for student use on a first-come basis.

Supported Browsers

Operating System requirements: Windows 7 (minimum) / OSX 10.6 (minimum)

Browser requirements:

Chrome 102 and 103

Firefox 100 and 101

Edge 101 and 102 / Safari 14 and 15 (Macintosh only) will work but are not recommended.

Device requirements: Laptop or Desktop computer. Please do not rely only on a Tablet (iPad) or Mobile Device (iPhone, Android) as your only access to Canvas.

Student Services, Attendance, Participation, and Monitoring in Online Courses

Student Services

Student services are available to Distance Education students in two ways: electronically or via phone. Distance education students receive the same services as face-to-face students.

Student Attendance and Participation

Online, hybrid or remote classes provide several opportunities for faculty/student and student/student comprehensive interaction since this is critical for success. Comprehensive interaction methods include online lectures, e-mails, document sharing, threaded discussions, and interactive audio or video chat discussions.

Students enrolled in online, hybrid or remote courses, in preparation for a course, must employ an average of 30 hours per week participating in experiences and activities established by the faculty. These graded activities, delivered either synchronous or asynchronous, include and are not limited to discussion forums, virtual forums, chats, videos and other presentations. All online students are required to participate weekly in the course.

Students are required to review the course syllabus and the faculty's welcome message which is posted in every online course.

Student Authentication Policy

AGMU has established the following mechanisms to verify and demonstrate the identity of the student enrolled in the institution's courses, programs, or online certifications:

- 1) Platforms Access and Secure Password - Each student has a unique user ID (username) created by the institution's Student Information Systems/Enterprise Resource Planner (SIS/ERP). The student sets the password, guided by the security parameters of the AGMU. In addition, the IT Security

Unit has created digital mechanisms and procedures for users to protect their accounts with authentication with two-step verification.

- 2) Supervised exams - AGMU has digital tools that monitor the exams offered remotely through two (2) services:
 - a. Monitor the environment in which the student is taking an exam and verify identity by requesting photo identification; using a regular webcam, you can identify movements, interruptions, or any suspicious situation during the active time of the exam.
 - b. Screen locks and some computer functions, once the exam is activated, to prevent the user from surfing the Internet or accessing other areas of the computer.

Another option is taking the exam in an institutional laboratory, identified by the faculty member offering the course. In this environment, the student identifies itself with the lab technician (Proctor), who will assign one of the computers available to the student and will provide any technical support that the student may need.

- 3) Teaching-learning practices - The faculty is the main agent in the use of these mechanisms. Through the synchronous and asynchronous interactions of the course and the possible recording of the same, the faculty establishes academic relationships with its students to facilitate knowledge and motivate participation in the teaching and learning process. This allows them to identify a profile of each student, not only of their physique but also of how they think, analyze, apply knowledge, and behave.

RESPONSIBILITIES

All students shall maintain the security of usernames, passwords, and any other access credentials that they are assigned. Access credentials must not be shared or given to anyone other than the user to whom they were assigned, for any reason. Users shall be responsible for any and all uses of their account. Users shall be responsible for changing passwords periodically to maintain security. Students must provide complete and true information about themselves in any identity verification process, in accordance with AGMU policies.

Census Taking for Online and Hybrid Courses

A census is made to determine whether the student attended at least once during the period of enrollment.

- The faculty on record will certify attendance through the Faculty Portal to students who did not submit an academic related activity within the deadline.
- Once the faculty has submitted the census report, the student will receive a notification of non-attendance by email.
- If the student wishes to be reinstated in the course, they must establish communication with the faculty. The student must complete the Course Re-Instatement Request Form available on the website (Student Service Request).
- With the approval of the faculty, the Registrar will reinstate the course.
- Refer to the financial aid section for details on the financial implications of reported as not attending.

Monitoring Attendance

In order to support students in the completion of their course, and as part of the institution's retention efforts, faculty and Retention staff monitor and report student participation throughout the course.

Evaluation of Student's Academic Achievement

AGMU calculates engagement time based on the Carnegie Model.

One semester credit is defined as:

1. 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 faculty. In addition, students are expected to engage in a minimum of two hours of out of class student work or 3 hours of lab. per each course credit hour, per semester.
2. The equivalent amount of work as required in paragraph 1 of this definition of other academic activities including but not limited to laboratory work, internships, practicums, studio work, and other academic work leading to the award of a semester credit.
3. Please note that some programs require additional time for hands-on learning.

Academic Divisions

Business and Entrepreneurship

Academic Programs

- Diploma in Bookkeeping and Accounting Technology **(This program is not admitting new students.)**
- Diploma in Small Business Entrepreneurship **(This program is not admitting new students.)**
- Diploma in Small Business Operation **(This program is not admitting new students.)**
- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Digital Marketing
- Bachelor of Business Administration in Finance and Economics
- Bachelor of Business Administration in Hispanic Marketing **(This program is not admitting new students.)**
- Bachelor of Business Administration in Human Resources Management
- Bachelor of Business Administration in Information Systems
- Bachelor of Business Administration in Management
- Bachelor of Business Administration in Organizational Development
- Master of Accountancy
- Master of Business Administration with specialization in Accounting
- Master of Business Administration with specialization in Agribusiness
- Master of Business Administration with specialization in Finance
- Master of Business Administration with specialization in Global Executive **(This program is not admitting new students.)**
- Master of Business Administration with specialization in Hispanic Marketing **(This program is not admitting new students.)**
- Master of Business Administration with specialization in Human Resources
- Master of Business Administration with specialization in International Business with focus on Latin America
- Master of Business Administration with specialization in Management
- Master of Business Administration with specialization in Management and Strategic Leadership
- Master of Business Administration with specialization in Marketing and Sales Management
- Master of Business Administration with specialization in Project Management
- Master of Business Administration with specialization in Supply Chain Management and Logistics
- Master of Public Administration with specialization in Public and Non-Profit Management **(This program is not admitting new students.)**
- Doctor of Business Administration with specialization in Information Management Systems
- Doctor of Business Administration with specialization in Management

Diploma in Bookkeeping and Accounting Technology

Credits: 36

(This program is not admitting new students.)

Program Description

The Bookkeeping and Accounting Technology program is designed to prepare students to provide technical administrative support to professional accountants and others financial management personnel. Includes instructions in posting transactions to accounts, record-keeping systems, accounting software operation and general accounting principles and practice.

Program Outcomes

1. Demonstrate knowledge of the accounting cycle, including chart of account, preparation of trial balance, adjusting entries, closing entries, and financial statements preparation (i.e., income statement, statement of retained earnings, cash flow statements, and balance sheet).
2. Demonstrate proficiency in cash control procedures.
3. Use source documents to prepare and analyze transactions (Including invoices, credit memos and vendor statements, among others related documents).
4. Apply judgement in the application of accounting principles in a global marketplace.
5. Analyze financial information to make informed business decisions.
6. Maintain knowledge of ever-evolving accounting regulations and standards.
7. Utilizes technology to access, research, analyze, and interpret business information.
8. Demonstrate proficiency in the use of accounting software to maintain accounting records and produce reports.
9. Prepare business plan, budgets, and forecasts to support the management process.
10. Use ethical reasoning and judgement and act in accordance with legal responsibilities.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Bookkeeping and Accounting Technology

36 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
ENGL 101 or SPAN 101 or ENGL 150	Introductory English Language Course Basic Level I or Introducción a la Lengua Española I or English Composition I	3	
ENGL 103 or SPAN 103 or ENGL 250	Introductory English Language Course Basic Level II or Introducción a la Lengua Española II or English Composition II	3	ENGL 101 FOR ENGL 103 OR SPAN 101 FOR SPAN 103 OR ENGL 150 FOR ENGL 250
MATH 101	Mathematical Reasoning I	3	
COIC 111	Software Applications for Business Administration	3	
MANC 101	Introduction to Business	3	
MANC 125	Business Ethics	3	
MANC 126	Business Communication	3	
FINC 101	Principles of Finance Accounting	3	ACCT 101
ACCT 101	Principles of Managerial Accounting	3	
ACCT 110	Computer Systems Applied to Accounting I	3	ACCT 101 AND COIC 111
ACCT 111	Computer Systems Applied to Accounting II	3	ACCT 110
MANC 127	Reconciliation and Auditing	3	ACCT 111
TOTAL CREDITS		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. Students must comply with state and local education certification requirements for the diploma program, as applicable.
4. Graduation GPA: 2.00

Diploma in Small Business Entrepreneurship

Credits: 36

(This program is not admitting new students.)

Program Description

The Small Business Entrepreneurship diploma is designed to prepare students to perform marketing and management functions associated to owning and operating a small business.

Program Objectives

1. Develop an understanding of working with diverse teams.
2. Demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
3. Use interpersonal communication skills to facilitate effective interactions to work collaboratively.
4. Develop the ability to manage and resolve conflict.
5. Apply effective decision-making process to business situations.
6. Identify the function of marketing in the business development.
7. Apply knowledge of the concepts of supply and demand.
8. Utilizes technology to access, research, analyze, and interpret business information.
9. Prepare business plan, budgets, and forecasts to support the management process.
10. Use ethical reasoning and judgment and act in accordance with legal responsibilities.
11. Demonstrate an understanding of principles of small business management concerning business entities, planning and ethics.
12. Demonstrate an understanding of principles of financing and cash management in the small business.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Small Business Entrepreneurship

36 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
ENGL 101 or SPAN 101 or ENGL 150	Introductory English Language Course Basic Level I or Introducción a la Lengua Española I or English Composition I	3	
ENGL 103 or SPAN 103 or ENGL 250	Introductory English Language Course Basic Level II or Introducción a la Lengua Española II or English Composition II	3	ENGL 101 FOR ENGL 103 OR SPAN 101 FOR SPAN 103 OR ENGL 150 FOR ENGL 250
MATH 101	Mathematical Reasoning I	3	
MANC 101	Introduction to Business	3	
ENMT 101	Introduction to Entrepreneurial Development	3	
MGMT 101	Managerial Principles and Leadership	3	
MANC 210	Administrative Theory	3	MANC 101
MANC 213	Personnel Administration	3	MANC 101
MANC 204	Legal Environment in Business	3	MANC 101
MARC 133	Fundamentals of Marketing	3	MANC 101
MANC 126	Business Communication	3	
ACCT 101	Principles of Managerial Accounting	3	MATH 101
TOTAL CREDITS		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. Students must comply with state and local education certification requirements for the diploma program, as applicable.
4. Graduation GPA: 2.00

Diploma in Small Business Operation

Credits: 36

(This program is not admitting new students.)

Program Description

The Small Business Operation program is designed to prepare students to develop and manage independent small businesses. Includes areas of planning, organizing, directing and controlling of business, with emphasis on selecting theories of management and decision making and the knowledge and understanding necessary for managing people and functions.

Program Outcomes

1. Manage business information using appropriate software to demonstrate proficiency in the use of word processing, spreadsheet, and other office software commonly used in business.
2. Demonstrate effective business skills to facilitate effective interactions to work collaboratively.
3. Develop the ability to manage and resolve conflict.
4. Apply effective decision-making process to business situations.
5. Identify the function of marketing in the business development.
6. Use ethical reasoning and judgment and act in accordance with legal responsibilities in a business environment.
7. Demonstrate an understanding of principles of small business management concerning business entities, planning and ethics.
8. Demonstrate an understanding of principles of financing and cash management in the small business.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Small Business Operation

36 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
ENGL 101 or SPAN 101 or ENGL 150	Introductory English Language Course Basic Level I or Introducción a la Lengua Española I or English Composition I	3	
ENGL 103 or SPAN 103 or ENGL 250	Introductory English Language Course Basic Level II or Introducción a la Lengua Española II or English Composition II	3	ENGL 101 FOR ENGL 103 OR SPAN 101 FOR SPAN 103 OR ENGL 150 FOR ENGL 250
MATH 101	Mathematical Reasoning I	3	
MANC 101	Introduction to Business	3	
MANC 210	Administrative Theory	3	MANC 101
MANC 126	Business Communication	3	
MGMT 101	Managerial Principles and Leadership	3	
MANC 213	Personnel Administration	3	MANC 101
MANC 204	Legal Environment in Business	3	MANC 101
FINC 101	Principles of Finance Accounting	3	ACCT 101
ACCT 101	Principles of Managerial Accounting	3	MATH 101
SBOT 101	Principles of Selling	3	MANC 101
TOTAL CREDITS		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. Students must comply with state and local education certification requirements for the diploma program, as applicable.
4. Graduation GPA: 2.00

Bachelor of Business Administration in Accounting

Credits: 124

Program Description

The Bachelor of Business Administration in Accounting exposes students to vital knowledge and skills used in accounting positions. Students will identify various aspects of accounting, such as: accounting principles and theories, elements of intermediate accounting, advanced accounting, cost accounting, tax accounting, auditing, reporting procedures, state analysis, professional standards and ethics, accounting research and specific applications to for-profit companies, government and nonprofit public, among others.

Program Outcomes

1. Register transactions or other events, applying generally accepted accounting principles.
2. Generate financial statements, projections, and other documentation to inform stakeholders of current conditions and future trends.
3. Consider functional areas of the business to make informed decisions in future organizational developments or to reach solutions to business needs.
4. Identify, analyze, and synthesize information provided by accounting systems to facilitate decision-making in a documented manner.
5. Apply legal, ethical, cultural, and general accounting principles and IFRS standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Accounting

124 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 131	Human Relations in Trade	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			
Course	Title	Credits	Prerequisites
ACCO 201	Intermediate Accounting I	4	ACCO 112
ACCO 202	Intermediate Accounting II	4	ACCO 201

ACCO 203	Cost Accounting	4	ACCO 202
ACCO 205 or ACCO 320	Taxes of Puerto Rico Federal Income Tax	3	ACCO 112
ACCO 304	Auditing	3	ACCO 202
ACCO 308	Contemporary Accounting	3	ACCO 202
ACCO 450	Advanced Accounting	4	ACCO 308
TOTAL		25	
Major Electives (Select two courses – 6 credits)			
Course	Title	Credits	Prerequisites
ACCO 250	Computerized Accounting	3	ACCO 112, COIS 101
ACCO 295	Managerial Accounting	3	ACCO 112
ACCO 297	Funds and Government Accounting	3	ACCO 112
ACCO 306	Accounting Information Systems	3	ACCO 112
ACCO 402	Advanced Cost Accounting	3	ACCO 203
FINA 301	Financial Statements Analysis	3	ACCO 112
TOTAL		6	
Free Elective Course			
**Select a course from Accounting, Information Systems or Management Sequential*		3	
TOTAL		3	
TOTAL CREDITS		124	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. **For the free elective, students must choose a sequential course in Accounting, Management or Information Systems.
2. Graduation GPA: 2.00

Bachelor of Business Administration in Digital Marketing

Credits: 120

Program Description

The Bachelor of Business Administration in Digital Marketing covers the latest trends in online marketing applied to the business world and to the digital transformation of companies. The student will be trained to be able to achieve company objectives by executing a digital marketing plan, in addition to obtaining information about the audience and the industry through market research, maximizing the use of search engines. The historical evolution of the digital world and its different components are studied, including the integration of the most influential social networks today. The student will be able to integrate digital marketing tools as part of the marketing strategies, seeking to learn how to create profitable strategies, from planning, execution, analysis and optimization.

Program Outcomes

1. Demonstrate ethical and moral behavior in the development and creation of a project.
2. Demonstrate a solid understanding of core business principles in the primary areas of digital marketing, web technologies, new media, and management to contribute to the growth of any organization effectively.
3. Apply their knowledge in marketing theories, frameworks, and concepts to research local and global markets to address issues in the digital marketing practice.
4. Demonstrate best practices in the profession by defining and evaluating potential solutions for decision-making using their skills in various tools and resources of digital marketing.
5. Create effective marketing strategies and digital solutions services to meet market needs, sales projections, and consumer expectations based on their behavior in the market.
6. Implement and assess strategies for social media, design tools, evaluate interactive websites' effectiveness, and analyze digital marketing strategies.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Digital Marketing

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 or SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112 AND MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
MANA 125	Business Ethics	3	
MANA 210	Management Theories	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		36	
Major Courses			
Course	Title	Credits	Prerequisites
MARK 240	Introduction to Search Engines Platforms	3	COIS 101
MARK 241	Social Media Marketing	3	MARK 240, MARK 242, MARK 133
MARK 242	Digital Marketing	3	MARK 251, MARK 240
MARK 320	Marketing Research	3	MARK 133, MARK 318, STAT 201, QUME 250
MARK 318	Content Marketing	3	MARK 242

MARK 251	Advertising and Promotion	3	MARK 133
MARK 425	Digital Marketing Forum	3	ALL MAJOR COURSES
	TOTAL	21	
Major Electives	(Select four courses-12 credits)		
MARK 410	International Marketing	3	MARK 133
MARK 206	Consumer Behavior	3	MARK 133
MARK 311	Electronic Marketing	3	MARK 133
MARK 420	Product and Brand Management	3	MARK 133
MARK 400	Service Marketing	3	MARK 133
MARK 306	Sales	3	MARK 133
ENTR 360	Entrepreneurship	3	
	TOTAL	21	
	TOTAL CREDITS	120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Bachelor of Business Administration in Finance and Economics

Credits: 120

Program Description

The Bachelor of Business Administration in Finance and Economics prepares a professional with knowledge of the financial operations of companies and local and international economic systems who can work in private, public companies, as well as self-employed.

Program Outcomes

1. Integrate economic and finance theory, technical knowledge and quantitative, econometric and statistical methods to provide in-depth professional advice to businesses, other organizations and governments.
2. Apply economic models to identify causal factors underlying, as well as to predict economic trends.
3. Measure the risk and return associated with various asset alternatives and choose between competing investment options.
4. Develop a culture of teamwork, respect for others, and promote communication in the organization.
5. Consider functional areas of the business to make informed decisions in future organizational developments or to reach solutions to business needs.
6. Leverage data analysis tools for business problem-solving and decision-making.
7. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Finance and Economics

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 131 or MANA 213	Human Relations in Trade Human Resources Management	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			
Course	Title	Credits	Prerequisites
FINA 204	Money and Banking	3	ECON 123
FINA 305	Public Finance	3	FINA 202
FINA 401	Investment	3	ECON 123 AND FINA 202
ECON 400	Managerial Economics	3	ECON 123
ECON 420	International Economics and Finance	3	ECON 325 AND ECON 401

ECON 403	Environmental Economics	3	ECON 123
ECON 401	Macroeconomic Theories	3	ECON 123
TOTAL		21	
Major Electives (Select two courses – 6 credits)			
Course	Title	Credits	Prerequisites
ECON 363	Global Economic Trends	3	ECON 123
ECON 253	Economic Development of Puerto Rico	3	ECON 123
FINA 240	Risk and Insurance	3	FINA 202
FINA 301	Financial Statement Analysis	3	ACCO 112
FINA 308	Real Estate and Property Administration	3	FINA 202
FINA 312	Financing Institutions	3	FINA 202
FINA 320	Banking Policies Administration	3	FINA 202
FINA 200	Personal Financial Planning	3	
TOTAL		6	
Free Elective Course			
Free Elective		3	
TOTAL		3	
TOTAL CREDITS		120	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. Graduation GPA: 2.0

Bachelor of Business Administration in Hispanic Marketing

Credits: 120

(This program is not admitting new students.)

Program Description

The Bachelor of Business Administration in Hispanic Marketing program is designed with the intention that students acquire the necessary cultural knowledge about Hispanic consumers, to use marketing strategies that allow them to establish more successful campaigns. This program will provide the student with great knowledge and ideas for effective communication and marketing strategies that can be used to reach diverse ethnic groups. It will provide the foundation for using culture as a localization tool, especially within the larger Hispanic markets. The cultural beliefs, values, perceptions and behaviors shared by this group and a review of the best strategies for establishing better relationships with Hispanic clients are explored.

Program Outcomes

1. Provide a course of study consistent with the needs of the industry.
2. Present a multicultural perspective of the marketing concepts, theories and practices.
3. Demonstrate the issues that stand out in the Hispanic market, their trends and the practices that contribute to decision making.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Hispanic Marketing

120 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
MANA 125	Business Ethics	3	
MANA 210	Management Theories	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		36	
Major Courses			
Course	Title	Credits	Prerequisites
MARK 247	Hispanic Marketing	3	MARK 133
MARK 255	Marketing Communications	3	MARK 133
MARK 248	Multicultural Marketing	3	MARK 133
MARK 320	Marketing Research	3	MARK 133 AND STAT 201
MARK 420	Product and Brand Management	3	MARK 133
MARK 400	Service Marketing	3	MARK 133

MARK 426	Hispanic Marketing Forum	3	MARK 247 AND MARK 248 AND MARK 255
TOTAL		21	
Major Electives (Select four courses – 12 credits)			
Course	Title	Credits	Prerequisites
MARK 410	International Marketing	3	MARK 133
MARK 206	Consumer Behavior	3	MARK 133
MARK 311	Electronic Marketing	3	MARK 133
MARK 251	Advertising and Promotion	3	MARK 133
MARK 330	Retail	3	MARK 133
MARK 306	Sales	3	MARK 133
ENTR 360	Entrepreneurship	3	
TOTAL		12	
TOTAL CREDITS		120	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. Graduation GPA: 2.00

Bachelor of Business Administration in Human Resources Management

Credits: 120

Program Description

The Bachelor of Business Administration in Human Resources develops professionals with the knowledge, skills, abilities and competencies required to perform technical, administrative, managerial and research functions in public and private organizations at the local and international scenarios. Emphasis in the development of competencies, aligned to the changing environments of the management of human resources, in training the students as analysts or specialists in the essential functions of management and administration of human resources in the organizations.

Program Outcomes

1. Support organizational strategies and the functions involved in workforce planning, staffing, and retention.
2. Develop a performance management system that enhances the effectiveness of the compensation system.
3. Consider functional areas of the business to make informed decisions in future organizational developments or to reach solutions to business needs.
4. Design human resources policies and practices that comply with labor and employment legislation and regulations.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Human Resources Management

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
MGMT 101	Managerial Principles and Leadership	3	
MGMT 220	Organization and Business Behavior	3	
MGMT 230	Human Resources Management and Handling Diversity	3	MGMT 101
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			
Course	Title	Credits	Prerequisites
HURM 201	Recruitment, Selection and Talent Management	3	MGMT 230
HURM 210	Policy Making, Evaluation, and Reward System	3	MGMT 230
HURM 215	Human Resources Information System	3	MGMT 230
HURM 240	Employment and Labor Law	3	MGMT 230
HURM 250	Training, Development and Career Management	3	MGMT 230

HURM 304	Human Resources Evaluation and Performance Measurement	3	HURM 210
HURM 320	Negotiation and Conflict Management	3	MGMT 230
HURM 330	Safety and Health Management in Workplace	3	MGMT 230
ODHR 409	Consulting Management Principles in Human Resources	3	MGMT 220 AND MGMT 230
MGMT 431	Integration Seminar	3	ALL MAJOR COURSES
TOTAL		30	
TOTAL CREDITS		120	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. Graduation GPA: 2.00

Bachelor of Business Administration in Information Systems

Credits: 125

Program Description

The Bachelor of Business Administration in Information Systems prepares students to obtain and apply the knowledge and proficiency needed in computer skills as well as network technology, required to design, develop, and support information systems that allow streamline and troubleshooting. It also enables students to analyze existing systems to optimize and support the operations of the company, to make effective management and planning decisions.

Program Outcomes

1. Demonstrate skills and abilities to administer, manage and troubleshoot hardware, software, and services for single, mixed and multi-user environments.
2. Design and implement information system infrastructure.
3. Apply knowledge and technical skills to use different software applications in different operating systems for problem solving in the organizations.
4. Apply knowledge and technical skills in the analysis and information design in organizations.
5. Develop data structures and computer file management in organizations.
6. Apply professional standards of ethics, legal and societal responsibility recognizing their impact on computing in organizations.
7. Collaborate with others to problem solve, providing significant contributions through effective communication and application of computer operation systems background knowledge.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Information Systems

125 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 or SOSC 103 and PSYC 123	Introduction to Social Science I and II	6	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112 and MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 131	Human Relations in Trade	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			

Course	Title	Credits	Prerequisites
OFAD 141	Keyboard Skills	3	
COIS 110	Introduction to Information Systems	4	COIS 101
COIS 215	Introduction to Application Development	3	COIS 110
COIS 216	Design and Implementation of Desktop Applications	3	COIS 215
COIS 304	Concepts of "Hardware" and "Software"	3	COIS 110
COIS 312	Design and Implementation of Distributed Applications	3	COIS 216, COIS 304
COIS 320	Architecture Solutions	3	COIS 312
COIS 412	Networking	3	COIS 312, COIS 304
TOTAL		26	
Major Electives (Select two 2- 6 credits)			
COIS 408	Topics in Information Systems	3	COIS 216
COIS 411	Database Development	3	COIS 110
COIS 424	Web Pages and E-Commerce	3	COIS 412
TOTAL		6	
FREE ELECTIVE			
Choose a course from Accounting or Management Sequential		3	
TOTAL		3	
TOTAL CREDITS		125	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. **For the free elective, you must choose a sequential course in Management or Accounting.
2. Graduation GPA: 2.00

Bachelor of Business Administration in Management

Credits: 123

Program Description

The Bachelor of Business Administration in Management prepares students with skills that meets the business demands and fill administrative positions in government or private organizations. The manager is responsible for the management of the company and must be committed to effectively use the resources of the organization to achieve the company's goals and mission.

Program Outcomes

1. Use strategies of planning, organizing, directing, and controlling to effectively manage the day-to-day operations within the organization.
2. Develop a culture of teamwork, respect for others, and promote communication in the organization.
3. Consider functional areas of the business to make informed decisions in future organizational developments or to reach solutions to business needs.
4. Leverage data analysis tools for business problem-solving and decision-making.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Management

123 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 131	Human Relations in Trade	3	
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			
Course	Title	Credits	Prerequisites
FINA 240	Risk and Insurance	3	FINA 202
MANA 125	Business Ethics	3	

MANA 213	Human Resources Management	3	
MANA 230	Organizational Behavior	3	
MANA 340	Production and Operations Management	3	QUME 250 AND MANA 210
MANA 404	Labor Relations	3	
MANA 401	Seminar in Strategic Management	3	FINA 202 AND MANA 131 AND MANA 210 AND MARK 133 AND 12 CREDITS OF MAJOR COURSES
TOTAL		21	
Major Electives (Select three courses –9 credits)			
Course	Title	Credits	Prerequisites
MANA 350	Business, Government and Society	3	
ACCO 295	Managerial Accounting	3	ACCO 112
OFAD 141	Keyboard Skills	3	
ENMA 200	Business Creativity	3	
ENMA 301	Business Financial Planning	3	
ENMA 310	Franchising, Strategic Alliances and Family Business	3	
FINA 308	Real Estate and Property Management	3	FINA 202
TOTAL		9	
Free Elective Course			
**Select a course from Accounting, Information Systems or Management Sequential*		3	
TOTAL		3	
TOTAL CREDITS		123	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. **For the free elective, students must choose a sequential course in Accounting, Management or Information Systems.
2. Graduation GPA: 2.00

Bachelor of Business Administration in Organizational Development

Credits: 120

Program Description

The Bachelor of Business Administration in Organizational Development prepares professionals with the necessary skills to promote the development of public and private organizations from the perspective of the development of human talent. The emphasis is on organizational design integrating internal and external elements that influence the productivity and motivation of the individual and that can impact the operation of the company.

Program Outcomes

1. Analyze the impacts of individual and group behavior on organizational processes and outcomes.
2. Develop a culture of teamwork, respect for others, and promote communication in the organization.
3. Consider functional areas of the business to make informed decisions in future organizational developments or to reach solutions to business needs.
4. Identify the key steps of an organizational development and change process regarding organization, groups, and individuals.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.
6. Utilize flexible and appropriate learning approaches to enhance, supplement, and evaluate professional development and training for diverse contexts.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Business Administration in Organizational Development

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* or SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 OR SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 or ENGL 103-104 or ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 111-112	Introduction to Accounting I and II	8	ACCO 111 FOR ACCO 112, MATH 112ON FOR ACCO 111
STAT 201	Introduction to Business Statistics	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101 AND SOSC 102 OR SOSC 103 AND PSYC 123
ECON 325	Introduction to International Trade	3	ECON 123
MGMT 101	Managerial Principles and Leadership	3	
MGMT 220	Organization and Business Behavior	3	
MGMT 230	Human Resources Management and Handling Diversity	3	MGMT 101
BUSI 204	Business Law	4	
MARK 133	Principles of Marketing	3	
FINA 202	Business Finance	3	ACCO 112
QUME 250	Quantitative Methods	3	MATH 112ON
TOTAL		39	
Major Courses			
Course	Title	Credits	Prerequisites
ODHR 203	Strategic Organizational Communication	3	
ODHR 204	Organizational Psychology	3	
ODHR 305	Diversity in Organizations	3	
ODHR 306	Conflict Resolution and Arbitrage	3	
ODHR 307	Training and Human Resource Development	3	

ODHR 308	Leading Organizational Change	3	
ODHR 409	Consulting Management Principles in Human Resources	3	MGMT 220 AND MGMT 230
ODHR 410	Organizational Coaching	3	
ODHR 411	Total Quality in Work Scenarios	3	
MGMT 431	Integration Seminar	3	All Major Courses
TOTAL		30	
TOTAL CREDITS		120	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. Graduation GPA: 2.00

Master of Accountancy

Credits: 30

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in Accounting with a minimum GPA of 2.75.
2. Successfully completed a course in Financial Accounting.

Program Description

The Master of Accountancy aims to advance knowledge around new accounting and contributions practices, business performance evaluation, tax planning, forensic accounting techniques and procedures, including fraud investigation and analysis of financial statements of companies prepared based on international accounting standards. It also aims to advance knowledge about studying the ethical and legal considerations of the accounting profession, professional judgement, and the independent attitude necessary to exercise and apply the managerial skills necessary to succeed in a competitive business environment.

Program Outcomes

1. Evaluate the accounting implications of an economic event by applying the principles, standards, and practices of financial accounting.
2. Identify and diagnose accounting, auditing, and tax issues using various national and international accounting standards and U.S. tax federal income law.
3. Apply professional accounting regulations and codes of conduct to resolve ethical accounting dilemmas.
4. Evaluate information technology and internal control processes and their role in financial and managerial reporting.
5. Evaluate legal principles and issues within the investigation of accounting fraud.
6. Demonstrate application of information security strategy and cyber forensic investigations.
7. Produce scholarly reports using appropriate academic and research resources.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Accountancy

30 credits

Core Courses			
Course	Title	Credits	Prerequisites
ACCO 702	Financial Accounting and Reporting I	3	
ACCO 703	Financial Accounting and Reporting II	3	ACCO 702
ACCO 706	Auditing and Attestation	3	
ACCO 731	Internal Auditing	3	
ACCO 711	Forensic Accounting and Fraud Examination	3	
ACCO 733	Information Systems Auditing	3	
ACCO 728	Business Environment and Concepts	3	
ACCO 707	Federal Income Tax	3	
ACCO 730	Business Law and Regulations	3	
ACCO 724	Accounting Research and Communication	3	27 CREDITS
TOTAL CREDITS		30	

Notes:

1. Graduation GPA: 3.00

Master of Business Administration with specialization in Accounting

Credits: 38

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

This Master's Degree program in Business Administration is designed to provide the skills knowledge and abilities necessary in the area of Accounting. This major is geared towards the fundamental characteristics of an accounting manager providing emphasis in the accounting skills and knowledge required in today's constant changing economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

Program Outcomes

1. Utilize GAAP accounting principles to analyze an organization's economic performance and financial stability.
2. Apply advanced accounting analysis and reports to select and convey information to management and key stakeholders.
3. Evaluate financial statements and quantitative information for decision-making using appropriate information systems and tools.
4. Identify and diagnose accounting, auditing, and tax issues using various national and international accounting standards and U.S. tax federal income law.
5. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
6. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Accounting

38 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
HURE 501	Human Capital Management	3	
MANA 505	Management Information Systems	3	
MANA 600	Business Policy and Ethics	3	
MANA 720	Operations and Production Management	3	
ACCO 503	Managerial and Financial Accounting	3	
STAT 556	Applied Managerial Statistics	3	
ECON 519	Managerial Economics	3	
MARK 511	Marketing Management	3	
TOTAL		24	
Specialization Courses			
Course	Title	Credits	Prerequisites
ACCO 615	Corporate Financial Reporting: Operations	3	ACCO 503
ACCO 616	Corporate Financial Reporting: Financial Transactions	3	ACCO 503
ACCO 711-O	Contemporary Assurances and Audit Services	3	ACCO 503
ACCO 720	Accounting Capstone	2	ACCO 503
TOTAL		11	
Elective Course			
Course	Title	Credits	Prerequisites
FINA 670	Risk and Insurance	3	
TOTAL		3	
TOTAL CREDITS		38	

Taxation / CPA Track		
		Prerequisites
Replace MANA 505 with	ACCO 505 Accounting Information Systems	ACCO 503
Replace FINA 670 with	ACCO 612 Fraud and Forensic Accounting	ACCO 503
Replace ACCO 720 with	ACCO 602 Taxation	ACCO 503
Replace MARK 511 with	ACCO 712 IFRS and Governmental Non-profit Entities	ACCO 503

Notes:

- ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
- Graduation GPA: 3.00

Master of Business Administration with specialization in Agribusiness

Credits: 42

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

This specialization prepares students for the decision making and planning process in the agribusiness industry. It presents theoretical and practical concepts related to the production and consumption of goods. It also provides the strategies to achieve organizational goals according to the global economy standards.

Program Outcomes

1. Develop an understanding for quantitative methods used in managerial decision making.
2. Understand the main forces related to production, distribution and consumption of food and agribusiness products.
3. Apply financial principles to guide the solution of complex decisions.
4. Understand current issues in the environment, food safety, market regulations, international trade and other relevant topics and how they affect the food value chain.
5. Develop skills in human resource management to maintain an effective labor force.
6. Study real world problems and viable solutions in order to develop a method for decision making.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Agribusiness

42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
FAES 550	Theory for Decision Making for Agribusiness	3	
FAES 551	Agribusiness Economics of Production and Consumption	3	
FAES 552	Agribusiness Finance and Risk Management	3	
FAES 553	Current Issues in Environment, Food Safety, Market Regulations and International Trade	3	
FAES 560	Human Resources Management in Agribusiness	3	
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
FAES 561	Managing of Strategies and Planning for the Agribusiness	3	All core courses
ADMI 506	Business Ethics	3	
FAES 554	Case Studies in Agribusiness	3	30 credits or more
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 credits or more
TOTAL		3	
TOTAL CREDITS		42	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in Finance

Credits: 39

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.

Program Description

The Master of Business Administration with specialization in Finance will provide students with theoretical and practical concepts of management and in particular entrepreneurial management with a strong emphasis on finance based on global and regional case studies and contexts. This MBA in Finance, in general orientation, will prepare students for roles in financial risk management and in addition provides a choice of corporate finance study, all with a global perspective. Emphasis is given on developing a sound working knowledge of core disciplines and the analytical financial skills necessary to understand and direct the work of other functional and operational specialists in cross commercial or entrepreneurial settings.

Program Outcomes

1. Formulate financial management strategies for business operations in global markets.
2. Evaluate capital investments to minimize risks and maximize rewards for an organization.
3. Apply analytical techniques and models to inform investment decisions.
4. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Finance

39 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
FINA 702	Corporate Finance	3	FINA 505
FINA 706	Investments and Financial Markets	3	FINA 505
TOTAL		6	
Elective Courses (Select two courses – 6 credits)			
Course	Title	Credits	Prerequisites
FINA 704	Entrepreneurial Finance	3	FINA 702
FINA 705	Financial Derivatives	3	FINA 706
FINA 707	Risk Management in Financial Institutions	3	FINA 702, FINA 706
FINA 708	Financial Management in Public, SME's and Non-Profit Organizations	3	FINA 702, FINA 706
FINA 709	Global Corporate Finance and Sustainability	3	FINA 702
FINA 715	International Finance	3	FINA 702, FINA 706
FINA 716	Money, Banking and Investment Markets	3	FINA 702
FINA 717	Advance Investment Knowledge	3	FINA 702, FINA 706
FINA 721	Advance Finance Seminar	3	30 credits or more
TOTAL		6	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 credits or more
TOTAL		3	
Free Elective			
Free Elective		3	
TOTAL		3	
TOTAL CREDITS		39	

Notes:

- ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
- Graduation GPA: 3.00

Master of Business Administration with specialization in Global Executive

Credits: 39

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Global Executive is designed to provide a collaborative learning environment to professionals who are pursuing an executive in a local or global setting. The program prepares to contribute to global management via evidence-based knowledge of business theory and practice. The program develops strategies that encompasses and relates inter-generational and cross-cultural market. The student will learn about the domestics and international economic trends, including fiscal effects on politics, infrastructure and re-alignment of strategic planning, research and development.

Program Outcomes

1. Promote the formation of an executive with the capacity to understand organizations as entities in themselves and as an integral part of the community aware of the company's social responsibility
2. Contribute to the formation of a new group of leading professionals in the field of management who assume with vision the direction of companies in the present and future
3. Promote student interest in innovation, the use of technology as a management strategy and forms and styles of leadership in business management
4. Emphasize in future professionals the importance of integrity and ethics in the performance of their managerial functions, with special attention to the well-being of the company's human resources and the benefit of the community in general
5. Train professionals with managerial capacity to optimally harmonize the talents and abilities of the human resources team under their direction and leadership
6. Contribute with knowledge and development of necessary skills so that they can develop their own companies and reach the highest levels of management in private, public and third sector organizations with ethical integrity and technical professionalism.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Global Executive

39 credits

(This program is not admitting new students.)

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
EXEC 601	Global Negotiation	3	
EXEC 602	Executive Leadership	3	
EXEC 603	Global Legal Issues	3	
EXEC 604	Global Economics	3	ECON 505
TOTAL		12	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
STMG 604	Organizations in a Global Economy	3	
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3	
STMG 603	Entrepreneurial Communication	3	
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
EXEC 605	Global Executive Seminar	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in Hispanic Marketing

Credits: 42

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Hispanic Marketing is designed with the intention of filling the need for marketing campaigns targeted to Hispanics alone, therefore identify their differences in cultures, demographics, ethnographies, consumer insights and behavior, segmentation, cultural archetypes, and media behaviors. It also offers students the tools and resources to learn about and work with one of the fastest emerging markets in the United States. Students will recognize a set of knowledge, attitudes, and behaviors that will allow them to gain knowledge on how to appropriately execute marketing campaigns directed to Hispanic populations. Hispanics are comprised of people from Cuba, Mexico, Puerto Rico, South or Central America among other Spanish cultures or origins regardless of race.

Program Outcomes

1. Explain the issues that stand out in the Hispanic market, their trends and the practices that contribute to decision making.
2. Describe the historical roots of Hispanic culture, business, trade, and marketing in the U.S.
3. Clearly distinguish the definitions of Hispanic consumer, Hispanic market, and Hispanic marketing.
4. Justify key topics for Hispanic consumers, Hispanic markets, and Hispanic marketing in the light of culture, in particular language, acculturation, and the cultural drivers of Hispanic research.
5. Categorize the evolution, status quo, and future of Hispanic businesses and marketing.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Hispanic Marketing

42 credits

(This program is not admitting new students.)

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
MARK 564	Hispanic Marketing Evolution	3	
MARK 565	Comparative Marketing Communications	3	
MARK 566	Multicultural Marketing Strategy	3	
MARK 553	International Marketing	3	MARK 502
MARK 551	Marketing Research	3	MARK 502, QUME 507
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
MARK 561	Brand Management	3	MARK 502
MARK 550	Integrated Marketing Communications	3	MARK 560
MARK 552	CRM: Trust and Loyalty Management	3	All core courses
MARK 560	Consumer Behavior	3	MARK 502
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
ADMI 598	Knowledge Integration in Hispanic Marketing	3	30 credits or more
TOTAL		3	
TOTAL CREDITS		42	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in Human Resources

Credits: 42

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The graduate of the HR Management graduate program will develop social conscience and ethics, as well as the knowledge, skills and abilities for being able to work professionally in a diverse, highly complex, changing and regulated organizational environment. The graduate of the program will also be prepared to continuously adapt to the complexities of the contemporary organizational world. Comprehensive and interdisciplinary educational gains will allow the graduate to efficiently exercise professional, managerial and business functions within local, national and global contexts.

Program Outcomes

1. Evaluate and apply techniques in the talent management process to facilitate effective position planning, talent selection, placement, compensation, and rewards, as well as retention in a global context.
2. Create human resource strategies related to people and performance that align with organizational goals.
3. Identify opportunities to improve and sustain organizational performance through strategic thinking and management, the development of human capital, and the allocation of physical and financial resources.
4. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Human Resources

42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
HURM 550	International Human Resources Management	3	12 credits or more
HURM 551	Compensation and Benefits	3	HURM 550
HURM 552	Quality Safety and Health in the Workplace	3	HURM 550
HURM 553	International Economics Labor	3	HURM 550
HURM 554	Conflict Management and Organizational Dynamics	3	HURM 550
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
HURM 560	Employment in the Global Economy	3	
HURM 561	Labor and Industrial Relations in Human Resources	3	
HURM 562	Management Negotiation and Conflict Resolutions	3	
ADMI 595	Knowledge Integration in Business Administration	3	30 credits or more
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 credits or more
TOTAL		3	
TOTAL CREDITS		42	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in International Business with Focus on Latin America

Credits: 48

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.
2. It is recommended that students have knowledge of the English Language.

Program Description

The Master of Business Administration specializing in International Business with a Focus on Latin America provides students with superior theoretical knowledge and practical skills for the creation and development of new international companies as well as effective management in multinational companies at the regional and international level.

Program Objectives

1. Demonstrate awareness and understanding of the global context in which international business operates.
2. Understand the growing impact of international competition and how to operate in the international business.
3. Evaluate relevant global factors that influence decision-making process.
4. Discuss current conceptual and theoretical models, issues, and concerns in international business administration.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

**Master of Business Administration with specialization in International Business
with Focus on Latin America**
48 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 703	Marketing Research	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
INBU 610	International Business Environment	3	
INBU 709	International Business in Latin America and the Caribbean	3	INBU 610
INBU 710	Legal Environment of International Business	3	INBU 610
MANA 511	International Management	3	INBU 610
MARK 711	International Marketing	3	MARK 703
INBU 715	Managing Global Production	3	QUME 507 AND INBU 610
TOTAL		18	
Elective Courses (Select two courses – 6 credits)			
Course	Title	Credits	Prerequisites
FINA 610	International Finance	3	INBU 610, FINA 505, ECON 505
INBU 711	Exports and Imports	3	INBU 610
INBU 712	Contemporary Issues in International Business	3	INBU 610
ACCO 613	International Accounting	3	INBU 610, ACCO 504
MANA 612	International Strategic Management	3	INBU 610
INBU 716	International Business Seminar	3	30 CREDITS OR MORE
TOTAL		6	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		48	

Notes:

- ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
- Graduation GPA: 3.00

Master of Business Administration with specialization in Management

Credits: 42

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Management allows the student to explore theoretical as well as practical elements of modern management, as well as changes in this field. Other objective of this specialization is to prepare the student to the different administrative jobs in commercial and industrial companies.

Program Outcomes

1. Employ core management competencies in day-to-day operations: planning, organizing, directing, controlling, teamwork, informed decision-making.
2. Evaluate existing operations and performance to make recommendations for improvement.
3. Formulate strategic plans aligned with the corporate vision and mission, current market dynamics, and trends, and develop action plans to implement them.
4. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Management

42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
MANA 550	Advanced Strategy Management	3	
MAMC 551	Project Management	3	
MANA 552	Industrial and Service Quality Management	3	
MANA 553	Human Behavior in the Organization	3	
MANA 554	International Management	3	
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
MARK 552	CRM: Trust and Loyalty Management	3	ALL CORE COURSES
MANA 561	Sales Force and Key Account Management	3	
MANA 562	Pricing and Value Management	3	
ADMI 595	Knowledge Integration in Business	3	30 CREDITS OR MORE
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		42	

Notes:

- ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
- Graduation GPA: 3.00

Master of Business Administration with specialization in Management and Strategic Leadership

Credits: 39

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Management and Strategic Leadership is geared towards people aspiring to obtain leadership positions in business organizations. The students will learn the fundamentals of business, innovative management techniques and strategies in a global context. The curriculum emphasizes the development of leadership skills, development of vision and strategic planning, ethical values, written and oral communication skills and the effective application of new technology.

Program Outcomes

1. Apply advanced analysis and problem-solving skills as they relate to the coordination, strategy, planning, and implementation of projects in an organization.
2. Evaluate the business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities.
3. Analyze data using technology to solve business problems.
4. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Management and Strategic Leadership

39 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
STMG 600	Leadership and Entrepreneurial Vision	3	
STMG 601	Strategic Management	3	
STMG 602	Technological Applications and Information Systems	3	
STMG 603	Entrepreneurial Communication	3	
TOTAL		12	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
STMG 604	Organizations in a Global Economy	3	
STMG 608	Strategies for Change, Professional and Entrepreneurial Development	3	
STMG 738	Management and Strategic Leadership Seminar	3	30 credits or more
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 credits or more
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in Marketing and Sales Management

Credits: 42

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Marketing and Sales presents the student with the function, theory and modern practices of the element of trade within organizations. It also develops technical competencies and the ability to make market investigations, marketing planning, sales forecast, and promotion campaigns.

Program Outcomes

1. Create a Marketing plan that meets the needs of an organization.
2. Evaluate the impact of using different marketing and sales strategies for a product, concept, good or service on the Return on Investment (ROI) of an organization.
3. Conduct market research to provide the information needed to make marketing and sales decisions.
4. Formulate marketing strategies for developing new and/or modified products, concepts, goods, and services that respond to evolving market needs.
5. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
6. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration
with specialization in Marketing and Sales Management
42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
MARK 550	Integrated Marketing Communications	3	MARK 560
MARK 551	Marketing Research	3	MARK 502 AND QUME 507
MARK 552	CRM: Trust and Loyalty Management	3	ALL CORE COURSES
MARK 555	Sales Management	3	MARK 502
MARK 560	Consumer Behavior	3	MARK 502
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
MARK 553	International Marketing	3	MARK 502
MARK 554	Services Marketing	3	MARK 502
MARK 561	Brand Management	3	MARK 502
MARK 562	Supply Chain Management for Marketing	3	MARK 502
ADMI 595	Knowledge Integration in Business	3	30 CREDITS OR MORE
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		42	

Notes:

- ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
- Graduation GPA: 3.00

Master of Business Administration with specialization in Project Management

Credits: 39

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with a specialization in Project Management prepares students with knowledge, skills, tools and techniques in order to meet the expectations of a project, achieving the benefit of increasing the efficiency of processes, of work groups, and companies. The program integrates concepts related to the design, evaluation, measurement, control and adaptation of projects from the beginning to their completion. Additionally, students will develop skills for decision-making, strategic planning, human resource management, and project risk management.

Program Outcomes

1. Develop project-based solutions to business problems and opportunities to achieve the strategic performance goals of an organization.
2. Lead the process of determining project costs, project scheduling and sequencing, and quality business project management to ensure successful project delivery by applying Project Management Institute (PMI) guidelines.
3. Assess the threats and opportunities of environmental factors in the creation of a project and enterprise-level risk management plans.
4. Lead and motivate staff to enhance productivity and overcome obstacles to achieve project objectives.
5. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration with specialization in Project Management
39 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
TOTAL		18	
Specialization Courses			
Course	Title	Credits	Prerequisites
PRMG 600	Operations Management	3	
PRMG 601	Project Scope and Time Management	3	
PRMG 602	Project Cost Management	3	PRMG 601
PRMG 603	Project Quality Management	3	PRMG 601
PRMG 604	Project Human Resources and Risk Management	3	PRMG 601 AND PRMG 602
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
PRMG 606	Project Procurement Management	3	PRMG 602, PRMG 604
PRMG 607	Project Communication Management	3	PRMG 601
PRMG 608	Using a Project Management Information System	3	PRMG 601, PRMG 602
PRMG 605	Project Integration Management	3	30 CREDITS OR MORE
MGMT 655	Integration Seminar	3	30 CREDITS OR MORE
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Business Administration with specialization in Supply Chain Management and Logistics

Credits: 42

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in the same area of specialization or completed six (6) college-level credits in financial accounting from an accredited school.
2. If this prerequisite is not met the student must enroll in the course ACCO 500. ACCO 500 will not count for the student's cumulative grade point average.

Program Description

The Master of Business Administration with specialization in Supply Chain and Logistics provides to the student with the necessary knowledge to work with the management of materials and its functions of planning, purchasing, control of production and inventory.

Program Outcomes

1. Align the management of a supply chain and logistics with corporate goals and strategies.
2. Propose improving organizational changes and suggest ways of implementing them in the supply chain and logistics.
3. Identify operational problems in supply chain and logistics systems and select relevant models and methods to address these problems.
4. Evaluate and choose relevant software and technology in implementing computer-assisted solution methods.
5. Lead and motivate staff to enhance productivity and overcome obstacles to achieve business objectives.
6. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Business Administration
with specialization in Supply Chain Management and Logistics
 42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
ITMA 501	Technology and Information Management	3	
MARK 502	Marketing Management	3	
FINA 505	Managerial Finance	3	
ACCO 504	Accounting for Decision Making	3	
ECON 505	Business Economics	3	
QUME 507	Quantitative Methods and Statistics for Business	3	
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
MAMC 552	Operations Management	3	ADMI 500 AND QUME 507
MAMC 553	Enterprise Resources Planning	3	
MAMC 554	Supply Chain Design and Management	3	MAMC 552
MAMC 561	Logistics Management and Strategy	3	MAMC 552 AND MAMC 553
MAMC 562	International Logistics and Global Supply Chain Management	3	MAMC 554 AND MAMC 561
TOTAL		15	
Elective Courses (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
MAMC 551	Project Management	3	
ADMI 506	Business Ethics	3	
MARK 552	CRM: Trust and Loyalty Management	3	ALL CORE COURSES
ADMI 595	Knowledge Integration in Business	3	30 CREDITS OR MORE
TOTAL		3	
Capstone Course			
Course	Title	Credits	Prerequisites
MANA 742	Simulation	3	30 CREDITS OR MORE
TOTAL		3	
TOTAL CREDITS		42	

Notes:

1. ACCO 500 Financial Accounting is required for those students who do not have a minimum of six (6) college-level credits in financial accounting from an accredited school. Successful completion of ACCO 500 (or verification of six (6) college-level credits in financial accounting) is a prerequisite required before entering any ACCO or FINA course. Students who do not have six (6) college-level credits in financial accounting are required to successfully complete ACCO 500.
2. Graduation GPA: 3.00

Master of Public Administration with specialization in Public and Non-Profit Management

Credits: 36

(This program is not admitting new students.)

Program Description

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

Program Outcomes

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

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Public Administration with specialization in Public and Non-Profit Management

36 credits

(This program is not admitting new students.)

Core / Professional Courses			
Course	Title	Credits	Prerequisites
PUAG 502	Public and Nonprofit Organizations: Management and Leadership	3	
PUAG 625	Human Resources and Labor Relations Administration in Public Sector and Nonprofit Programs	3	
PUAG 512	Public and Nonprofit Accounting and Finance	3	
PUAG 524	Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3	
PUAG 640	Development and Management of E-Government Projects	3	
PUAG 515	Research Methods Applied to Public Affairs	3	
PUAG 535	Strategic Management and Public Policy	3	
TOTAL		21	
Elective Courses (Select four courses – 12 credits)			
Course	Title	Credits	Prerequisites
PUAG 630	Development and Management of Strategic Alliances with Nonprofit Organizations	3	
PUAG 605	Topics and Cases in Urban Policy and Planning	3	
PUAG 604	Urban Affairs and Public Policy	3	
PUAG 608	Community Organizations and Public Policy	3	
PUAG 615	Development of Financial Proposals for Public Sector	3	
PUAG 626	Special Topics	3	
PUAG 632	Legislative Process	3	
TOTAL		12	
Capstone Course			
Course	Title	Credits	Prerequisites
PUAG 665	Capstone Course	3	9 CREDITS OF SPECIALIZATION
TOTAL		3	
TOTAL CREDITS		36	

Notes:

1. Graduation GPA: 3.00

Doctor of Business Administration with specialization in Information System Management

Credits: 60

Program Description

The doctoral program in Information Systems Management is designed to provide a theoretical basis used to improve the knowledge of management information systems. This specialization allows students to concentrate on the meaning of information systems in various management scenarios. The program encourages theoretical and applied research, which results in the improvement of services in computers and information systems company. The program is designed to prepare students for careers in performance management, teaching and research, involving the design, analysis, implementation and operation of computerized information systems associated with economic and organizational issues.

Program Outcomes

1. Communicate effectively, in writing and orally, with diverse audiences about practices, solutions, and perspectives related to field of business and information systems.
2. Construct socially responsible and ethical business strategies and solutions based on statistical and empirical information.
3. Conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action to ensure quality and best practices in the workplace.
4. Apply theoretical knowledge, concepts, and professional skills in develop business methods and models, processes, and procedures of the organization management withing the tools and resources available in the network infrastructures, integrating data networks, decision support services and other relevant component related to profession and management of information system.
5. Apply knowledge, technical skills and create innovation in within the IT field in organization, through the Information Systems Service Management, software engineering, and audit functions.
6. Analyze and evaluate the impact on the organization's effectiveness in the global market, throughout the implementation and executing of good practices using the IT's resources and tools in organizations.
7. Demonstrate management skills, behavioral ethic and the leadership abilities needed to guide the organization through the planning, strategic decision-making, implementation processes and the development of new policies and procedures.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

**Doctor of Business Administration with specialization in Information System
Management**
60 credits

Core Courses			
Course	Title	Credits	Prerequisites
MANA 754	Business Research Methods	3	
MARK 800	Marketing Theory	3	
MAIS 835	IT Policy & Strategy	3	
MANA 762	Management Science	3	
MANA 750	Advanced Statistical Methods	3	
MANA 800	Business Data Analysis	3	MANA 750
TOTAL		18	
Specialization Required			
Course	Title	Credits	Prerequisites
MAIS 810	Information Systems Modeling	3	
MAIS 815	Telecommunications Management	3	
MAIS 820	Decision Support Systems	3	
MAIS 825	Information Security Management	3	
MAIS 830	Web-Based Information Architectures	3	
MAIS 827	Data Warehousing Management	3	
TOTAL		18	
Specialization Elective Courses (Select four courses - 12 Credits)			
Course	Title	Credits	Prerequisites
MANA 808	Business Consulting	3	
MAIS 842	Web Services	3	
MAIS 847	Special Topics in Information Security	3	
MAIS 852	Multimedia Systems	3	
MAIS 858	Data Mining	3	
TOTAL		12	
Comprehensive Test			
TEST 800	Comprehensive Test	0	
Research Courses			
RESM 862*	Seminar in Information Systems I	3	Comprehensive Test
RESM 864*	Seminar in Information Systems II	3	RESM 862
RESM 872**	Dissertation I	3	RESM 864 and Advisor Approval
RESM 874**	Dissertation II	3	RESM 872
TOTAL		12	
Optional Courses			
RESM 873**	Continuation Dissertation I	3	
RESM 875**	Continuation Dissertation II	3	
TOTAL CREDITS		60	

Notes:

1. A passing score on the Comprehensive Test is required prior to enrolling to RESM 862.
2. This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
3. *Enrollment in the research seminars that require advisor approval.
4. **Dissertation courses are one semester courses.
5. *** RESM 873 and RESM 875 are optional courses for those students requiring more time for the dissertation.
6. Graduation GPA: 3.00

Doctor of Business Administration with specialization in Management

Credits: 60

Program Description

The doctoral program in Management is designed to provide a theoretical basis applied to enhance managerial decision making. The program encourages theoretical and applied research on the fundamental aspects of business management. It is designed to prepare students for careers in performance management, teaching and research and consulting. It encourages research and publication of articles focused on solving organizational problems. The student has the opportunity to be exposed to a variety of international management models allowing them an overview of management.

Program Outcomes

1. Employ core management competencies in high-level visioning: planning, organizing, leading, controlling, teamwork, and informed decision-making.
2. Equip leaders to effectively oversee and manage day-to-day operations.
3. Collaborate with key stakeholders, i.e., board of directors, and senior leadership for visioning and strategic planning.
4. Monitor business-based research trends and market conditions to make informed business decisions.
5. Complete a dissertation to contribute to the body of knowledge as part of the research community for its application in the global business environment.
6. Apply legal, ethical, cultural, and economic standards of business within a global environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Doctor of Business Administration with specialization in Management

60 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
MANA 754	Business Research Methods	3	
MARK 800	Marketing Theory	3	
MAIS 835	IT Policy & Strategy	3	
MANA 762	Management Science	3	
MANA 750	Advanced Statistical Methods	3	
MANA 800	Business Data Analysis	3	MANA 750
TOTAL		18	
Specialization Courses			
Course	Title	Credits	Prerequisites
MANA 801	Knowledge Management	3	
MANA 802	Corporate Finance	3	
MANA 803	Microeconomic Business Studies	3	
MANA 804	Strategic Management	3	
MANA 806	Organizational Design	3	
ENTR 842	Entrepreneurship Management	3	
TOTAL		18	
Specialization Elective Courses (Select four courses – 12 credits)			
Course	Title	Credits	Prerequisites
INBU 764	International Business Management	3	
MANA 808	Business Consulting	3	
MANA 820	Management of Innovations and Technology	3	
MANA 822	Project Management in Business	3	
MANA 830	Advanced Human Resources Management	3	
MANA 832	Training & Human Resources Management	3	
MANA 840	Service Management	3	
TOTAL		12	
Comprehensive Test			
TEST 800	Comprehensive Test	0	
Research Courses			
Course	Title	Credits	Prerequisites
RESM 862*	Seminar in Management I	3	Comprehensive Test
RESM 864*	Seminar in Management II	3	RESM 862
RESM 872**	Dissertation I	3	RESM 864 and Advisor Approval
RESM 874**	Dissertation II	3	RESM 872
TOTAL		12	
Optional Courses			
RESM 873***	Continuation Dissertation I	3	
RESM 875***	Continuation Dissertation II	3	
TOTAL CREDITS		60	

Notes:

1. A passing score on the Comprehensive Test is required prior to enrolling in RESM 862.
2. This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
3. *Enrollment in the research seminars require advisor approval.
4. **Dissertation courses are one semester courses.
5. *** RESM 873 and RESM 875 are optional courses for those students requiring more time for the dissertation.
6. Graduation GPA: 3.00

Health Sciences

Academic Programs

- Diploma in Massage Therapy
- Diploma in Medical Assistant
- Diploma in Medical Billing and Coding
- Diploma in Pharmacy Technician
- Diploma in Phlebotomy Technician
- Associate of Applied Science in Pharmacy Technician
- Associate of Science in Nursing
- Associate of Science in Office Systems with Medical Billing
- Bachelor of Science in Community Health **(This program is not admitting new students.)**
- Bachelor of Science in Health Services Management
- Bachelor of Science in Nursing
- Bachelor of Science in Nursing (RN to BSN)
- Master of Healthcare Administration with specialization in Health Services Management and Evaluation
- Master of Management with specialization in Health Services Management **(This program is not admitting new students.)**
- Master of Science in Nursing with a Role in Administration
- Master of Science in Nursing in Family Nurse Practitioner
- Master of Science with specialization in Nutrition Sciences **(This program is not admitting new students.)**
- Doctor of Nursing Practice

Notes:

1. The language of instruction and program delivery modality are subject to availability.
2. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Nursing Candidacy Statements

South Florida Campus

The Associate, Master's (FNP), and Doctorate nursing programs at Ana G. Méndez University at the South Florida Campus located in Miami Lakes, Florida, are accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate, Master's, and Doctorate nursing programs is initial accreditation. View the public information disclosed by the ACEN regarding these programs on <https://www.acenursing.org/search-programs?status=Accredited>

Tampa Bay Campus

The Associate and Master's (FNP) nursing programs at Ana G. Méndez University at the Tampa Bay Campus located in Tampa, Florida, are accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate and Master's nursing programs is initial accreditation. View the public information disclosed by the ACEN regarding these programs on <https://www.acenursing.org/search-programs?status=Accredited>.

Metro Orlando Campus

Effective May 15, 2024, the Associate and Clinical Doctorate nursing programs at Ana G. Méndez University Metro Orlando Campus located in Orlando, FL is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on May 15, 2026.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

View the public information disclosed by the ACEN regarding this candidate program on the ACEN's website. <https://www.acenursing.org/search-programs?status=Candidate>

Diploma in Massage Therapy

Credits: 36

Program Description

The Massage Therapy program is designed to prepare the student to appropriately evaluate and document the client's condition and information. Identify the different therapeutic massage treatments indicated according to the condition presented by the client and / or the special population to which they belong to offer quality and excellence services. In addition to improve general wellness through touch and professional handling of patients, applying manipulation techniques, such as compression, energy touch and friction. The student will manage different types of massage techniques such as aesthetic-spa, medical-spa, energy-holistic, sports, clinical chair massage, among others allied modalities in Massage Therapy.

Program Outcomes

1. Apply effective communication techniques for health care professionals in both written and oral formats.
2. Demonstrate an understanding of human anatomy and physiology, kinesiology and pathology as related to the practice of massage therapy.
3. Exhibit an understanding of the principles of the theories of therapeutic massage and demonstrate the proper techniques of massage manipulations.
4. Practice the recommended safety, hygiene and health practices for the massage therapist.
5. Employ the use hydrotherapy and other allied modalities in use related to massage therapy.
6. Implement knowledge of ethical practice standards and the statutes and rules of the National Certification Board of Therapeutic Massage and Bodyworks (BCETMB), as well as basic business practices and standards.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Massage Therapy

36 credits

Course	Title	Credits	Prerequisites
BIOT 106	Anatomy and Physiology	4	
ENMA 101	Introduction to Business Development	3	
THMC 100	Massage Introduction	3	Co-Requisites: BIOT 106
THMC 105	Clinical Pathology	3	THMC 113, THMC 103
THMC 103	Essential Sciences for Massage Therapists	2	BIOT 106, Co-Requisites: THMC 113
THMC 102	Massage Therapy I	3	BIOT 106, THMC 113, THMC 103
THMC 108	Massage Therapy II	3	THMC 102
THMC 115	Massage to Special Populations	3	Co-requisite: THMC 108
THMC 113	Structural Kinesiology	3	BIOT 106, Co-Requisites: THMC 103
THMC 110	Allied Modalities in Massage Therapy	5	BIOT 106, THMC 113, THMC 103
THMC 116	Clinical Therapeutic Massage Seminar	2	All courses; Co-requisites: THMC 117
THMC 117	Clinical Practice	2	All courses; Co-requisites: THMC 116
Total Credits		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
4. Students must comply with professional board licensing state and/or national certification requirements, including an exam, a background screening, and/or a drug test to obtain a license and practice the profession.
5. Graduation GPA: 2.0

Diploma in Medical Assistant

Credits: 36

Program Description

This program is designed to provide students with the knowledge and necessary skills, administrative and clinical, to assist doctors in daily routine with the patients and be a connection between doctor and patient. Prepare the student with the knowledge to provide medical office administrative services and perform clinical duties, including patient intake and care. Includes instruction in basic anatomy, medical terminology and medical office procedures, examination testing and treatment procedures.

Program Outcomes

1. Manage and care for patients as individuals, recognizing and attending to their needs and demonstrating professional characteristics.
2. Perform a variety of clinical procedures in conjunction with and under the order of other clinical staff.
3. Execute administrative duties within the medical practice or other health care setting.
4. Demonstrate fluency with medical terminology in clinical and business settings.
5. Apply ethical, legal, and regulatory knowledge in all settings.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Medical Assistant

36 credits

Course	Title	Credits	Prerequisites
ENGL 103 or SPAN 103	Introduction to English Language - Intermediate or Introduction to Spanish Language - Intermediate	3	
MATH 112ON	College Algebra	3	
COIS 101	Introduction to Computers	3	
HEST 100	Health, Safety and Medical Law and Ethics	3	
HEST 101	Medical Terminology	3	
BIOT 106	Anatomy and Physiology	4	
MEDA 201	Clinical Laboratory Procedures	4	BIOT 106, HEST 101
MEDA 202	Examining Room Procedures	4	BIOT 106, HEST 100, HEST 101 Co-req. MEDA 203
MEDA 203	Fundamentals of Pharmacology	3	Co-req. MEDA 202
MEDA 204	Medical Office Management	3	MEDA 201, MEDA 202, MEDA 203
MEDA 205	Medical Assistant Externship	3	All courses
Total Credits		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
4. Students must comply with professional board licensing state and/or national certification requirements, including an exam, a background screening, and/or a drug test to obtain a license and practice the profession.
5. Graduation GPA: 2.00

Diploma in Medical Billing and Coding

Credits: 36

Program Description

The Medical Billing and Coding program is designed to introduce students to the diversity of health care. Students in this program will learn about privacy, confidentiality, electronic medical records, quality management, medical coding and billing. Students will work in a variety of health care settings and be able to perform coding, billing and medical record maintenance.

Program Outcomes

1. Interact effectively and professionally in oral and written communications.
2. Demonstrate positive interpersonal interactions and model professional and ethical behaviors as a part of the health care team.
3. Utilize technology proficiently for administrative tasks in the health care environment, such as patient and practice financial systems, electronic health records, and general office technology.
4. Apply knowledge of medical billing and reimbursement tasks, medical coding criteria, and medical transcription pertinent to the physician practice
5. Exhibit respect openness for diverse perspectives found in the health care industry and demonstrate understanding of cultural differences in both patients and colleagues.
6. Demonstrate fluency with medical terminology in clinical and business settings.
7. Apply ethical, legal, and regulatory knowledge in all settings.

Diploma in Medical Billing and Coding

36 credits

Course	Title	Credits	Prerequisites
ENGL 103 or SPAN 103	Introduction to English Language - Intermediate or Introduction to Spanish Language - Intermediate	3	
MATH 112ON	College Algebra	3	
OFAD 141	Keyboarding Skills	3	COIS 101
COIS 101	Introduction to Computers	3	
HEST 101	Medical Terminology	3	BIOT 106
MIBC 102	Medical Billing Services	3	MATH 112ON
MIBC 106	Reconciliation and Auditing	3	MIBC 102, MIBC 107
HEST 100	Health, Safety and Medical Law and Ethics	3	
MIBC 103	Clinical and Professional Coding	4	MIBC 102, MIBC 107
BIOT 106	Anatomy and Physiology	4	
MIBC 105	Billing and Electronic Records	4	All Courses
Total Credits		36	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
4. Students must comply with professional board licensing state and/or national certification requirements, including an exam, a background screening, and/or a drug test to obtain a license and practice the profession.
5. Graduation GPA: 2.00

Diploma in Pharmacy Technician

Credits: 40

Program Description

The Non-Degree Program in Pharmacy Technician enables the student to assist the pharmacist in the dispatch of medication and become a valuable asset of a team. The program aspires to develop and prepare the student with the knowledge and skills to perform at a high level of competence. The student will be able to perform in various pharmacy environments such as retail, hospital, specialty, infusion, compounding, or home healthcare settings.

Program Outcomes

1. Accurately implement physician orders by preparing, labeling and packaging medications while working under the supervision of a licensed pharmacist.
2. Demonstrate proficiency in assisting pharmacists in preparing, storing, and distributing medication products appropriate to a variety of pharmacy settings.
3. Perform accurate pharmacy calculations and proficiently apply computer skills, record keeping and billing in adherence to applicable industry regulations.
4. Apply verbal, nonverbal, and written communication principles and skills effectively and compassionately within a team setting within the pharmacy environment.
5. Uphold legal and ethical standards and adhere to principles of patient confidentiality within the health care and community environment as defined by HIPAA and appropriate state law and regulation.
6. Distinguish the anatomy and physiology of the different systems and prescriptions to treat common conditions.
7. Maintain industry standards of quality control and safety principles in the workplace.
8. Demonstrate professionalism through acceptable attitude, organization and time management skills, and attire.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Pharmacy Technician

40 credits

Course	Title	Credits	Prerequisites
ENGL 103 or SPAN 103	Introduction to English Language - Intermediate or Introduction to Spanish Language - Intermediate	3	
MATH 112ON	College Algebra	3	
HEST 100	Health, Safety and Medical Law and Ethics	3	
BIOT 106	Anatomy and Physiology	4	
PHAT 100	Introduction to Pharmacy	3	
PHAT 115	Pharmaceutical Calculations	3	MATH 112ON
PHAT 120	Pharmacotherapy	3	BIOT 106
PHAT 125	Administration and Pharmacy Law	3	PHAT 100
PHAT 130L	Pharmacy Sterile and Non-Sterile Compounding Laboratory	3	PHAT 115, PHAT 135
PHAT 135	Posology	3	Co-Reqs: PHAT 115
PHAT 148	Introduction to Pharmacy Practice	3	All previous courses Concurrent with PHAT 150
PHAT 150	Externship I	3	All previous courses Concurrent with PHAT 148
PHAT 151	Externship II	3	PHAT 148, PHAT 150
Total Credits		40	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
4. Students must comply with professional board licensing state and/or national certification requirements, including an exam, a background screening, and/or a drug test to obtain a license and practice the profession.
5. Graduation GPA: 2.00

Diploma in Phlebotomy Technician

Credits: 30

Program Description

The Phlebotomy Technician diploma prepares the student, under the supervision of physicians and other health care professionals, to draw blood samples from patients using a variety of intrusive procedures. Includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture techniques, venipuncture, venous specimen collection and handling, safety and sanitation procedures, and applicable standards and regulations. Also, includes instruction in medical ethics, medical terminology anatomy and physiology, EKG and professional conduct in a health care setting.

Program Outcomes

1. Demonstrate safe and effective use of equipment and supplies used for blood collection, specimen transport, and ECG.
2. Demonstrate proficiency in all areas of phlebotomy related to pre-analytical processes of laboratory testing, skill with ECGs, recognizing and adhering to infection control, and safety policies and procedures in health care.
3. Apply verbal, nonverbal, and written communication principles and skills effectively and compassionately within a team setting.
4. Uphold legal and ethical standards and adhere to principles of patient confidentiality within the health care and community environment as defined by HIPAA and appropriate state law and regulation.
5. Maintain industry standards of quality control and safety principles in the workplace.
6. Demonstrate professionalism through acceptable attitude, organization and time management skills, and attire.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Phlebotomy Technician

30 credits

Course	Title	Credits	Prerequisites
MATH 112ON	College Algebra	3	
COIS 101	Introduction to Computers	3	
BIOT 106	Anatomy and Physiology	4	
HEST 100	Health, Safety and Medical Law and Ethics	3	
HEST 101	Medical Terminology	3	
PCTC 102	Clinical Laboratory Phlebotomy Procedures with EKG	3	BIOT 106, HEST 100, MATH 112ON
PHLE 100	Blood-Borne Pathogens	2	BIOT 106, HEST 101
PHLE 101	Collection Equipment and Specimen Transportation Procedures	3	BIOT 106, PHLE 100, MATH 112ON
PHLE 102	Communication and Interview Techniques in Health Care Settings	3	
PHLE 103	Phlebotomy Capstone	3	All courses
Total Credits		30	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
4. Students must comply with professional board licensing state and/or national certification requirements, including an exam, a background screening, and/or a drug test to obtain a license and practice the profession.
5. Graduation GPA: 2.00

Associate of Applied Science in Pharmacy Technician

Credits: 64

Program Description

The Program of Associate Applied Science (AAS) in Pharmacy Technician aspires to develop students with the knowledge and skills to perform as an important component of the teamwork of a pharmacy. The students will have the opportunity to acquire knowledge through didactic courses directed to know the most important aspects of this field. The program will also provide the opportunity to develop the techniques and skills that will enable the student to work with a high level of competence. The Pharmacy Technician is the professional that helps the Pharmacist to dispatch medication prescribed by the doctor, under the supervision of the authorized Pharmacist. The auxiliary is qualified to work in the hospital pharmacy, community pharmacy, as well as any other licensed distributor of pharmaceutical products. The dispatch of meds implies a series of activities in sequence that consists among others in taking care of the patient; receive and interpret the received prescription; select the product; as well as the appropriate delivery package; to verify dose; to prepare simple solutions, ointments and other pharmaceutical preparations; to carry out suitable labeling using computerized systems and computation of prices.

Program Outcomes

1. Accurately implement physician orders by preparing, labeling and packaging medications while working under the supervision of a licensed pharmacist.
2. Demonstrate proficiency in assisting pharmacists in preparing, storing, and distributing medication products appropriate to a variety of pharmacy settings.
3. Perform accurate pharmacy calculations and proficiently apply computer skills, record keeping and billing in adherence to applicable industry regulations.
4. Apply verbal, nonverbal, and written communication principles and skills effectively and compassionately within a team setting.
5. Uphold legal and ethical standards and adhere to principles of patient confidentiality within the health care and community environment as defined by HIPAA and appropriate state law and regulation.
6. Distinguish the anatomy and physiology of the different systems and prescriptions to treat common conditions.
7. Maintain industry standards of quality control and safety principles in the workplace.
8. Demonstrate professionalism through acceptable attitude, organization and time management skills, and attire.
9. Students will also be prepared for the national pharmacy technician certification exam as well as licensure required by state of Florida regulations.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Applied Science in Pharmacy Technician

64 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar for University Life	3	
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 1 GE* or SPAN 115	Pick one (1) of the Approved General Education Electives OR Reading, Writing and Oral Communication in Spanish I	4	
MATH 120	Introduction to Algebra	3	
ENGL 151 or ENGL 115	English Composition I or English Reading and Writing I	4	
	Total	11	
Major Courses			
Course	Title	Credits	Prerequisites
PHAR 210	Pharmaceutical Calculations I	3	MATH 120
PHAR 211	Pharmaceutical Calculations II	3	PHAR 210, PHAR 212
PHAR 212	Pharmacy Administration	3	
PHAR 226	Pharmacotherapy for Pharmacy Technicians I	3	PHAR 210, PHAR 212
PHAR 227	Pharmacotherapy for Pharmacy Technicians II	3	PHAR 211, PHAR 226
PHAR 228	Pharmacotherapy for Pharmacy Technicians III	3	PHAR 227
PHAR 230	Pharmaceutical Technology I	3	PHAR 212, PHAR 228 Concurrent with PHAR 230L
PHAR 230L	Laboratory of Pharmaceutical Technology I	3	PHAR 212, PHAR 228 Concurrent with PHAR 230
PHAR 231	Pharmaceutical Technology II	3	PHAR 230, Concurrent with PHAR 231L
PHAR 231L	Laboratory of Pharmaceutical Technology II	3	PHAR 230, Concurrent with PHAR 231
PHAR 233	Posology	3	PHAR 211, PHAR 212
PHAR 250	Hospital Pharmacy	2	PHAR 210, PHAR 212
PHAR 251	Prescription Dispensing and Pharmaceutical Specialties I	3	PHAR 210, PHAR 211, PHAR 212, PHAR 226, PHAR 227, PHAR 228, PHAR 230, PHAR 230L, PHAR 231, PHAR 231L, PHAR 233, PHAR 250
PHAR 252	Prescription Dispensing and Pharmaceutical Specialties II	3	PHAR 210, PHAR 211, PHAR 212, PHAR 226, PHAR 227, PHAR 228, PHAR 230, PHAR 230L, PHAR 231, PHAR 231L, PHAR 233, PHAR 250, PHAR 251
PHAR 255	Pharmaceutical Legislation	3	PHAR 212
PHAR 256	Supervised Practice in Pharmacy I**	2	PHAR 210, PHAR 211, PHAR 212, PHAR 226, PHAR 227, PHAR 228, PHAR 230, PHAR 230L, PHAR 231, PHAR 231L, PHAR 233, PHAR 250, PHAR 251, PHAR 252 Concurrent with PHAR 258
PHAR 257	Supervised Practice in Pharmacy II**	2	PHAR 256
PHAR 258	Practicum Seminar	2	PHAR 210, PHAR 211, PHAR 212, PHAR 226, PHAR 227, PHAR 228, PHAR 230, PHAR 230L, PHAR 231, PHAR 231L, PHAR 233, PHAR 250, PHAR 251, PHAR 252 Concurrent with PHAR 256
	Total	50	
	Total Credits	64	

Approved General Education Electives*

Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. This program may be offered in English or Bilingual mode (English-Spanish), according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. All courses must be passed with a grade of C or better. Failure to meet this requirement will require you to retake the course of the class, and students will be unable to progress in the course sequence.
5. ** The term before enrolling in this course, the student shall receive academic counseling from the facilitator in charge of the field experience process to identify a pharmacy to complete the field experience.
6. Graduation GPA: 2.00

Associate of Science in Nursing

67 credits

Specific Program Admission Requirements

1. Students must first meet all admission requirements of Ana G. Méndez University.
2. Hold a high school diploma or an equivalent.
3. Submit an official high school transcript with the application for admission.
4. Minimum GPA of 2.25
5. Interview

Program Description

The Associate of Science in Nursing degree prepares the students to meet the requirements for the NCLEX-RN examination by the National Council of State Board of Nursing (NCSBN) and meets the standards of the Florida Board of Nursing. This program's mission is to contribute to the health and quality of life of a multicultural society, through academic excellence and offerings that meet the needs of society in general, thus expanding students' personal, professional, ethical, and social growth. Its commitment is to excellence in education, integration of technology, development of specific skills, and the use of information systems and teamwork, through an interdisciplinary health teamwork approach. It promotes the development of the teaching-learning process through critical thinking, clinical judgement, decision making, problem-solving, and collaborative teamwork. These skills are within the context of the ethical-legal aspects of professional relations, and the value of life, health, and dignity of the whole person. The curriculum consists of 67 credits and 510 hours of hands-on laboratory, clinical and simulation hours.

End-of-Program-Learning Outcomes

1. Apply the Nursing Process in the Care of Clients.
2. Promote a Safe and Effective Care Environment.
3. Collaborate in the promotion and maintenance of client health, in inter-disciplinary teams, while maintaining civility and professionalism.
4. Provide holistic nursing care that supports the emotional, mental, and social well-being of the client while demonstrating cultural sensitivity.
5. Use evidence-based practice to manage physiological integrity of the client across the lifespan.
6. Use healthcare technology to promote client health and healing.
7. Prioritize client care using clinical reasoning and decision-making skills.
8. Demonstrate ethical behavior.

Programmatic Academic Achievement Requirements

1. Students must maintain a cumulative GPA of 2.00.
2. Graduation GPA: 2.00

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Science in Nursing

67 credits

FYNE 100*	First Year Nursing Experience	3	*FYNE 100 must be taken in the second semester of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 150	English Composition I	3	
MATH 112ON	College Algebra	3	
PSYC 206	Human Growth and Development	3	
BIOL 116	Anatomy and Physiology I	3	Co-req. BIOL 116L
BIOL 116L	Anatomy and Physiology I Lab	1	Co-req. BIOL 116
BIOL 117	Anatomy and Physiology II	3	BIOL 116, BIOL 116L, Co-req. BIOL 117L
BIOL 117L	Anatomy and Physiology II Lab	1	BIOL 116, BIOL 116L, Co-req. BIOL 117
TOTAL		17	
Health Sciences Course			
HESC 107	Medical Terminology for Nursing	2	
TOTAL		2	
Major Courses			
Course	Title	Credits	Prerequisites
NRSE 100	Pathophysiology	3	FYNE 100 Co-req NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L
NRSE 109	Nutrition Essentials for Nursing Practice	3	
NRSE 201	Nursing Fundamentals	3	BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201L, NRSE 201C, NRSE 100, NRSE 220, NRSE 220L-
NRSE 201L	Nursing Fundamentals Laboratory	1	BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201, NRSE 201C, NRSE 100, NRSE 220, NRSE 220L-
NRSE 201C	Nursing Fundamentals Clinical	1	BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201L, NRSE 201-, NRSE 100, NRSE 220, NRSE 220L
NRSE 204	Pharmacology	3	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 204L
NRSE 204L	Pharmacology Laboratory	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 204
NRSE 220	Health and Physical Assessment	2	BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 220L, NRSE 100, NRSE 201, NRSE 201C, NRSE 201L-
NRSE 220L	Health and Physical Assessment Laboratory	1	BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 220
NRSE 225	Mental Health Nursing	3	NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 225C
NRSE 225C	Mental Health Nursing Clinical	1	NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 225
NRSE 230	Medical Surgical Nursing I	4	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 204, NRSE 204L, NRSE 230L, NRSE 230C

NRSE 230L	Medical Surgical Nursing I Laboratory	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 204, NRSE 204L. NRSE 230, NRSE 230C
NRSE 230C	Medical Surgical Nursing I Clinical	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 204, NRSE 204L. NRSE 230L, NRSE 230
NRSE 240	Medical Surgical Nursing II	3	NRSE 220, NRSE 220L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 240L, NRSE 240C
NRSE 240L	Medical Surgical Nursing II Laboratory	1	NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 240, NRSE 240C
NRSE 240C	Medical Surgical Nursing II Clinical	1	NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 240, NRSE 240L
NRSE 250	Maternal and Child Nursing	2	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 250C
NRSE 250C	Maternal and Child Nursing Clinical	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 250
NRSE 255	Nursing Care of Children and Adolescents	2	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 255C
NRSE 255C	Nursing Care of Children and Adolescents Clinical	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100 Co-req. NRSE 255
NRSE 260	Nursing Knowledge Integration	1	Must be taken in the final term. Prerequisite: All previous NRSE courses, except NRSE 290, NRSE 290C.
NRSE 290	Nursing Capstone Leadership Seminar	3	Must be taken in the final term. Prerequisite All previous NRSE courses. Co-Requisite NRSE 290C
NRSE 290C	Nursing Capstone Leadership Clinical	2	Must be taken in the final term. Prerequisite All previous NRSE courses. Co-Requisite NRSE 290
TOTAL		45	
TOTAL CREDITS		67	

Notes:

1. The ADN program has 67 credits and leads to an Associate of Science in Nursing degree. This program is approved by the Florida Board of Nursing.
2. To be eligible for licensure as a Registered Nurse, graduates must successfully pass the National Council Licensure Examination (NCLEX-RN). Students in the ADN program are required to participate in clinical rotations in external health care facilities. Before placement in a clinical rotation, all students must submit to a criminal background check and drug testing and be in compliance with School of Nursing background check and drug testing policies. Clinical sites may have their own policies to which students must also comply.
3. The HESI Admission Assessment is administered in FYNE 100. Students have two attempts to pass the exam. Students who do not achieve the minimum score of 75% may not progress to any NRSE course other than NRSE 109.
4. Graduation GPA: 2.0

Associate of Science in Office Systems with Medical Billing

Credits: 64

Program Description

The Associate Degree in Office Systems with Medical Billing will enable students to acquire the knowledge and skills to work in an environment of automated medical office. It will specialize in the use of medical terminology, procedures and medical office management and processes to perform medical billing transactions efficiently.

Program Outcomes

1. Interact effectively and professionally in oral and written communications.
2. Demonstrate positive interpersonal interactions and model professional and ethical behaviors as a part of the health care team.
3. Utilize technology proficiently for administrative tasks in the health care environment, such as patient and practice financial systems, electronic health records, and general office technology.
4. Apply knowledge of health care finance, medical billing and reimbursement, medical coding criteria, and medical transcription pertinent to the outpatient health care setting
5. Exhibit respect and openness for diverse perspectives found in the health care industry and demonstrate understanding of cultural differences in both patients and colleagues.
6. Demonstrate fluency with medical terminology in clinical and business settings.
7. Apply ethical, legal, and regulatory knowledge in all settings.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Science in Office Systems with Medical Billing

64 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar for University Life	3	
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 1 GE* OR SPAN 101 or SPAN 103 or SPAN 105	Pick one (1) of the Approved General Education Electives OR Introduction to Spanish Language – Basic Level or Introduction to Spanish Language – Intermediate Level or Introduction to Spanish Language – Advanced Level	3	
ENGL 150 or ENGL 101 or ENGL 103 or ENGL 105	English Composition I or Introduction to English – Basic Level or Introduction to English – Intermediate Level or Introduction to English – Advanced Level	3	
MATH 112ON	College Algebra	3	
COIS 101	Introduction to Computers	3	
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
	Total	15	
Major Courses			
Course	Title	Credits	Prerequisites
OSMB 101	Accounting for Medical Billing	3	
BIOT 106	Anatomy and Physiology	4	
OSMB 100	Medical Terminology	3	
OSMB 102	Billing	3	OSMB 100
OSMB 103	Coding	3	OSMB 100
OSMB 104	Billing Audit	3	OSMB 102, OSMB 103
OSMB 105	Legal and Administrative Procedures	3	OSMB 102
OSMB 106	Electronic Billing	3	COIS 101, OSMB 102, OSMB 103
OSMB 107	Electronic Medical Records	3	COIS 101, OSMB 102
OSMB 108	Integrated Applications	3	COIS 101
OSMB 109	Introduction to Database Management	3	COIS 101
OSMB 110	Introduction to Office System Technology	3	COIS 101
OSMB 111	Medical Transcription	3	COIS 101
OSMB 113	Coding of Services and Procedures	3	COIS 101, OSMB 100
OSMB 114	Health, Safety, Medical Law and Ethics	3	
	Total	46	
Total Credits		64	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. Students must comply with state and local education certification requirements for the diploma program, as applicable.
4. Additionally, all students are prepared to sit for the Certified Professional Coder and/or Certified Professional Biller certification exams at the end of the program.
5. Graduation GPA: 2.00

Bachelor of Science in Community Health

Credits: 120

(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.

Program Outcomes

Outcomes based on current program.

1. Develop Community Health professionals for successful employment and future graduate studies.
2. Employ a high degree of professionalism as a supporting member of the health interdisciplinary team.
3. Apply practical knowledge in the workplace and are willing to develop skills continuously throughout their health careers.
4. Utilize critical thinking and problem-solving skills to respond to society's demand for human resources with skills in community health.
5. Prepare the student's integral development by providing learning experiences oriented towards developing cognitive, affective, and psychomotor skills, according to the description of the program of study.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Science in Community Health

120 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 for ENGL 251 ENGL 115 for ENGL 116
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116 FOR ENGL 331
HUMA 101	World Cultures I	3	
HUMA 102	World Cultures II	3	HUMA 101
MATH 111	Intermediate Algebra I	3	
PSYC 123	General Psychology (Compendium)	3	SOSC 112
SOSC 111	Individual, Community, Government, and Social Responsibility I	3	
SOSC 112	Individual, Community, Government, and Social Responsibility II	3	SOSC 111
PICK 1 GE* OR SPAN 115	Pick one (1) Approved General Education Elective OR Reading, Writing, and Oral Communication in Spanish I	4	
PICK 1 GE* OR SPAN 116	Pick one (1) Approved General Education Elective OR Reading, Writing, and Oral Communication in Spanish II	4	SPAN 115 FOR SPAN 116
ENGL 341 OR SPAN 255	Research and Writing OR Spanish for Writing and Research	4	ENGL 251 for ENGL 341 SPAN 116 FOR SPAN 255
TOTAL		42	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
BIOL 103	Biology for Health Sciences	3	
BIOL 303	Human Biology I	3	BIOL 103, CONC WITH BIOL 303L
BIOL 303L	Human Biology I Laboratory	1	BIOL 103, CONC WITH BIOL 303
COMP 110	Computers and Software	3	
PSYC 228	Diversity Psychology	3	
TOTAL		13	
Major Courses			
Course	Title	Credits	Prerequisites
HESC 201	Statistics for Health Sciences	3	MATH 111, BIOL 303
COHE 201	Healthcare Systems, Policy and Politics	3	
COHE 202	Health Law and Ethics	3	
COHE 203	Introduction to Public and Community Health	3	COHE 201
COHE 204	Infectious Disease, Epidemiology and Prevention	3	COHE 203, HESC 201
COHE 205	Health Disparities	3	COHE 203, HESC 201
COHE 206	Community Health, Work, Education and Communications	3	COHE 202, COHE 203
COHE 207	Community Health Education	3	COHE 202, COHE 205
COHE 301	Community Health Leadership	3	
COHE 302	Behavioral Health Education	3	COHE 207, PSYC 123
COHE 303	Trauma and Psychological Perspectives	4	COHE 302
COHE 304	Instructional Methods and Culturally Component Community Health Work	3	COHE 207
COHE 305	Assessment, Planning, and Evaluation of Health Programs	3	COHE 304, HESC 201
COHE 306	Human Sexuality and Reproductive Health	4	COHE 204, BIOL 303, PSYC 123
COHE 401	Health Promotion and Disease Prevention I	3	COHE 301, COHE 302, COHE 303, COHE 304, COHE 305, COHE 306

COHE 402	Health Promotion and Disease Prevention II	3	COHE 401
COHE 403	Community Health Research Design	3	
COHE 404	Field Experience Community Health Services	6	COHE 403
COHE 405	Certified Health Education Specialist (CHES) Certification Preparation	3	COHE 403
TOTAL		62	COHE 403
TOTAL CREDITS		120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. Graduation GPA: 2.00

Bachelor of Science in Health Services Management

Credits: 120

Program Description

The Bachelor of Science in Health Services Management prepares the students to perform successfully in primary and intermediate management in health service organizations. What distinguishes these professionals are their knowledge in the field of public health, in the field of management and integration of both fields. In this way, it will ensure the balance between the provision of public health services and an effective administration.

Program Outcomes

This program is focused on business and public health knowledge and is missing much specific health care business acumen. It needs serious revision – inclusion of more health care specific business content and less general business and public health focused courses.

1. Describe nature of healthcare services, including the demographic, social, political, economic, technological, legal, ethical, professional, and historic factors that influence the present and future direction of healthcare.
2. Exhibit appropriate professional behaviors and leadership skills for careers in health care.
3. Apply ethical, legal, and regulatory knowledge in all settings.
4. Monitor trends in public health as well as the traditional health care industry at both the local and national levels to effectively respond in their organization.
5. Utilize basic skills in healthcare financial management, computer literacy, operations analysis, management information systems, statistics, and research methods.
6. Demonstrate fluency with medical terminology in clinical and business settings.
7. Apply knowledge of operations and skill in healthcare organization change, design, performance, strategic planning, marketing, problem-solving, decision-making, and leadership.
8. Use data and evidence-based management practices to improve decision-making and organizational performance to provide the highest quality of patient care and equitable access to services.
9. Apply and evaluate the efficacy of information technology in improving patient care, patient outcomes and creating a safe patient care environment.
10. Provide effective financial management for healthcare organizations.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Science in Health Services Management

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
PICK 1 GE* or SPAN 101 – 102 or SPAN 103 – 104 or SPAN 105 – 106	Pick one (1) Approved General Education Elective or Introduction to Spanish Language – Basic Level Introduction to Spanish Language – Intermediate Level Introduction to Spanish Language – Advanced Level	6	SPAN 101 for SPAN 102 SPAN 103 for SPAN 104 SPAN 105 for SPAN 106
ENGL 150 – 250 or ENGL 101 – 102 or ENGL 103 – 104 or ENGL 105 – 106	English Composition I and II or Introduction to English Language – Basic Level Introduction to English Language – Intermediate Level Introduction to English Language – Advanced Level	6	ENGL 150 for ENGL 250 ENGL 101 for ENGL 102 ENGL 103 for ENGL 104 ENGL 105 for ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101 – 102 or SOSC 103 and PSYC 123	Introduction to Social Science I and II or Introduction to Social Sciences (Compendium) and General Psychology (Compendium)	6	SOSC 101 for SOSC 102 or SOSC 103 for PSYC 123
SCIE 111 – 112	Integrated Science I and II	6	SCIE 111 for SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 or SPAN 215	Research and Writing and Writing and Composition	3	ENGL 250 for ENGL 340 SPAN 102, or SPAN 104 or SPAN 106
COMM 140 or ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 102 or ENGL 104 OR ENGL 106
COMM 240 or ENGL 350	Interpersonal Communication or Conversation English	3	ENGL 102 or ENGL 104 or ENGL 106 and a 200 level English course
HUMA 101 – 102	World Cultures I and II	6	HUMA 101 for HUMA 102
TOTAL		48	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
ACCO 113 – 114	Introduction to Accounting I and II	6	ACCO 113 for ACCO 114
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101-102 or SOSC 103 and PSYC 123
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 213	Human Resources Management	3	MANA 210
MANA 230	Organizational Behavior	3	
PUHE 101	Introduction to Public Health and Health Education	3	
PUHE 201	Introduction to Biostatistics	3	
PUHE 203	Introduction to Epidemiology	3	PUHE 201
PUHE 210	Biological Aspects of Human Diseases	3	PUHE 203, SCIE 111
QUME 250	Quantitative Methods	3	MATH 112
TOTAL		36	
Major Courses			
Course	Title	Credits	Prerequisites
HESM 110	Health Services Management	3	
HESM 210	Health Systems Model	3	
HESM 220	Service Planning and Evaluation of Health Services	3	
HESM 230	Basic Accounting for the Health Industry	3	ACCO 113, HESM 110, QUME 250
HESM 310	Economics of the Health Industry	3	ACCO 113, HESM 110
HESM 320	Basic Finance for the Health Industry	3	
HESM 330	Legal Aspects in the Health Industry	3	HESM 110, MANA 210, PUHE 101
HESM 340	Budgeting for Health Industry	3	
HESM 410	Health Information Systems	3	COIS 101, HESM 110, HESM 230, HESM 310, HESM 320
HESM 420	Special Topics in Health Services	3	HESM 110, HESM 220, HESM 320, HESM 340
HESM 431	Seminar in the Health Services Management	3	30 major courses

TOTAL	33	
TOTAL CREDITS	120	

Approved General Education Electives*			
Course	Title	Credits	Prerequisites
SPAN 110	Elementary Spanish	3	
REIL 101	Research and Information Literacy	3	
BIOL 150	General Biology I	3	
BIOL 151	General Biology II	3	BIOL 150
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIST 273	History of the United States of America	3	

Notes:

1. Graduation GPA: 2.00

Bachelor of Science in Nursing

Credits: 120

Specific Program Admission Requirements

1. Students must first meet all admission requirements of Ana G. Méndez University.
2. Hold a high school diploma or an equivalent.
3. Submit an official high school transcript with the application for admission.
4. Minimum GPA of 2.50
5. Interview

Program Description

The Bachelor of Science in Nursing prepares graduates for the requirements of the NCLEX-RN examination offered by the National Council of State Board of Nursing (NCSBN). The BSN is approved by the Florida Board of Nursing. The curriculum integrates professional standards and competencies from the NLN Outcomes and Competencies for Graduates of Nursing Programs, the American Nurses Association (ANA) Scope and Standards of Practice, QSEN, Florida Board of Nursing Guidelines, and Healthy People 2030. Students will utilize the nursing process in assessment, nursing diagnosis, planning, implementation, and evaluation of persons, families, and communities in diverse health care environments. The development of the teaching-learning process through critical thinking, clinical judgement, decision-making, problem-solving, collaborative teamwork and telehealth is promoted. These skills are within the context of the ethical-legal aspects of professional relations, and the value of life, health, and dignity of the whole person. A concentrated focus on the nurse as a leader to advocate for improved quality care, systemic change, and the unique role nursing contributes to the healthcare system is included. The curriculum consists of 120 credits and 810 combined clinical/simulation hours in medical, surgical, obstetric, pediatric, geriatric, psychiatric/mental health, and critical care nursing experience in appropriate facilities.

End-of-Program Student Learning Outcomes

1. Apply critical thinking to the care of clients, communities and health systems.
2. Integrate an understanding of healthcare organizational systems and leadership to promote health for clients and communities and health systems.
3. Demonstrate application of evidence-based practice to manage physiological integrity of the client across the lifespan.
4. Use healthcare technology to promote client health and healing.
5. Apply knowledge of healthcare and regulatory policies to improve healthcare quality and client outcomes.
6. Communicate effectively and collaboratively within inter-disciplinary teams to promote high quality and safe client care.
7. Provide holistic nursing care that supports the emotional, mental, and social well-being of the client while demonstrating cultural sensitivity.
8. Demonstrate ethical values that promote human dignity, social justice, and client Autonomy.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Programmatic Academic Achievement Requirements

1. Students must maintain a cumulative GPA of 2.0.
2. Graduation GPA: 2.00

Bachelor of Science in Nursing

120 credits

FYNE 100*	Life or First Year Nursing Experience	3	*FYNE 100 must be taken in the second semester of enrollment.
General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 150	English Composition I	3	
ENGL 250	English Composition II	3	ENGL 150
COMM 140	Effective Communication	3	
COMP 110	Computer and Software	3	
BIOL 105	Microbiology	3	Co-req. BIOL 105L
BIOL 105L	Microbiology Lab	1	Co-req. BIOL 105
BIOL 116	Anatomy and Physiology I	3	Co-req. BIOL 116L
BIOL 116L	Anatomy and Physiology I Lab	1	Co-req. BIOL 116
BIOL 117	Anatomy and Physiology II	3	BIOL 116, BIOL 116L Co-req. BIOL 117L
BIOL 117L	Anatomy and Physiology II Lab	1	BIOL 116, BIOL 116L Co-req. BIOL 117
CHEM 224	Fundamentals of General Chemistry	3	MATH 112ON Co-req. CHEM 224L
CHEM 224L	Fundamentals of General Chemistry Lab	1	MATH 112ON Co-req. CHEM 224
HUMA 101	World Cultures I	3	
MATH 112ON	College Algebra	3	
PSYC 206	Human Growth and Development	3	
TOTAL		37	
Health Sciences Courses			
HESC 107	Medical Terminology for Nursing	2	
HESC 360	Applied Statistics for Health Sciences	3	MATH 112ON
HESC 385	Health Sciences Research	3	HESC 360
TOTAL		8	
Major Courses			
Course	Title	Credits	Prerequisites
NRSE 109	Nutrition Essentials for Nursing Practice	3	FYNE 100
NRSE 200	Nursing Informatics	3	
NRSE 201	Nursing Fundamentals	3	BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201L, NRSE 201C
NRSE 201L	Nursing Fundamentals Laboratory	1	BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201, NRSE 201C
NRSE 201C	Nursing Fundamentals Clinical	1	BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 201, NRSE 201L
NRSE 202	Health and Physical Assessment	3	BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 202L
NRSE 202L	Health and Physical Assessment Laboratory	1	BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100 Co-req. NRSE 202
NRSE 203	Medical Surgical Nursing I	4	NRSE 201, NRSE 201L, NRSE 201C, NRSE 202, NRSE 202L, NRSE 205 Co-req. NRSE 203L, NRSE 203C
NRSE 203L	Medical Surgical Nursing I Laboratory	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 202, NRSE 202L, NRSE 205 Co-req. NRSE 203, NRSE 203C
NRSE 203C	Medical Surgical Nursing I Clinical	1	NRSE 201, NRSE 201L, NRSE 201C, NRSE 202, NRSE 202L, NRSE 205 Co-req. NRSE 203L, NRSE 203C
NRSE 204	Pharmacology	3	NRSE 201, NRSE 201L, NRSE 201C, NRSE 202, NRSE 202L, NRSE 205 Co-req. NRSE 204L
NRSE 204L	Pharmacology Laboratory	1	NRSE 201, NRSE 201L, NRSE 201C,

			NRSE 202, NRSE 202L, NRSE 205 Co-req. NRSE 204
NRSE 205	Pathophysiology	3	
NRSE 300	Essentials for Telehealth Nursing	3	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 300L
NRSE 300L	Essentials for Telehealth Nursing Laboratory	1	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 300
NRSE 303	Medical Surgical Nursing II	4	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 303L, NRSE 303C
NRSE 303L	Medical Surgical Nursing II Laboratory	1	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 303, NRSE 303C
NRSE 303C	Medical Surgical Nursing II Clinical	1	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 303, NRSE 303L
NRSE 304	Maternal and Child Nursing	3	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 304C, NRSE 304L
NRSE 304L	Maternal and Child Nursing Laboratory	1	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 304, NRSE 304C
NRSE 304C	Maternal and Child Nursing Clinical	1	NRSE 204, NRSE 204L, NRSE 203, NRSE 203L, NRSE 203C, NRSE 200 Co-req. NRSE 304, NRSE 304L
NRSE 305	Mental Health Nursing	3	NRSE 304, NRSE 304L, NRSE 304C, NRSE 303, NRSE 303L, NRSE 303C, NRSE 300, NRSE 300L Co-req. NRSE 305C, NRSE 305L
NRSE 305L	Mental Health Nursing Laboratory	1	NRSE 304, NRSE 304L, NRSE 304C, NRSE 303, NRSE 303L, NRSE 303C, NRSE 300, NRSE 300L Co-req. NRSE 305, NRSE 305C
NRSE 305C	Mental Health Nursing Clinical	1	NRSE 304, NRSE 304L, NRSE 304C, NRSE 303, NRSE 303L, NRSE 303C, NRSE 300, NRSE 300L Co-req. NRSE 305, NRSE 305L
NRSE 307	Nursing Care of Children and Adolescents	3	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 307C, NRSE 307L
NRSE 307L	Nursing Care of Children and Adolescents Laboratory	1	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 307, NRSE 307C
NRSE 307C	Nursing Care of Children and Adolescents Clinical	1	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 307, NRSE 307L
NRSE 403	Community Health Nursing	3	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 403L, NRSE 403C
NRSE 403L	Community Health Nursing Laboratory	1	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 403, NRSE 403C
NRSE 403C	Community Health Nursing Clinical	1	NRSE 305, NRSE 305L, NRSE 305C, NRSE 416, NRSE 417 Co-req. NRSE 403, NRSE 403L
NRSE 410	Knowledge Integration in Nursing	3	Must be taken in the final term.
NRSE 416	Healthcare Quality and Outcomes	3	NRSE 300, NRSE 300L, NRSE 303, NRSE 303L
NRSE 417	Clinical Prevention and Population Health	3	NRSE 300, NRSE 300L, NRSE 304, NRSE 304L
NRSE 418	Nursing Leadership	3	Must be taken in the final term.
NRSE 420C	Nursing Capstone Clinical	2	Must be taken in the final term.
TOTAL		72	
TOTAL CREDITS		120	

Notes:

1. The BSN program is 120 credits and leads to a Bachelor of Science in Nursing degree. This program is approved by the Florida Board of Nursing.
2. To be eligible to apply for licensure by the Florida Board of Nursing, students must successfully complete the National Council Licensure Examination (NCLEX-RN).
3. Students in the BSN program are required to participate in clinical rotations in external health care facilities. Before placement in a clinical rotation, all students must submit to a criminal background check and drug testing and be in compliance with School of Nursing background check and drug testing policies. Clinical sites may have their own policies to which students must also comply.
4. The HESI Admission Assessment is administered in FYNE 100. Students have two attempts to pass the exam. Students who do not achieve the minimum score of 75% may not progress to any NRSE course other than NRSE 109.
5. Graduation GPA: 2.0

Bachelor of Science in Nursing (RN to BSN)

Credits: 120

Specific Program Admission Requirements

1. Students must provide a conferred Associate of Science in Nursing degree from an Accredited College with a GPA of 2.75 on a scale of 4.0 and the official transcripts.
 - a. Students will receive 60 credits for the Associate of Science in Nursing.
2. Students must provide documentation of an unencumbered Registered Nurse license from the United States (US) and territories. The license must be verified.
3. Students must provide a resume showing at least 2 years of work experience as a Registered Nurse in the US and territories. Students must be interviewed by the School of Nursing Dean or their designated person.
4. Students will receive 30 credits once their RN license is verified.

Program Description

The Bachelor of Science in Nursing (RN to BSN) aims to offer students with an Associate Degree in Nursing the opportunity to meet and obtain the requirements for a bachelor's degree. The courses are distributed between general education, professional core, and major.

End-of-Program Student Learning Outcomes

1. Demonstrate critical thinking and problem-solving skills as applied to client care.
2. Integrate an understanding of healthcare organizational systems and leadership to improve client care.
3. Demonstrate application of evidence-based practice to manage physiological integrity of the client across the lifespan.
4. Use healthcare technology to promote client health and healing.
5. Apply knowledge of healthcare and regulatory policies to improve healthcare quality and client outcomes.
6. Communicate effectively and collaboratively within inter-disciplinary teams to promote high quality and safe client care.
7. Promote health and disease prevention for clients and communities, with sensitivity to individual and cultural influences.
8. Demonstrate professional values that promote human dignity, social justice, and client autonomy.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Science in Nursing (RN to BSN)

120 credits

Required Course			
Course	Title	Credits	
QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language – Intermediate Level Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language- Basic Level Introduction to English Language- Intermediate Level Introduction to English Language- Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
SOSC 101-102 or SOSC 103 and PSYC 123	Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND General Psychology (Compendium)	6	SOSC 101 FOR SOSC 102 OR SOSC 103 FOR PSYC 123
SCIE 111-112	Integrated Science I and II	6	SCIE 111 for SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR SPAN 101-102 OR SPAN 103-104, OR SPAN 105-106 FOR SPAN 215
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 AND A 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 for HUMA 102
TOTAL		48	
Core / Professional Courses (Degree Requirement)			
Course	Title	Credits	Prerequisites
HESM 460	Applied Biostatistics	3	
CHEM 224	Fundamentals of General Chemistry	3	
BIOL 300	Microbiology	3	
TOTAL		9	
Major Courses (Degree Requirements)			
Course	Title	Credits	Prerequisites
HESC 365	Health Sciences Research	3	
NRSE 210	Nursing Informatics	3	
NRSE 402	Management and Leadership Seminar in Nursing	3	HESM 110
NRSE 400	Nursing Role in Family Care and the Community	3	
NRSE 407	Knowledge Integration in Nursing	3	Must be taken in Final Term
NRSE 401	Diversity in the Nursing Profession	3	
NRSE 404	Regulation and Healthcare Policy	3	HESM 110
HESM 110	Health Services Management	3	
NRSE 109	Nutrition Essentials for Nursing Practice	3	
PUHE 101	Introduction to Public Health and Health Education	3	
TOTAL		30	
Transfer Nursing Credits (30 Credits)			

TOTAL	30	
TOTAL CREDITS	120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of the Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Students must have a conferred Associate of Science in Nursing Degree from an accredited College.
2. Students will receive 60 credits for the AS degree.
3. Students will be granted 30 credits if they meet the following conditions:
 - a. Students must submit an unencumbered license from the United States or territories showing an unencumbered license. Licenses will be verified.
 - b. Students must provide a resume showing 2 years of active employment as an RN.
 - c. Students are required to take the 10 Major Courses listed above.
4. Graduation GPA: 2.00

Master of Health Administration with specialization in Health Services Management and Evaluation

Credits: 42

Program Description

The Master of Health Administration with specialization in Health Services Management and Evaluation provides the integrated development of a diverse student population through critical and creative thinking, the construction of knowledge and its application. The graduate of the MHA Program is a professional academically prepared to perform successfully in middle management in health care organizations. What distinguishes this program, and these professionals are their knowledge and holistic vision in the field, management, evaluation of services, quality of service and their ability to make healthy choices in the organization. In this way, it will ensure to maintain the proper balance between the provision of services, the management and the fiscal side.

Program Outcomes

1. Develop strategies and align organizational design to support and achieve an organization's mission and vision.
2. Manage and lead diverse people, teams, and organizations and communicate effectively with diverse stakeholders to build inclusive healthcare institutions.
3. Use data and evidence-based management practices to improve decision-making and organizational performance to provide the highest quality of patient care and equitable access to services.
4. Develop and manage innovative solutions to improve organizational performance and population health.
5. Influence and respond to policies that promote optimal performance of the US healthcare system and healthcare organizations, based on understanding and analysis of the system's history, organization, and financing.
6. Provide effective financial management for healthcare organizations.
7. Manage and behave legally and ethically in a complex, highly regulated healthcare environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Healthcare Administration with specialization in Health Services Management and Evaluation

42 credits

Core Courses			
Course	Title	Credits	Prerequisites
HESM 500	Leadership and Organizational Behavior in Health Services	3	
HESM 510	Strategic Planning in Health Services Organizations	3	
HESM 520	Fundamentals of Accounting and Finance in Health Services	3	
HESM 530	Economy in the Healthcare Market	3	HESM 520
HESM 540	Health Services Information Systems	3	
HESM 550	Research Methods in Health Services Management	3	HEMG 600, HESM 560, HESM 570
HESM 560	Applied Biostatistics	3	
HESM 570	Fundamentals of Epidemiology	3	
TOTAL		24	
Specialization Courses			
Course	Title	Credits	Prerequisites
HEMG 600	Fundamentals in the Evaluation of Health Services	3	
HEMG 610	Legal and Ethical Issues in the Evaluation of Health Services	3	
HEMG 620	Quality Management in Health Services	3	
HEMG 630	Evaluation Models Analysis	3	HEMG 600, HESM 550
HEMG 640	Effective Strategies for the Evaluation of Health Services	3	HEMG 600, HESM 550
HEMG 650	Final Project: Development of an Evaluation Model for Health Services	3	All core and specialization courses and program advisor authorization
TOTAL		18	
TOTAL CREDITS		42	

Notes:

1. Graduation GPA: 3.00

Master of Management with specialization in Health Services Management

Credits: 42

(This program is not admitting new students.)

Program Description

The Master of Management Degree with specialization in Health Service Management aspires to help develop in a diverse student population critical thinking skill, creativity, knowledge development and applied skills in Health Service Management. The graduate from the program will be a professional academically trained with the skills to perform successfully at the middle-level management of health service organizations. The program will distinguish itself by graduating fully bilingual professionals with a holistic view of the health services system. In addition, the program courses will include among other courses in health program evaluation, quality and cost control while developing decision-making skills in the context of a health services delivery. Finally, the student will obtain the ethical and legal knowledge to practice his profession in a highly ethical and legal health services environment.

Program Outcomes

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

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Management with specialization in Health Services Management

42 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
HESM 500-O	Organizational Behavior	3	
HESM 510-O	Strategic Planning in Health Services Organizations	3	
HESM 520-O	Fundamentals of Accounting and Finance in Health Services	3	
HESM 530-O	Economy in the Healthcare Market	3	HESM 520-O
HESM 540-O	Health Services Information Systems	3	
HESM 550-O	Research Methods in Health Services Management	3	HEMG 600-O, HESM 560-O, HESM 570-O
HESM 560-O	Applied Biostatistics	3	
HESM 570-O	Fundamentals of Epidemiology	3	
TOTAL		24	
Specialization Courses			
Course	Title	Credits	Prerequisites
HEMG 600-O	Fundamental in Health Services Evaluation	3	
HEMG 610-O	Legal and Ethical Issues in the Evaluation of Health Services	3	
HEMG 620-O	Quality Management in Health Services	3	
HEMG 630-O	Analysis of Models of Program Evaluation	3	HEMG 600-O, HESM 550-O
HEMG 640-O	Effective Strategies in the Health Services Evaluation	3	HEMG 600-O, HESM 550-O
HEMG 650-O	Final Project: Development of a Health Services Evaluation Model	3	All core and specialization courses and program advisor authorization
TOTAL		18	
TOTAL CREDITS		42	

Notes:

Graduation GPA: 3.00

Master of Science in Nursing in Family Nurse Practitioner

Credits: 51

Specific Program Admission Requirements

Admissions to the Family Nurse Practitioner is holistic including work and life experience as well as academic performance.

1. Bachelor of Science in Nursing from an accredited institution
2. Preferential admissions consideration is given to applicants with a 3.0 or higher.
3. Basic statistics course at the baccalaureate level or higher (3 credits).
4. Active, unencumbered license to practice as a registered nurse in the state of Florida.
5. Current Resume or CV
6. Personal statement
7. Complete an Interview process with the Director of Nursing or their representative.

Program Description

The Family Nurse Practitioner (FNP) track prepares registered nurses for leadership in primary care to families and individuals of all ages. With a focus on delivering high-quality, patient-centered primary care, the program offers both didactic and clinical experiences that prepare nurse practitioners to care for the physical, mental, emotional, social, and spiritual health of patients, families, and communities. This program prepares students to sit for national certification as family nurse practitioners.

End-of-Program Student Learning Outcomes

1. Synthesize theoretical and empirical knowledge from sciences, technology, and nursing, as a basis for nursing scholarship.
2. Develop personal, professional, and leadership skills that support interprofessional practice.
3. Apply evidence-based practice and clinical reasoning to provide individualized, culturally competent patient-centered care.
4. Integrate technology to promote population health.
5. Apply quality and safety strategies to systems to promote health outcomes.

Programmatic Academic Achievement Requirements

1. Students must maintain a cumulative GPA of 3.0.
2. A minimum grade of B is required to pass courses with the NRSE prefix.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science in Nursing in Family Nurse Practitioner

51 credits

Course List			
MSN Core Courses			
Code	Course name	Credits	Pre-requisites
NRSE 501	Policy, Systems Leadership, and Ethics	3	
NRSE 502	Evidence Based Practice	3	
NRSE 515	Health Promotion and Culture	3	
Total		9	
APRN Core Courses			
NRSE 500	Foundations of Advanced Nursing Practice	3	
NRSE 521	Advanced Pathophysiology	4	Co-req NRSE 522
NRSE 522	Advanced Pharmacology	4	Co-req 521
NRSE 523	Advanced Health Assessment & Diagnostic Reasoning	4	NRSE 501, NRSE 521, NRSE 522
Total		15	
Family Nurse Practitioner Specialization Courses			
NRSE 531	Primary Care 1 Theory - Adults	4	NRSE 500, NRSE 501, NRSE 502, NRSE 521, NRSE 522, NRSE 523 Co-req: NRSE 531C
NRSE 531C	Primary Care 1 Clinical	4	NRSE 500, NRSE 501, NRSE 502, NRSE 521, NRSE 522, NRSE 523 Co-req: NRSE 531
NRSE 532	Primary Care 2 - Families	4	NRSE 531, NRSE 531C Co-req NRSE 532C
NRSE 532C	Primary Care 2 Clinical	3	NRSE 531, NRSE 531C Co-req NRSE 532
NRSE 533	Primary Care 3 - Women/Children	4	NRSE 532, NRSE 532C Co-req NRSE 533C
NRSE 533C	Primary Care 3 Clinical	3	NRSE 532, NRSE 532C Co-req NRSE 533
Total		22	
Capstone/Clinical Immersion Courses			
NRSE 590C	APRN Clinical Immersion	5	NRSE 533, NRSE 533C
Program Total		51	

Notes:

1. Students must complete a minimum of 750 supervised direct patient care hours.
2. To obtain an APRN license, graduates must pass a national certification exam. Graduates of the program are eligible to sit for the Family Nurse Practitioner Certification Exam.
3. Graduation GPA: 3.00

Master of Science in Nursing with a Role in Administration

Credits: 39

Specific Program Admission Requirements

1. Hold a Bachelor of Science in Nursing from an accredited institution with a minimum CGPA of 3.00.
2. Applicant must hold an unencumbered license as a registered nurse.
3. Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

Program Description

In the Master of Science in Nursing with a Role in Administration, the graduate may exercise leadership in their role as administrator, in diverse health scenarios, in a precise, effective and ethically responsible manner. The graduate will be an administrator capable of assimilating the transformations in the health industry to convert current and future challenges into opportunities by making appropriate decisions, both for the administration and the patient. It will promote the union of thought and action of the members of the nursing or multidisciplinary team that leads, around the projects and processes necessary to respond to the vision and business opportunities.

Program Outcomes

1. Develop new practice approaches based on the integration of research, theory, and practice knowledge.
2. Assume complex and advanced leadership roles to initiate and guide change.
3. Use the best available evidence to continuously improve quality of clinical practice emphasizing patient centered care.
4. Provide leadership in the translation of new knowledge into practice across interprofessional teams.
5. Integrate appropriate technologies for knowledge management to improve health care.
6. Contribute to the development of health policy for patient and population care.
7. Apply knowledge of organizational practices and complex systems to improve health care delivery.
8. Integrate ethical principles in decision making.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science in Nursing with a Role in Administration

39 credits

Core Courses			
Course	Title	Credits	Prerequisites
ADMI 500	Managing Organizations	3	
NRSE 650	Interdisciplinary Management in Health Science	3	
HEMG 600	Fundamentals in the Evaluation of Health Services	3	
HESM 560	Applied Biostatistics for the Nursing Professional	3	
HESM 570	Fundamentals of Epidemiology and Pathophysiology	3	HESM 560
HEMG 610	Ethical and Legal Aspects in Health Care Services Management	3	
TOTAL		18	
Specialization Courses			
Course	Title	Credits	Prerequisites
NRSE 660	Advanced Nursing in Case Management	3	NRSE 650
NADM 657	Theories and Strategies in Nursing Administration	3	
MANA 625	Total Quality Management	3	
NRSE 601	Quality Assurance and Risk Management in Healthcare Organizations	3	
NADM 659	Advance Nursing Practice in Nursing Administration	4	NADM 657
NRSE 655	Research in Advanced Nursing Practice	2	HESM 560
TOTAL		18	
Electives (Select one course-3 credits)			
Course	Title	Credits	Prerequisites
STMG 601	Strategic Management	3	
HESM 520	Fundamentals of Accounting and Finance in Health Services	3	
MGMT 530	Human Resources Management and Handling Diversity	3	
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. Graduation GPA: 3.0

Master of Science with specialization in Nutrition Sciences

Credits: 36

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in Nutrition or Dietetics from an accredited institution with a minimum GPA of 3.00.

Program Description

The Master of Science with specialization in Nutrition Sciences is designed for students who are interested in advanced academic training in food and nutrition in order to enhance their health-related profession. Program graduates will be able to assume a variety of careers in health care, community, entrepreneurship, as well as education.

Program Outcomes

1. Professional capable of undertaking SME'S business development in the nutrition industry.
2. Professional capable of applying nutrition principles, standards and guides focusing on human development, its physiological changes and nutritional requirements.
3. Professional capable of applying nutrition principles, standards and guidelines focusing on the role of nutrition for different lifestyles.
4. Professional capable of promoting and educating in health at individual, family, professional, organizational and social levels.
5. Professional capable of analyzing the theoretical foundations of Public Health, the epidemiology and etiology of diseases from the role of nutrition.
6. Professional capable of applying nutrition as part of complementary and alternative medicine.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science with specialization in Nutrition Sciences

36 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
MSNT 500	Sports and Exercise Nutrition	3	
MSNT 510	Lifecycle Nutrition	3	
MSNT 520	Health Communication	3	
MSNT 530	Nutrition for Health	3	
ENTR 602	Business Plan Development	3	
TOTAL		15	
Specialization Courses			
Course	Title	Credits	Prerequisites
ENTR 603	Design and Organizational Structure for Business	3	
MSNT 550	Epidemiology of Public Health for Health Professionals	3	
MSNT 560	Nutrition and Disease Prevention	3	
MSNT 570	Nutrition in Alternative and Complementary Medicine	3	
MSNT 592	Research Methodology	3	
MSNT 540	Nutritional Problems: A Global Perspective	3	
TOTAL		18	
Elective (Select one course – 3 credits)			
Course	Title	Credits	Prerequisites
PSYC 510	Motivation and Learning	3	
MHSA 674	Human Development	3	
TOTAL		3	
TOTAL CREDITS		36	

Notes:

1. Graduation GPA: 3.00

Doctor of Nursing Practice

Credits: 39

Specific Program Admission Requirements

Prospective D.N.P. students are selected for admission based on application content, academic record, curriculum of completed required courses, professional nursing licensure, and evaluation forms. Individual student transcripts and writing samples are evaluated by select faculty members, the program executive director, and the associate director of nursing.

Admission to the DNP program requires:

1. A master's degree in nursing from a regionally, nationally or internationally accredited school.
2. A minimum master's degree GPA of 3.30 on a 4.0 scale.
3. A current, active and unencumbered RN License issued by the United States or territories.
4. Two reference forms from individuals other than relatives (suggested sources include professors, academic advisers, and professional nursing references).
5. Submit a writing sample (use APA 7th edition formatting, including headings for each section). Include the following information in your statement: a. Problem/Issue Discuss a problem or issue in your professional practice setting that needs to be addressed from a DNP perspective. (250 words minimum). b. Applicant's Goals Discuss your personal and professional goals related to the D.N.P. (250 words minimum).
6. An interview with a faculty member in the department as designated by the Director of Nursing.
7. A curriculum vitae (CV) or resume.
8. Official documentation of all supervised, postbaccalaureate practice hours.

Program Description

A Doctor of Nursing Practice (DNP) program is designed to prepare experts in nursing practice. It is the pinnacle of practice-focused nursing degrees, building upon master's programs by providing an educational foundation in quality improvement, evidence-based practice, and systems leadership, among others. According to the American Association of Colleges of Nursing (AACN), DNP nurses possess a blend of clinical, leadership, economic, and organizational skills that puts them in a unique position to deftly critique nursing practice and design programs of care delivery that are economically feasible, locally acceptable, and that significantly impact healthcare outcomes. The DNP nurses are prepared to perform nursing interventions that influence healthcare outcomes for individuals or populations by providing direct patient care, managing the care of patients and patient populations, administrating in nursing and healthcare organizations and developing and implementing health policy. The program consists of a 1,000-hour clinical component that may be combined with up to 500 hours from a master's degree in clinical practice nursing. The hours must be completed before starting NRSE 704.

End-of-Program Student Learning Outcomes

1. Use science-based theories and concepts and national practice guidelines and standards to provide high quality health care.
2. Lead change and promote innovation in organizational and health systems for quality improvement.

3. Apply clinical scholarship in the generation, application and dissemination of research findings to support evidence-based practice.
4. Use information technology to improve and transform health care.
5. Develop and implement health care policies for advocacy in health care.
6. Demonstrate leadership and interprofessional collaboration to improve nursing practice and patient outcomes.
7. Utilize the advanced nursing practice knowledge for clinical prevention and population health to improve the Nation's health.
8. Demonstrate advanced levels of clinical judgement, systems thinking and accountability in the delivery of health care.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Programmatic Academic Achievement Requirements

1. Students must maintain a cumulative GPA of 3.0.
2. A minimum grade of B is required to pass all courses.

Doctor of Nursing Practice

39 credits

Specialization courses (24 credits)			
Course	Title	Credits	Prerequisites
HESC 700	Applied Biostatistics	3	
NRSE 700	Nursing Theories, Conceptual Models and Philosophies	3	
NRSE 701	Advanced Epidemiology for Nursing Practice	3	
NRSE 702	Evidenced-based Practice	3	HESC 700
NRSE 703	Health Care Policy, Ethics and Advocacy	3	
NRSE 705	Nursing Science for Clinical Practice	3	
NRSE 707	Transcultural and Global Health Disparities	3	
NRSE 709	Nursing Technology and Health Care Information Systems	3	
TOTAL		24	
Practicum courses (15 credits)			
Course	Title	Credits	Prerequisites
NRSE 704	Scholarship Project I: Mentorship	3	
NRSE 706	Scholarship Project II: Project Plan	3	NRSE 704
NRSE 708	Scholarship Project III: Implementation	3	NRSE 704, NRSE 706
NRSE 710	Scholarship Project IV: Evaluation	3	NRSE 704, NRSE 706, NRSE 708
NRSE 711*	Scholarship Project Practice Matriculation	3	
TOTAL		15	
TOTAL CREDITS		39	

Notes:

- *Credit for NRSE 711 is awarded upon validation of 500 hours of master's level supervised nursing practice hours. Students who do not have 500 hours of master's level must take NRSE 711 before starting NRSE 704.
- To validate the required 500 clinical hours, non-nurse practitioner students must present an official verification of post baccalaureate practicum hours.
- This academic program requires IRB certification. For more information related to the process and requirements, please contact the Associate Dean of the School or refer to the Student Manual of your program, if applicable.
- Scholarship Projects (NRSE 704, NRSE 706, NRSE 708, NRSE 710 and NRSE 711) are full semester courses.
- Graduation GPA: 3.00

Liberal Arts

Academic Programs

- Associate of Science in Forensic Investigation
- Associate of Science in Paralegal Studies
- Bachelor of Arts in Communications
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Digital Journalism **(This program is not admitting new students.)**
- Bachelor of Arts in Elementary Education **(This program is not admitting new students.)**
- Bachelor of Arts in Liberal Arts
- Bachelor of Arts in Prekindergarten / Primary Education **(This program is not admitting new students.)**
- Bachelor of Arts in Public Relations and Advertising
- Bachelor of Arts in Special Education **(This program is not admitting new students.)**
- Bachelor of Science in Criminology
- Bachelor of Science in Psychology
- Master of Arts with specialization in Public Relations
- Master of Education with specialization in Instructional Design and Technological Integration with E-Learning
- Master of Education with specialization in School Counseling **(This program is not admitting new students.)**
- Master of Education with specialization in Social and Community Services
- Master of Education with specialization in Teaching of English as a Second Language
- Master of Public Administration with specialization in Criminal Justice
- Master of Science in Counseling with specialization in Clinical Mental Health
- Master of Science with specialization in Educational Leadership
- Master of Social Work
- Doctor of Education with specialization in Curriculum, Teaching and Learning Environments
- Doctor of Education with specialization in Educational Leadership
- Doctor of Philosophy in Social Work with specialization in Administration of Social Programs and Social Policy

Notes:

1. Students must comply with professional licensing and certification from the state and local requirements which may include a background screening to obtain a license and practice the profession.
2. The language of instruction and program delivery modality are subject to availability.
3. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.

Associate of Science in Forensic Investigation

Credits: 63

Program Description

The Associate Degree in Forensic Investigation introduces forensic investigation from a theoretical and practical perspective. Students will be prepared to apply techniques, methods, procedures, basic knowledge to perform necessary skills as a forensic investigator.

Program Outcomes

1. Demonstrate moral and ethical professional behavior in issues surrounding crime and forensic investigation.
2. Apply the principles and processes of criminal and constitutional law, criminology theory and concepts, knowledge of the functions and components of the criminal justice system, and current issues to criminal justice operations and the forensic studies.
3. Apply knowledge of criminal statutes, rules of criminal procedure and rules of evidence, which all can impact one's capacity to serve as an expert witness in a court of law.
4. Demonstrate proficiency in communicating effectively in a variety of formats, including verbal, written, and symbolic channels, relevant to forensic investigation, such as interviews and expressing opinion on the evidence to peers, and presentations in the judicial system.
5. Demonstrate mastery in concepts and evidence collection techniques used in subfields of forensic studies based on their ability to read, analyze, interpret, and critically evaluate primary literature; design experiments or conduct independent investigation to test ideas and hypotheses; and interpret data through statistical and graphical packages.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Science in Forensic Investigation

63 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 1 GE* OR SPAN 101 SPAN 103 SPAN 105	Pick one (1) of the Approved General Education Electives OR Introduction to Spanish Language – Basic Level Introduction to Spanish Language –Intermediate Level Introduction to Spanish Language – Advanced Level	3	
ENGL 150 OR ENGL 101 ENGL 103 ENGL 105	English Composition I OR Introduction to English Language – Basic Level Introduction to English Language –Intermediate Level Introduction to English Language – Advanced Level	3	
MATH 112ON	College Algebra	3	
SOSC 101	Introduction to Social Sciences I	3	
COIS 101	Introduction to Computers	3	
TOTAL		15	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
CRIM 100	Criminal Law	3	
CRIM 102	Criminal Procedures	3	CRIM 100
CRIM 104	Evidence	3	CRIM 102
IFOR 205	Basic Criminal Investigation	3	CRIM 100
IFOR 210	Forensic Photography and Crime Scene Planimetry	3	CRIM 100, IFOR 205
IFOR 215	Fundamental Principles of Collection and Processing of Evidence at the Scene of the Crime	3	CRIM 100, IFOR 205
TOTAL		18	
Concentration Courses			
Course	Title	Credits	Prerequisites
IFOR 220	Forensic Investigation of Traffic Accidents	3	IFOR 215
IFOR 225	Interview Techniques and Testimony in Court	3	IFOR 205
IFOR 230	Introduction to Forensic Dactyloscopy	3	IFOR 215
IFOR 235	Investigation of Cyber Crimes	3	IFOR 205
IFOR 240	Scientific Study of the Crime Scene	3	IFOR 215, IFOR 210, IFOR 230
IFOR 245	Introduction of Fraud Investigation	3	IFOR 205, IFOR 215
IFOR 250	Introduction to Fire Investigation	3	IFOR 205, IFOR 215
IFOR 255	Surveillance and Tracking: Technical and Ethical Aspects	3	IFOR 240
IFOR 275	Integration Seminar in Forensic Investigation	3	All Major and Professional Courses
TOTAL		27	
TOTAL CREDITS		63	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. Graduation GPA: 2.00

Associate of Science in Paralegal Studies

Credits: 65

Program Description

This program is designed to prepare students to work in the legal field for law firms, banks, corporations, and government agencies in the performance of delegated, substantive legal services under the supervision of a licensed attorney. Students receive instruction in the substantive and procedural law necessary to function in the legal environment under the direction and supervision of attorneys in areas such as civil litigation, real property, legal research and writing, business organizations, and legal technology. Students will understand the ethical framework within which they will work and will be able to analyze and communicate effectively in these areas. Instruction stresses practical applications. Note: Paralegals cannot give legal advice, represent a client, or provide legal services directly to the public, except as permitted by law.

Program Outcomes

1. Demonstrate a solid knowledge and understanding of the paralegal profession and the basic substantive areas of the law as well as its role within the legal community.
2. Demonstrate knowledge of the ethical rules and professional standards applied to various situations typically encountered by a paralegal.
3. Demonstrate oral and interpersonal skills when interacting with clients, fellow employees, members of the legal community and the public.
4. Demonstrate effective oral and written communication skills for transactions with clients, attorneys, other paralegal professionals, court personnel, and third parties.
5. Apply knowledge and comprehension of all phases of trial practices and procedures by researching and competently draft legal documents applying legal research and computer and writing skills.
6. Conduct basic legal research and analysis, including identifying and applying key facts, identifying, and describing the legal issue/issues of a case, finding the law that applies to a client's problem, and determining how the law applies to a problem depending on the legal scenario presented.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Science in Paralegal Studies

65 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
Pick 1 GE* OR SPAN 115	Pick one (1) of the Approved General Education Electives OR Reading, Writing and Oral Communication in Spanish I	4	
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
MATH 111	Intermediate Algebra I	3	
PYSC 123	General Psychology (Compendium)	3	
TOTAL		17	
Major Courses			
Course	Title	Credits	Prerequisites
MANA 126	Business Communication	3	
CRIM 100	Criminal Law	3	
CRIM 101	Constitutional Protection and Civil Rights	3	
CRIM 102	Criminal Procedures	3	CRIM 100
CRIM 103	Evidence, Case Preparation and Testimony	3	CRIM 100, CRIM 101, CRIM 102
PARS 101	Introduction to Legal Practice and Ethics	3	CRIM 100, CRIM 101
PARS 102	Real State Property Fundamentals	3	CRIM 100, CRIM 101, CRIM 102
PARS 103	Civil Litigation Fundamentals	3	CRIM 103
PARS 104	Legal Research and Theory with Legal Writing	3	CRIM 103, PARS 105
PARS 105	Computer Technology in a Legal Office	3	
PARS 106	Foundations of Wills, Trusts, and Estate Administration	3	PARS 101, PARS 104
PARS 107	Insurance Case Management for Paralegals	3	PARS 101
PARS 108	Family Law	3	CRIM 100, CRIM 101
PARS 109	Debtor-Creditor/Bankruptcy	3	PARS 101
PARS 110	Paralegal Law Office and Management Skills	3	ALL MAJOR COURSES
TOTAL		45	
TOTAL CREDITS		65	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. Graduation GPA: 2.00

Bachelor of Arts in Communications

Credits: 123

Program Description

The Bachelor of Arts in Communications prepares students to work in the media: radio, television, press, internet, etc. Students can be a professional in journalism (print, radio, television, digital), public relations or advertising.

Program Outcomes

1. Demonstrate understanding of the theories, concepts, history, and role of professionals and institutions in shaping communications, public relations, and advertising, as well as mastery of the principles and laws of freedom of expression and the press.
2. Demonstrate understanding and knowledge on the main concepts of gender, race, ethnic origin, sexual orientation, and other forms of diversity of people and cultures, and the impact of public relations and advertising in an increasingly diverse society and global.
3. Apply critical thinking in a creative, independent, and ethical way on the search of truth accuracy, fairness, and diversity, using professional, ethical principles, investigating, and evaluating information, and using appropriate public relations and communication methods.
4. Communicate effectively, correctly, and clearly, in oral and writing, in forms and styles appropriate to public relations and advertising, the institutions, audiences, and purposes they serve.
5. Demonstrate critical skills in evaluating their own work and that of others, ensuring accuracy, fairness, clarity, appropriate style, and grammatical correctness for proper delivery to the targeted audience.
6. Apply creativity and appropriate technical skills, and knowledge in concepts, theories, resources, tools, and a variety of technologies in using and presenting images, sounds and information within a communication, public relations, advertising, and digital field.
7. Evaluate information by using appropriate communication methods, and the use of research, basic numerical and statistical concepts, in the communication fields and its related professions.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Communications

123 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
STAT 300	Elements of Statistics I	3	MATH 112ON
GEOG 205	Global Communities and Resources: Critical Perspective	3	SOSC 102
SOSC 320	Social Research Techniques	3	STAT 300
SOCI 358-O	Social Problems of the Hispanic Community in United States	3	
ECON 207	New World Order Economy	3	SOSC 102
COMM 205	Communication Theory	3	
COMM 212	Development and Management of Media Enterprises	3	COMM 205
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
COMM 325	Introduction to Advertising	3	COMM 205
COMM 320	Introduction to Public Relations	3	COMM 205
COMM 400	T.V. Principles	3	COMM 205
TOTAL		33	
Major Courses			
Course	Title	Credits	Prerequisites
COMM 230	Fundamentals of Journalism	3	COMM 205
COMM 305	Writing and Style in Journalism	3	COMM 230
COMM 307	Writing for Communication's Media	3	COMM 230
COMM 311	Photojournalism	3	COMM 230
COMM 430	Journalism Workshop	3	COMM 311
COMM 380	Principles of Radio	3	COMM 205
COMM 385	Radio Production and Direction	3	COMM 380, COMU 203, COMM 205
COMM 420	Writing for Public Relations	3	COMM 230, COMM 307

COMU 203	Audiovisual Communications Media I	3	COMM 205
PROD 205	Audiovisual Production I	3	COMM 205
COMM 455	Integration Seminar	3	ALL PROFESSIONAL COURSES
TOTAL		33	
Elective			
	Free Elective	3	
TOTAL		3	
TOTAL CREDITS		123	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Bachelor of Arts in Criminal Justice

Credits: 120

Program Description

This program usher students to academic and professional environments related to the Criminal Justice field. The Bachelor of Arts in Criminal Justice provides students a detailed view of the field with specific emphasis on the legal, forensic, and academic aspects of the discipline. Students who graduate from this program can pursue professional positions in the public or private sector or pursue a graduate degree in law or in the social sciences. The program is structured to address current topics in the field such as multiculturalism, alternate sentencing methods, rehabilitation processes, and cybercrimes, among others.

Program Outcomes

1. Demonstrate critical thinking, ethical decision making, and an understanding of diversity as it pertains to crime, offenders, victims, and the criminal justice system.
2. Apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address issues in the practice of criminology and criminal justice.
3. Apply critical thinking to analyze and comprehend the cause of crime and the different alternatives to tackle these causes.
4. Demonstrate a critical understanding of diversity and inequality as manifested in the criminal justice system locally, nationally, and globally.
5. Develop a fundamental commitment to ethical analysis, research, and practice and will demonstrate the ability to apply these principles to work within criminology, criminal justice, and related fields.
6. Demonstrate essential qualifications and skills for employment in criminology, criminal justice, and related occupations that include the mastery of core criminology and justice principles and techniques and the ability to think critically and to speak and write effectively within the field.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Criminal Justice

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
COMP 110		3	
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 FOR ENGL 251 OR ENGL 115 FOR ENGL 116
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	
HUMA 101	World Cultures I	3	
HUMA 102	World Cultures II	3	HUMA 101
MATH 120	Introduction to Algebra	3	
SCIE 111	Integrated Science I	3	
SOSC 111	Individual, Community, Government, and Social Responsibility I	3	
SOSC 112	Individual, Community, Government, and Social Responsibility II	3	SOSC 111
Pick 1 GE* OR SPAN 115	Pick one (1) Approved General Education Elective OR Reading, Writing, and Oral Communication in Spanish I	4	
Pick 1 GE* OR SPAN 116	Pick one (1) Approved General Education Elective OR Reading, Writing, and Oral Communication in Spanish II	4	SPAN 115 FOR SPAN 116 SPAN 115 FOR SPAN 116
ENGL 341 OR SPAN 255	Research and Writing OR Spanish for Writing and Research	4	ENGL 251 FOR ENGL 341 OR SPAN 116 FOR SPAN 255
TOTAL		45	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
CRIM 107	Introduction to Criminal Justice	3	SOSC 112
SOSC 258	Research Techniques in Social Sciences	3	
PSYC 350	Psychopathology Principles	3	PSYC 123
SOCI 325-O	Sociology of Deviancy	3	SOCI 203
POSC 373	Political Systems of United States of America	3	
SOCI 203-O	Principles of Sociology / Survey Course	3	SOSC 112
PSYC 123	General Psychology (Compendium)	3	
SOSC 303	Applied Statistics Methods for Social Sciences	3	MATH 120
CRIM 400-O	Human Rights in the Contemporary World	3	SOSC 112
TOTAL		27	
Major Courses			
Theory and Practice			
Course	Title	Credits	Prerequisites
CRIM 306	Comparative Criminal Justice System	3	CRIM 107
CRIM 350	The Correctional System	3	CRIM 107
CRIM 427	Therapeutic Jurisprudence and Restorative Justice	3	CRIM 360, CRIM 432, CRIM 301, CRIM 200, SOCI 325, SOCI 203
CRIM 335	Ethical Aspects of Justice	3	CRIM 107
CRIM 405	Multiculturalism and Crime	3	CRIM 200, SOCI 325, SOCI 203
TOTAL		15	
Law Enforcement			
Course	Title	Credits	Prerequisites
CRIM 300-O	General Principles of Penal Law	3	CRIM 107
CRIM 360	Criminal Investigation Techniques	3	CRIM 300-O, CRIM 302, SOSC 258
CRIM 432	Criminal Technology, Fraud and Cybercrimes	3	CRIM 302
CRIM 301	Special Laws in Criminal Legislation	3	CRIM 300-O
CRIM 380	Criminalistics	3	CRIM 432

TOTAL		15	
Law			
Course	Title	Credits	Prerequisites
CRIM 200	Constitutional Protections and Civil Rights	3	SOSC 112
CRIM 370	Law of Evidence	3	CRIM 300-O
CRIM 434	Forensic Psychology in the Criminal Justice System	3	CRIM 370, PSYC 123, SOCI 325, CRIM 415
CRIM 302	Criminal Procedure	3	CRIM 300-O
CRIM 415-O	Evidence, Case Preparation and Testimony	3	CRIM 370, CRIM 360, CRIM 432
TOTAL		15	
TOTAL CREDITS		120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. Students must comply with state and local requirements or limitations to practice the profession.
2. Graduation GPA: 2.00

Bachelor of Science in Criminology

Credits: 120

Program Description

The Bachelor of Science in Criminology allows students to understand the causes of criminality, how society reacts to it and the interrelations between law and society. It includes learning from a humanistic and interdisciplinary approach, theories of crime and methods used to study crime, law and society. This program provides students with a broad perspective on the complex relationships between legal, social, political, historical and psychological influences that affect criminality, justice and legal processes.

Program Outcomes

1. Demonstrate a critical understanding of diversity and inequality as manifested in the criminal justice system.
2. Apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address issues in the practice of criminology and criminal justice.
3. Develop a fundamental commitment to ethical analysis, research, and practice and will demonstrate the ability to apply these principles to work within criminology, criminal justice, and related fields.
4. Apply knowledge in the scientific method applied to criminal investigation and in the use of techniques of locating and interpreting information.
5. Analyze and differentiate the rules of evidence included in principles of criminal law and their application in the decision process of the criminal cases.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Science in Criminology

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
STAT 300	Elements of Statistics I	3	MATH 112ON
ECON 123	Introduction to Economics (Compendium)	3	SOSC 101, SOSC 102
POSC 380	Constitutional Law	3	
PSYC 123	General Psychology (Compendium)	3	
PSYC 350	Principles of Psychopathology	3	PSYC 123
SOSC 320	Social Research Techniques I	3	STAT 300
SOCI 325	Social of Deviance	3	
SOCI 358	Social Problems	3	
GEOG 205	Global Communities and Resources: Critical Perspective	3	SOSC 102
TOTAL		27	
Major Courses			
Course	Title	Credits	Prerequisites
CRIM 205	Introduction to Criminology	3	SOSC 102
CRIM 300	Criminal Law	3	CRIM 205
CRIM 305	Criminal Justice System	3	CRIM 205
CRIM 310	Photography and Forensic Planimetry	3	CRIM 205
CRIM 320	Criminal Investigation Techniques	3	SOSC 320, CRIM 205
CRIM 325	Juvenile Delinquency	3	SOCI 325, SOCI 358
CRIM 327	Correctional Program: Administration Principles	3	CRIM 205
CRIM 400	Criminal Procedure	3	CRIM 300, CRIM 305, POSC 380
CRIM 415	Evidence	3	CRIM 400

CRIM 435	Preparation of Cases and Testimonies before the Court	3	CRIM 300, CRIM 415, CRIM 400
CRIM 450	Legal Medicine	3	CRIM 300, CRIM 310, CRIM 320, CRIM 400
CRIM 476	Seminar	3	ALL PROFESSIONAL AND MAJOR COURSES
TOTAL		36	
Elective			
	Free Elective	3	
TOTAL CREDITS		120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Bachelor of Arts in Digital Journalism

Credits: 123

(This program is not admitting new students.)

Program Description

The Bachelor of Arts in Digital Journalism prepares students to develop news content for digital platforms, both traditional media: radio, television and the press, as well as emerging media in the industry.

Program Outcomes

1. Recognize and use the fundamental principles, theories, concepts, and models of social communication.
2. Understand the basic principles of journalism.
3. Demonstrate basic oral and written communication skills in Spanish and English.
4. Know the legal aspects of press freedom.
5. Recognize the importance of social responsibility in the process of informing, educating and entertaining, as well as in the formation of public opinion.
6. Apply ethical principles on a personal level.
7. Express their own personal and interpersonal attitudes and skills for effective performance in group work.
8. Show critical thinking skills when facing diverse situations.
9. Create and publish digital journalistic products that demonstrate the technical knowledge acquired in courses in that area.
10. Effectively use technology and electronic media to create journalistic content.
11. Create audiovisual content, as well as achieve the publication of electronic pages on the Internet with an emphasis on digital journalism.
12. Master the technical aspects of creating audiovisual content.
13. Know the technical aspects of creating audiovisual content to be used in digital media.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Digital Journalism

123 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* or SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 or ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
STAT 300	Elements of Statistics I	3	MATH 112ON
GEOG 205	Global Communities and Resources: Critical Perspective	3	SOSC 102
SOSC 320	Social Research Techniques	3	STAT 300
SOCI 358-O	Social Problems of the Hispanic Community in United States	3	
ECON 207	New World Order Economy	3	SOSC 102
COMM 205	Communication Theory	3	
COMM 212	Development and Management of Media Enterprises	3	COMM 205
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
COMM 325	Introduction to Advertising	3	COMM 205
COMM 320	Introduction to Public Relations	3	COMM 205
COMM 400	T.V. Principles	3	COMM 205
TOTAL		33	
Major Courses			
Course	Title	Credits	Prerequisites
COMM 230	Fundamentals of Journalism	3	COMM 205
COMM 305	Writing and Style in Journalism	3	COMM 230
COMU 308	Writing and Style for Audiovisual Communication	3	COMM 205, COMM 250, COMM 311
COMM 311	Photojournalism	3	COMM 230
COMM 430	Journalism Workshop	3	COMM 311
COMM 380	Principles of Radio	3	COMM 205

COMM 250	Digital Journalism	3	COMM 230
COMU 313	Cinematography and Camera Operation	3	COMM 400, PROD 205
COMM 330	Audiovisual Communications Media I	3	COMM 311, COMM 325, COMM 230, COIS 101
PROD 205	Audiovisual Production I	3	COMM 205
COMM 455	Integration Seminar	3	ALL PROFESSIONAL COURSES
TOTAL		33	
Elective			
	Free Elective	3	
		3	
TOTAL CREDITS		123	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

Graduation GPA: 2.00

Bachelor of Arts in Elementary Education

Credits: 126

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Minimum GPA 2.50

Program Description

The B.A. in Elementary Education prepares elementary teachers as generalists with knowledge in literacy, math, science, and social studies. The program provides foundational training in educational theory, practice and techniques to build safe and productive learning environments. The program aims to prepare reflective, ethical and responsive teachers who are committed to ensure every student has access to opportunities to learn. Every course, field-based observation and internship is intended to build the student's skills and competencies to be an effective teacher.

This degree offers a path to a bachelor's degree with a track to certification or non-certification track.

Program Outcomes

1. Apply developmentally appropriate instruction, strategies and assessment understanding and recognizing that learning and development vary individually with and across cognitive, linguistic, social, emotion and physical areas.
2. Create an inclusive learning environment that enables each learner to meet high standards, understanding individual differences and diverse cultures and communities.
3. Support individual and collaborative learning, positive social interactions, active engagement, and self-motivation for each learner.
4. Apply deep understanding of their content areas and draw upon content knowledge to lead students to access information and apply knowledge in read world settings to assure student mastery of content.
5. Integrate assessment, planning and instructional strategies to gain access to data information that can be used to provide immediate feedback to reinforce student learning and/or modify instruction.
6. Engage in meaningful and intensive professional learning regularly to examine their practice through ongoing development, self-reflection, and collaboration.
7. Demonstrate leadership by modeling ethical behavior and positive change in practice and profession.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Elementary Education

126 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 or ENGL 115
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116
HIST 273	History of the United States of America	3	
HUMA 101	World Cultures I	3	
HUMA 102	World Cultures II	3	HUMA 101
MATH 111	Intermediate Algebra I	3	
MATH 112	Intermediate Algebra II	3	MATH 111
SCIE 111	Integrated Science I	3	
SCIE 112	Integrated Science II	3	EDUC 110
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
SOSC 112	Individual, Community, Government and Social Responsibility II	3	SOSC 111
Pick 1 GE* OR SPAN 115	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish I	4	
Pick 1 GE* OR SPAN 116	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish II	4	SPAN 115
ENGL 341 OR SPAN 255	Research and Writing OR Spanish For Writing and Research	4	ENGL 116 or SPAN 116
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
EDUC 171	Human Growth and Development	3	
EDUC 110	Introduction to Teaching Profession: Theory and Practice	3	EDUC 171
EDUC 115	Learning Theories	3	EDUC 110
EDUC 120	Curriculum, Planning and Assessment	3	EDUC 110
EDUC 125	Classroom and Behavior Management	3	EDUC 110
SPED 210B	Survey of Exceptionalities: The Inclusive Classroom	3	EDUC 115, EDUC 125, EDUC 171
EDUC 219	Teaching Strategies and Differentiated Learning Strategies	3	EDUC 110, EDUC 115
EDUC 220	Technology Integration in the Classroom	3	EDUC 120, EDUC 115, SPED 210B
EDUC 225	Teaching Reading and Writing Across Content Areas	3	EDUC 120, EDUC 320, SPED 210B
EDUC 230	Legal, Ethical and Safety in Schools	3	
TESL 310	Language Development: English Learners	3	EDUC 115
TESL 315	Teaching and Learning of English Learners in the Classroom	3	EDUC 120, TESL 310
TOTAL		36	
Major Courses			
Course	Title	Credits	Prerequisites
EDUC 320	Literacy Development and Instruction	3	EDUC 120
EDUC 325	Literacy Assessment, Evaluation and Remediation	3	EDUC 120, EDUC 320
EDUC 330	Cross-Curricular Literacy Materials and Resources	3	EDUC 120, EDUC 320, TESL 315
EDUC 323	Literature for Children	3	EDUC 120, EDUC 320
EDUC 335	Social Studies in Elementary Education	3	EDUC 120
EDUC 340	Mathematics in Elementary Education	3	EDUC 120
EDUC 345	Science in Elementary Education	3	EDUC 120
EDUC 351	Art, Music and Movement: Pedagogy, Strategies and Management	3	

EDUC 410	Interdisciplinary Pedagogy and Methods: Construction	3	Concurrent with EDUC 415
EDUC 415	Internship I**	3	EDUC 120, EDUC 125, EDUC 320, SPED 210B
EDUC 421	Interdisciplinary Pedagogy and Methods: Differentiation	3	Concurrent with EDUC 425
EDUC 425	Internship II	3	EDUC 415
TOTAL		36	
TOTAL CREDITS		126	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. The program requires clinical field observations that are integrated throughout the program for a cumulative of hours prior to Internship I and II. The program includes two semesters, Internship I and II, in an elementary school setting, full-time 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.
2. 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 professional (standard) certification.
3. **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/temporary or alternative certification to meet professional (standard) certification requirements.
4. 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.
5. Graduation GPA: 2.00

Bachelor of Arts in Liberal Arts

Credits: 120

Specific Program Admission Requirements

1. Satisfactory completion of 30 or more transferable credits.
2. A minimum GPA of 2.00 on a scale of 4.00.
3. Submit official transcript of credits from the institutions attended.

Program Description

The Bachelor of Arts in Liberal Arts is designed for students with previous learning experience at undergraduate level at other Institutions. This program provides students with the opportunity to complete a bachelor's degree and prepare them to compete for entry level positions in a specific area or discipline or apply for a graduate program. The students must choose one of the five major tracks: Psychology, Communications, Business Administration, Education, Biology or Religion. This program is not designed to meet licensure requirements.

Program Outcomes

1. Complete a traditional bachelor's degree.
2. Compete for entry level positions in a specific area or discipline or apply for a graduate program.
3. Identify global issues from the social, psychological, humanistic, economic and political perspectives.
4. Analyze the biological, behavioral and social aspects of human beings.
5. Explain the multi-disciplinary nature of learning and problem solving.
6. Explain the relationship and contribution of the arts and the humanities in the development of society.
7. Apply ethical values and principles as a responsible citizen.
8. Discuss the importance of the conservation of nature and the environment.
9. Value human rights, tolerance, diversity, and individual and cultural differences.
10. Develop critical thinking skills to solve problems.
11. Communicate effectively in oral and written English and functionally in a second language as language learners.
12. Apply mathematical, reasoning skills and scientific inquiry methods.
13. Achieve basic literacy in technology.

Programmatic Academic Achievement Requirements

1. A minimum of 120 credits will be required for graduation.
2. To earn a B.A. major in Liberal Arts degree, the student must obtain a minimum grade of C.
3. Approve the General Education capstone course.
4. Approve the Program capstone course.
5. The overall GPA graduation required is 2.00 on a scale of 4.00.
6. The maximum credits to transfer are subject to the evaluation of an official academic record, except for the two capstone courses, that must be taken in the institution.

Bachelor of Arts in Liberal Arts

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Minor Courses (Students must select one of the tracks- 21 credits)			
Psychology Minor Courses			
Course	Title	Credits	Prerequisites
PSYC 123	General Psychology (Compendium)	3	
PSYC 225	Social Psychology	3	
PSYC 283	Human Development	3	
PSYC 405	Physiological Psychology	3	
PSYC 321	Theories of Personality	3	
PSYC 350	Principles of Psychopathology	3	
PSYC 400 or PSYC ____	Experimental Psychology or Other Psychology Related Course	3	
TOTAL		21	
Communications Minor Courses			
Course	Title	Credits	Prerequisites
COMM 205	Communication Theory	3	
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
COMM 325	Introduction to Advertising	3	COMM 205
COMM 212	Development and Management of Media Enterprises	3	COMM 205
COMM 230	Fundamentals of Journalism	3	COMM 205
COMM 400	T.V. Principles	3	COMM 205
COMM 380	Principles of Radio	3	COMM 205
TOTAL		21	
Business Administration Minor Courses			
Course	Title	Credits	Prerequisites
ACCO 113-114	Introduction to Accounting I and II	6	ACCO 113 FOR ACCO 114
MARK 133	Principles of Marketing	3	

COIS 201	Data Processing Principles	3	
FINA 202	Business Finance	3	ACCO 112-ACCO 113
MANA 204	Business Law and Entrepreneurial Ethics	3	
INBU 350	International Business	3	
TOTAL		21	
Education Minor Courses			
Course	Title	Credits	Prerequisites
EDUC 104	Human Growth and Development	3	
EDUC 172	Educational Psychology	3	EDUC 104
ITAD 308	Family and Community: Bridges for the Infant and Toddler Formation	3	
SPED 315	Teaching Exceptional Children	3	EDUC 104
ITAD 403	Creation and Management of Environment for Infants and Toddlers	3	
EDUC 363	Curriculum Planning and Design	3	
EDUC 202	Teaching Materials and Learning Devices	3	
TOTAL		21	
Biology Minor Courses			
Course	Title	Credits	Prerequisites
BIOL 191	General Biology I	3	
BIOL 192	General Biology II	3	BIOL 191
CHEM 191	General Chemistry I	3	
CHEM 192	General Chemistry II	3	CHEM 191
BIOL 320	Microbiology	3	BIOL 192
BIOL 350	Biochemistry	3	BIOL 192, CHEM 192
BIOL 340	Genetics	3	BIOL 192, CHEM 192
TOTAL		21	
Religious Studies (Students interested in this minor must have approved the credits indicated in the areas listed below)			
Course	Title	Credits	Prerequisites
	Theology Courses	9	
	Religious History	3	
	Philosophy of Religion	6	
	Social and Cultural Aspects of a Religion	3	
TOTAL		21	
Elective Courses (Additional courses transferred from previous academic experienced)			
Course	Title	Credits	
		39	
Grade Requirements			
CPST 400	General Education Capstone Course	3	36 Credits of General Education
CPST 401	Program Capstone Course	3	Pass CPST 400 and 21 credits on minor courses
TOTAL		6	
TOTAL CREDITS		120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Bachelor of Arts in Pre-Kindergarten/Primary Education

Credits: 130

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Minimum GPA 2.50

Program Description

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

Courses and experiences include instruction, observation, and practice to demonstrate competency in the following areas:

1. Content knowledge and expertise
2. Instructional design, planning, and delivery
3. Learning environment and management
4. Knowledge of students and student learning for instructional delivery and facilitation
5. Assessment to engage, monitor and inform instructional decision-making
6. Professional practices, responsibilities and conduct

Program Outcomes

1. Use developmentally, culturally and linguistically appropriate and effective instruction, strategies and assessment approaches to enhance each learner's learning and development across all content areas.
2. Create inclusive, safe and secure environments that enables each learner thrive physically, cognitively, linguistically, socially, and emotionally.
3. Implement a curriculum and personalized goals that promote learning and development for each learner in each of the following areas: social, emotional, physical, language and cognitive.
4. Apply deep understanding of their content areas and draw upon content knowledge to lead students to access information and apply knowledge in real world settings to assure student mastery of content.
5. Use systematic, formal and informal assessment approaches to inform and tailor instruction that responds to each learner's learning and development strengths and needs.
6. Engage in meaningful professional learning and reflection on practice that supports to promote learner's learning and development and to support families' diverse needs and interests.
7. Demonstrate leadership by modeling ethical behavior and positive change in practice and profession.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Pre-Kindergarten/Primary Education

130 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
COMP 110	Computers and Software	3	
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 or ENGL 115
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116
HIST 273	History of the United States of America	3	
HUMA 101	World Cultures I	3	
HUMA 102	World Cultures II	3	HUMA 101
MATH 111	Intermediate Algebra I	3	
MATH 112	Intermediate Algebra II	3	MATH 111
SCIE 111	Integrated Science I	3	
SCIE 112	Integrated Science II	3	SCIE 111
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
SOSC 112	Individual, Community, Government and Social Responsibility II	3	SOSC 111
Pick 1 GE* OR SPAN 115	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish I	4	
Pick 1 GE* OR SPAN 116	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish II	4	SPAN 115
ENGL 341 OR SPAN 255	Research and Writing OR Spanish For Writing and Research	4	ENGL 116 or SPAN 116
TOTAL		54	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
EDUC 135	Philosophical, Sociological and Psychological Foundation of Education	3	
EDUC 171	Human Growth and Development	3	
EDUC 202-O	Technology and Materials for Teaching and Learning	3	COMP 110
EDUC 205	Introduction to Assistive Technology	3	EDUC 403, EDUC 409
EDUC 409	Learning, Evaluation and Planning	3	EDUC 403
ECED 322	Health, Nutrition and Preventive Medicine	3	EDUC 171
EDUC 403	Curriculum Design	3	
TESL 223	Applied Linguistics in ESOL	3	EDUC 403
TOTAL		24	
Major Courses			
Course	Title	Credits	Prerequisites
ECED 173	Introduction to the Early Childhood/Primary Education	3	
ECED 207	Theories of Child Development and Learning	3	
ECED 308	Management of the Early Childhood/Primary Education Environment	3	EDUC 403
ECED 310	Perceptual-Motor Development, Learning and the Brain	3	EDUC 171, SCIE 112
ECED 311	Cognitive and Logic-Mathematical Development	3	EDUC 410
ECED 329	Nature and Needs of the Exceptional Child	3	ECED 171, ECED 207
ECED 332	Integration and Participation of Family in Pre-K Care Centers	3	ECED 173, EDUC 409
ECED 402	Creative Expression in Early Childhood/ Primary Education	3	EDUC 403, EDUC 409
ECED 405	Language Development in the Context of Reading/Writing	3	EDUC 414, TESL 223
ECED 410	Teaching Reading to Non-English Speakers in PreK-3	3	EDUC 409, TESL 223
EDUC 410-O	Teaching Math at the Primary Level	3	EDUC 403, EDUC 409
EDUC 411	Teaching Sciences at the Primary Level	3	EDUC 403, EDUC 409, SCIE 112

EDUC 414	Language Arts at the Primary Level	3	ENGL 251 or ENGL 116, EDUC 403, EDUC 409
TOTAL		39	
Research/Capstone Courses			
Course	Title	Credits	Prerequisites
EDUC 435	Interdisciplinary Seminar	3	EDUC 403, EDUC 409, TESL 223
EDUC 436	Pedagogical Integration Seminar	3	EDUC 435
ECED 442	Practice Seminar in Early Childhood and Primary Education	1	Co-req. ECED 443
ECED 443	Practicum in Early Childhood and Primary Education (Requires Approval from the School)	3	EDUC 410, EDUC 411, EDUC 414, EDUC 435
TOTAL		10	
TOTAL CREDITS		130	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. The program requires clinical field observations that are integrated throughout the program for a cumulative of hours prior to Internship I and II. The program includes two semesters, Internship I and II, in Pre-K-3 grade setting, full-time 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.
2. 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 professional (standard) certification.
3. 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.
4. The Pre-Kindergarten/Primary Education program meets the educational eligibility criteria for certification in the state in which the program is offered. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.

Notes:

1. Graduation GPA: 2.00

Bachelor of Arts in Public Relations and Advertising

Credits: 126

Program Description

This program prepares students to work in the field of public relations and advertising, both in public and private agencies and / or in their own companies. Students can work on developing and executing strategies in these fields.

Program Outcomes

1. Demonstrate understanding of the theories, history, and role of professionals and institutions in shaping communications, public relations, and advertising, as well as mastery of the principles and laws of freedom of expression and of the press.
2. Demonstrate understanding and knowledge on the main concepts of gender, race, ethnic origin, sexual orientation, and other forms of diversity of people and cultures, and the impact of public relations and advertising in an increasingly diverse society and global.
3. Apply critical thinking in a creative, independent, and ethical way on the search of truth accuracy, fairness, and diversity, using professional, ethical principles, investigating, and evaluating information, and using appropriate public relations and advertising methods.
4. Communicate effectively, correctly, and clearly, in oral and writing, in forms and styles appropriate to public relations and advertising, the institutions, audiences, and purposes they serve.
5. Demonstrate critical skills in evaluating their own work and that of others, ensuring accuracy, fairness, clarity, appropriate style, and grammatical correctness for proper delivery to the targeted audience.
6. Apply creativity and appropriate technical skills, and knowledge in concepts, theories, resources, tools, and a variety of technologies in using and presenting images, sounds and information within a communication, public relations, and advertising.
7. Evaluate information by using appropriate communication methods, and the use of research, basic numerical and statistical concepts, in the communication fields and its related professions.
8. Apply advertising concepts and public relations tactical materials in a Public Relations campaign using variety of traditional media resources and innovative digital tools.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts Public Relations and Advertising

126 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 OR ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
STAT 300	Elements of Statistics I	3	MATH 112ON
GEOG 205	Global Communities and Resources: Critical Perspective	3	SOSC 102
SOSC 320	Social Research Techniques	3	STAT 300
SOCI 358-0	Social Problems of the Hispanic Community in United States	3	
ECON 207	New World Order Economy	3	SOSC 102
COMM 205	Communication Theory	3	
COMM 212	Development and Management of Media Enterprises	3	COMM 205
COMM 210	Legal and Ethical Aspects of Communications	3	COMM 205
COMM 325	Introduction to Advertising	3	COMM 205
COMM 320	Introduction to Public Relations	3	COMM 205
COMM 400	T.V. Principles	3	COMM 205
TOTAL		33	
Major Courses			
Course	Title	Credits	Prerequisites
COMM 230	Fundamentals of Journalism	3	COMM 205
COMM 420	Writing for Public Relations	3	COMM 230, COMM 307
COMM 390	Strategic Media Planning	3	COMM 320
COMM 307	Writing for Communication's Media	3	COMM 230
COMM 311	Photojournalism	3	COMM 230

COMM 435	Crisis Communication in Public Relations	3	COMM 230, COMM 420, COMM 390, COMM 307, COMM 320
COMM 380	Principles of Radio	3	COMM 205
COMM 440	Public Relations Campaigns	3	COMM 435
COMM 445	Advertising Campaigns	3	COMM 435
COMM 330	Design and Publishing of Electronic Pages	3	COMM 311, COMM 325, COMM 230, COIS 101
PROD 205	Audiovisual Production I	3	COMM 205
COMM 455	Integration Seminar	3	All Professional Courses
TOTAL		36	
Elective			
	Free Elective	3	
TOTAL		3	
TOTAL CREDITS		126	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Bachelor of Arts in Special Education

Credits: 130

(This program is not admitting new students.)

Specific Program Admission Requirements

1. Minimum GPA 2.50

Program Description

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

Courses and experiences include instruction, observation, and practice to demonstrate competency in the following areas:

- Content knowledge and expertise
- Instructional design, planning, and delivery
- Learning environment and management
- Knowledge of students and student learning for instructional delivery and facilitation
- Assessment to engage, monitor and inform instructional decision-making
- Professional practices, responsibilities and conduct

Program Outcomes

1. Apply knowledge of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
2. Create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being.
3. Use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each learner.
4. Apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.
5. Assess learners' learning, behavior and classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction to make ongoing adjustments to instruction using technology as appropriate.
6. Apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

7. Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Special Education

130 credits

(This program is not admitting new students.)

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
COMP 110	Computers and Software	3	
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 or ENGL 115
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116
HIST 273	History of the United States of America	3	
HUMA 101	World Cultures I	3	
HUMA 102	World Cultures II	3	HUMA 101
MATH 111	Intermediate Algebra I	3	
MATH 112	Intermediate Algebra II	3	MATH 111
SCIE 111	Integrated Science I	3	
SCIE 112	Integrated Science II	3	SCIE 111
SOSC 111	Individual, Community, Government and Social Responsibility I	3	EDUC 171
SOSC 112	Individual, Community, Government and Social Responsibility II	3	SOSC 111
Pick 1 GE* OR SPAN 115	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish I	4	
Pick 1 GE* OR SPAN 116	Pick one (1) Approved General Education Elective OR Reading, Writing and the Oral Communication in Spanish II	4	SPAN 115
ENGL 341 OR SPAN 255	Research and Writing OR Spanish For Writing and Research	4	ENGL 116 or SPAN 116
TOTAL		54	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
EDUC 135	Philosophical, Sociological and Psychological Foundations of Education	3	
EDUC 171	Human Growth and Development	3	
EDUC 172-O	Human Growth and Development II	3	
EDUC 202-O	Technology and Materials for Teaching and Learning	3	COMP 110
EDUC 204	Education for Children with Exceptional Needs and Inclusion	3	EDUC 171, EDUC 172
EDUC 205	Introduction to Assistive Technology	3	EDUC 403, EDUC 409
EDUC 409	Learning Evaluation and Planning	3	EDUC 403
TESL 223	Applied Linguistics in ESOL	3	EDUC 403
TOTAL		24	
Major Courses			
Course	Title	Credits	Prerequisites
EDUC 403	Curriculum Design	3	
SPED 101	Teacher Preparation in Special Education	3	EDUC 171
SPED 102	Assistive Technology and Other Resources in Special Education	3	SPED 101, EDUC 403, EDUC 409
SPED 103	Learning Disabilities	3	SPED 101, EDUC 135, SPED 300
SPED 203	Nature, Needs, and Behavior Modification in the Special Education Student with Attention Deficit Disorder	3	EDUC 403, EDUC 409, SPED 295
SPED 204	Nature, Needs, and Behavior Modification of Gifted Education Student	3	EDUC 403, EDUC 409
SPED 205	Integration of the Fine Arts in Special Education	3	EDUC 403, EDUC 409, EDUC 204
SPED 207	Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level	3	EDUC 403, EDUC 409, EDUC 205
SPED 208	Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level	3	EDUC 403, EDUC 409, EDUC 205

SPED 210A	Language Development and the Reading-Writing Processes in the Special Education Student I	3	SPED 403, SPED 409, SPED 103, TESL 223
SPED 295	Evaluation and Assessment in Students with Special Needs	3	EDUC 202, EDUC 409, TESL 223
SPED 211	Language Development and The Reading-Writing Processes in the Special Education Student II	3	SPED 210A
SPED 300	The Brain and Learning	3	EDUC 171, SPED 101, EDUC 135
TOTAL		39	
Research/Capstone Courses			
Course	Title	Credits	Prerequisites
EDUC 435	Interdisciplinary Seminar	3	EDUC 403, EDUC 409, TESL 223
EDUC 436	Pedagogical Integration Seminar	3	EDUC 435
SPED 405	Teaching Practicum in Special Education (Requires Approval from the School)	3	EDUC 435, SPED 208, SPED 211, SPED 295
SPED 406	Seminar on Teaching Practicum in Special Education (Requires Approval from the School)	1	Co-req. SPED 405
TOTAL		10	
TOTAL CREDITS		130	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. The program requires clinical field observations that are integrated throughout the program for a cumulative of hours prior to Internship I and II. The program includes two semesters, Internship I and II, in a special education school setting, full-time 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.
2. 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 professional (standard) certification.
3. 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/temporary or alternative certification to meet professional (standard) certification requirements.
4. The Special Education program meets the educational eligibility criteria for certification in the state in which the program is offered. Graduates of the program who wish to teach in another U.S. state or country may require additional eligibility criteria to qualify for licensure and/or certification in those locations. We are unable to confirm the licensure and/or certification requirements of other states or countries. Therefore, if you intend to pursue such credentialing in another state or elsewhere, it is advised that you to contact the applicable state or country credentialing authority to familiarize yourself with its specific requirements and determine if this program meets the applicable eligibility criteria.
5. Graduation GPA: 2.00

Bachelor of Science in Psychology

Credits: 120

Program Description

The Bachelor of Science in Psychology prepares graduates to continue graduate studies in all areas of professional practice in psychology (e.g., counseling psychology, clinical psychology, school psychology, industrial /organizational psychology, international psychology). In addition, students will acquire knowledge and skills that will allow them to perform research, prevention, and the provision of basic services in mental health care.

Program Outcomes

Upon completion of a Bachelor of Science in Psychology, students will be able to:

1. Describe major concepts, principles, theoretical perspectives, empirical findings, and applications of psychology.
2. Describe and apply basic research methods in psychology, including research design, data analysis, and interpretation, with consideration for sociocultural factors.
3. Engage in critical and innovative thinking and scientific reasoning to interpret psychological phenomena and solve problems.
4. Apply psychological principles and ethics to personal, social, and organizational issues in practice and research.
5. Demonstrate the values of psychology through behaviors that build community at local, national, and global levels.
6. Understand and respect individual and group differences both domestically and globally and communicate effectively with diverse individuals and groups in multiple formats.
7. Engage in self-reflection and self-regulation to continuously refine professional behavior and practice.
8. Demonstrate information literacy in psychology and the ability to use technology for many purposes.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Science in Psychology

120 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (2) of the Approved General Education Electives OR Introduction to Spanish Language – Basic Level Introduction to Spanish Language – Intermediate Level Introduction to Spanish Language – Advanced Level	6	SPAN 101 for SPAN 102OR SPAN 103 for SPAN 104OR SPAN 105 for SPAN 106
ENGL 150-250 or ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language- Basic Level Introduction to English Language – Intermediate Level Introduction to English Language - Advanced Level	6	NGL 150 for ENGL 250 OR ENGL 101 for ENGL 102OR ENGL 103 for ENGL 104OR ENGL 105 for ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 for SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 for SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	
HUMA 101-102	World Cultures I and II	6	HUMA 101 for HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
STAT 300	Elements of Statistics I	3	MATH 112ON
SOSC 320	Social Research Techniques I	3	STAT 300
SOCI 203	Sociology Principles (Compendium)	3	SOSC 102
STAT 301	Elements of Statistics II	3	STAT 300
PSYC 121	General Psychology I	3	
PSYC 122	General Psychology II	3	PSYC 121
PSYC 205	Personal Growth & Development	3	PSYC 122
GEOG 205	Global Communities and Resources: Critical Perspective	3	SOSC 102
TOTAL		24	
Major Courses			
Course	Title	Credits	Prerequisites
PSYC 225	Social Psychology	3	PSYC 122
PSYC 283	Human Development	3	PSYC 122
PSYC 405	Physiological Psychology	3	PSYC 122
PSYC 321	Theories of Personality	3	PSYC 122
PSYC 350	Principles of Psychopathology	3	PSYC 122
PSYC 400	Experimental Psychology	3	PSYC 122, STAT 301
PSYC 450	Integration Seminar	3	PSYC 122, PSYC 350
TOTAL		21	
Major Electives (Select 4 courses – 12 credits)			
Course	Title	Credits	Prerequisites
PSYC 221	Child Psychology	3	
PSYC 222	Adolescent Psychology	3	
PSYC 305	Human Relations and Public Service	3	
PSYC 307	Group Dynamics	3	

PSYC 343	Learning Theories	3	
PSYC 355	Industrial Psychology	3	
PSYC 360	Seminar on Human Sexuality	3	
TOTAL		12	
Elective Courses (Select 3 courses – 9 credits)			
Course	Title	Credits	Prerequisites
	Free Elective	3	
	Free Elective	3	
	Free Elective	3	
TOTAL		9	
TOTAL CREDITS		120	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Master of Arts with specialization in Public Relations

Credits: 33

Specific Program Admission Requirement

1. Successfully completed a bachelor's degree with a minimum GPA of 3.00.

Program Description

The Master of Arts with specialization in Public Relations prepares students in comprehensive public relations, able to build and maintain relationships between organizations and their audiences, with the knowledge about the new digital platforms existing in the field of communications. It offers students the knowledge of new trends in the field of public relations, focused on a globalized and changing world. Curriculum design focuses on theory and practice.

Program Outcomes

1. Contribute knowledge and expertise to the Public Relations professions, demonstration a high level of knowledge in theories, concepts, history, and role of professionals and institutions in the profession as well as mastery of the principles and laws of freedom of expression and the press.
2. Demonstrate comprehensive and profound knowledge on the main concepts of gender, race, ethnic origin, sexual orientation, and other forms of diversity of people and cultures, and the impact of public relations and advertising in an increasingly diverse society and global.
3. Apply critical thinking in a creative, independent, and ethical way on the search of truth accuracy, fairness, and diversity, using professional, ethical principles, investigating, and evaluating information, and using appropriate public relations and communication methods to manage various ramification in crisis communication.
4. Communicate highly effectively, correctly, and clearly, in oral and writing, in forms and styles appropriate to public relations and advertising, the institutions, audiences, and purposes they serve, ensuring a positive impact of the organization in the local and global market.
5. Demonstrate critical skills in evaluating their own work and that of others, ensuring accuracy, fairness, clarity, appropriate style, and grammatical correctness for proper delivery to the targeted audience.
6. Apply creativity and appropriate skills in strategic communication, and knowledge in concepts, theories, resources, tools, and a variety of technologies in using and presenting images, sounds and information within a communication, public relations, advertising, and digital field to define, develop and promote the organization.
7. Evaluate information by using appropriate communication methods, and the use of research, basic numerical and statistical concepts, in the communication fields and its related professions.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Arts with specializations in Public Relations

33 credits

Core/ Professional Courses			
Course	Title	Credits	Prerequisites
COMM 510	Contemporary Theories of Communication	3	
COMM 515	Research Methods in Communication	3	COMM 510
COMM 517	Communications and New Media	3	
COMM 511	Development and Management of Media Enterprise	3	
COMM 520	Advanced Writing for the Media	3	COMM 511
TOTAL		15	
Specialization Courses			
Course	Title	Credits	Prerequisites
COMM 530	Identity and Corporate Image	3	COMM 510, COMM 511
COMM 535	Crisis Communication	3	COMM 510, COMM 517, COMM 520
COMM 537	Strategic Communication in Public Relations	3	COMM 510, COMM 520, COMM 517
COMM 538	Strategic Management of Public Relations and Digital Convergence	3	COMM 535, COMM 537
COMM 550	Project	3	All Major Courses
TOTAL		15	
Electives (Select one course- 3 credits)			
Course	Title	Credits	Prerequisites
COMM 543	Journalism and Public Affairs	3	
COMM 531	Strategies for Public Relations	3	
COMM 512	Legal and Ethics Aspects of Communications	3	
TOTAL		3	
TOTAL CREDITS		33	

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to the demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Graduation GPA: 3.00

Master of Education with specialization in Instructional Design and Technological Integration with E-Learning

Credits: 39

Program Description

The Master of Education with specialization in Instructional Design and Technological Integration with E-Learning is designed for students to learn the various models of instructional design and apply them in their work scenario, integrating technology, multimedia, e-learning and distance education.

Program Outcomes

1. Conduct needs assessment to design appropriate and targeted instructional design solutions and content.
2. Use an appropriate instructional design methodology to plan and develop instruction, interventions and assessment.
3. Leverage appropriate tools to develop instruction, interventions and assessment.
4. Design an evaluation process to provide data to inform revision of instructional design.
5. Apply leadership and organizational skills to manage instructional design functions, projects, partnerships and collaborative relationships.
6. Apply research and theory, data collection, analysis skills and ethical and legal practices to instructional design projects.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Education with specialization in Instructional Design and Technological Integration with E-Learning

39 credits

Core/ Professional Courses			
Course	Title	Credits	Prerequisites
ETEG 500	Applied Instructional Design Models	3	
ETEG 501	Fundamentals of Educational Technology	3	
ETEG 502	Fundamentals of Distance Education	3	ETEG 500
ETEG 503	Curriculum Design and Instructional Design for the Adult Learner	3	ETEG 500, ETEG 502
ETEG 504	Technology Immersions	3	ETEG 503, ETEL 602
ETRE 525	Applied Research	3	ETEG 504, ETEL 600, ETEL 603
TOTAL		18	
Specialization Courses			
Course	Title	Credits	Prerequisites
ETEL 600	E-learning, Technology Integration and Multimedia	3	ETEG 503, ETEL 602
ETEL 601	Development of Corporate Virtual Training	3	ETEL 604 or ETEL 605
ETEL 602	Distance Education Assessment	3	ETEG 500, ETEG 502
ETEL 603	E-learning and Virtual Learning Communities	3	ETEG 503, ETEL 602
PRTE 630	Instructional Design and Technological Project I	3	ETEG 503, ETEL 602, ETEL 604 or ETEL 605
PRTE 640	Instructional Design and Technological Project II	3	PRTE 630
TOTAL		18	
Electives (Select one course - 3 credits)			
Course	Title	Credits	Prerequisites
ETEL 604	Applied Instructional Designs for the Corporate World	3	ETEG 503, ETEL 602, ETEL 603
ETEL 605	Applied Instructional Designs for the Academy	3	ETEG 503, ETEL 602, ETEL 603
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. Graduation GPA: 3.00

Master of Education with specialization in School Counseling

Credits: 48

(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.

Program Outcomes

1. Create and implement a data-informed school counseling program to support success and well-being for every student that promotes educational equity and access.
2. Use established and emerging counseling and educational methods to plan, organize and implement a variety of counseling, instructional and intervention strategies as part of a comprehensive school counseling program.
3. Consult with school counselors and other education and counseling professionals to support success and well-being for every student.
4. Collaborate with stakeholders to create learning environments that promote academic success, equity and access; and to identify community resources to make appropriate referrals.
5. Utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.
6. Use school data and school counseling program assessments to create goals and action plans aligned with school improvement plans.
7. Use self-appraisal, consultation and supervision to plan for continual professional growth and development related to current school counseling professional standards, competencies, legal responsibilities and ethical practices.
8. Model ethical behavior, employ ethical decision-making, and adhere to the legal responsibilities of the role of the school counselor at local, district, state and federal levels.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Education with specialization in School Counseling

48 credits

(This program is not admitting new students.)

Core Courses			
Course	Title	Credits	Prerequisites
EDUC 576	Introduction to School Counseling	3	
EDUC 580	Education Psychology: Human Growth and Development	3	
EDUC 582	Legal and Ethical Issues in Counseling	3	EDUC 576, EDUC 580
EDUC 588	Instruments and Techniques for Measurement and Assessment	3	EDUC 576, EDUC 580
EDUC 584	Individual Counseling Techniques	3	EDUC 588, EDUC 633
EDUC 585	Group Counseling Techniques	3	EDUC 588, EDUC 633
EDUC 632	Multicultural Counseling	3	EDUC 576
EDUC 633	Counseling Theories	3	EDUC 576
EDUC 635	Educational Research Methods	3	EDUC 584, EDUC 585
TOTAL		27	
Specialization Courses			
Course	Title	Credits	Prerequisites
EDUC 645	Counseling in Schools	3	EDUC 584, EDUC 585, TESL 523
EDUC 618	Counseling for Children and Adolescents	3	EDUC 635
EDUC 636	Development and Management of Counseling Programs	3	EDUC 582, EDUC 588
EDUC 586	Career Counseling	3	EDUC 636
TOTAL		12	
Guided Elective			
Course	Title	Credits	Prerequisites
TESL 523	Understanding English Language Learners for School Counselors	3	
TOTAL		3	
Research Courses / Capstone			
Course	Title	Credits	Prerequisites
EDUC 637	Practicum in School Counseling	3	EDUC 584, EDUC 585, EDUC 633
EDUC 638	Internship in School Counseling	3	EDUC 637, EDUC 645
TOTAL		6	
TOTAL CREDITS		48	

Notes:

- Supervised field-based experience is required as part of EDUC 637 and EDUC 638. Students will document a minimum of 100 hours of activities that demonstrate proficiency in the competencies of School Counseling for EDUC 637 and 600 hours for EDUC 638. All placements are in a school setting and hours are during hours of operations of the placement center. Students should plan accordingly to meet requirements of this course.
- The School Counseling program meets the educational eligibility criteria for certification in the state of Florida. 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.
- 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.
- Graduation GPA: 3.00

Master of Education with specialization in Social and Community Services

Credits: 36

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.

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

Program Outcomes

1. Assess and analyze clients' needs to provide guidance in the development of academic, career and life planning goals.
2. Design, implement and evaluate services and/or programs to leverage developmentally appropriate and culturally responsive services.
3. Develop effective service delivery that includes input from culturally diverse communities and individuals.
4. Use conflict management, problem solving and decision-making skills to support and guide clients through life transitions to promote self-efficacy.
5. Apply ethical, legal and professional practices in all aspects of services and/or programs.
6. Plan, execute and evaluate communication strategies to raise awareness about services, initiatives, programs and any purposes the organization may need.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Education with specialization in Social and Community Services

36 credits

Core Courses			
Course	Title	Credits	Prerequisites
ESCS 578	Introduction Social and Community Services	3	
EDUC 580	Education Psychology: Human and Growth Development	3	
EDUC 582	Legal and Ethical Issues in Counseling	3	ESCS 578, EDUC 580
EDUC 588	Instruments and Techniques for Measurement and Assessment	3	ESCS 578, EDUC 580
EDUC 584	Individual Counseling Techniques	3	EDUC 588
EDUC 585	Group Counseling Techniques	3	EDUC 588
EDUC 635	Educational Research Methods	3	EDUC 584, EDUC 585
TOTAL		21	
Specialization Courses			
Course	Title	Credits	Prerequisites
EDUC 636	Development and Management of Counseling Programs	3	EDUC 582, EDUC 588
EDUC 586	Career Counseling	3	EDUC 636
ESCS 601	Service Delivery Systems and Access	3	EDUC 582, EDUC 588
ESCS 602	Student Affairs	3	EDUC 636, ESCS 601, EDUC 584
TOTAL		12	
Research Courses / Capstone			
Course	Title	Credits	Prerequisites
ESCS 652	Practicum in Social and Community Services	3	EDUC 636, ESCS 601, ESCS 602
TOTAL		3	
TOTAL CREDITS		36	

Notes:

- Supervised field-based experience is required as part of ESCS 652. Students will document a minimum of 100 hours of activities that demonstrate proficiency in the domains of the field. Practicum locations will be based on student's area of interest and must be approved. All hours are during hours of operations of the placement center. Students should plan accordingly to meet requirements of this course.
- This degree does not lead to teacher licensure or certification in any state. Students seeking to become a classroom teacher must contact the state's department of education to determine what state-specific requirements are needed for teacher certification. Graduates seeking teacher licensure or certification 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.
- This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
- Graduation GPA: 3.00

Master of Education with specialization in Teaching of English as a Second Language

Credits: 39

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in Education from an accredited university with a GPA of 2.75.
2. A video conference interview in English.
3. Write an essay in English.
4. Students who do not have a bachelor's degree in Education must meet the following additional requirements.
 - a. Successfully completed a bachelor's degree in any other discipline from an accredited university with a GPA of 2.75, with at least 12 credits in English and 12 credits in Education.
5. It is strongly recommended that students review and become familiar with the teacher certification requirements established by the State of Florida, the Commonwealth of Puerto Rico, or any other state in which they intend to seek employment as teachers. 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.
6. Students are responsible of verifying the requisites or test required by the state or country of origin.
7. Students that reside in the State of Florida must provide evidence of a passing score on the Florida Basic General Knowledge Test prior to registering for EDUC 617.

Program Description

This specialization is designed to provide candidates with a background in the principles, theories and practice of second language acquisition, learning and teaching. It seeks to prepare educators who can assume positions of leadership in ESL education, as teachers or English supervisors in public or private schools, and as professors in institutions of higher education.

Program Outcomes

1. Apply English language structures in different discourse contexts and language domains to facilitate and support language learning for English Learners to acquire academic language and literacies specific to various content areas.
2. Implement methods to gather information of English Learners' academic, personal, cultural and social contexts to develop effective, individualized instruction and assessment for English Learners.
3. Create culturally, linguistically relevant and supportive environments to promote English Learners' learning.
4. Design, implement and adapt instruction and assessment to promote English Learners' learning using evidence-based and developmentally appropriate approaches.
5. Analyze and interpret multiple and varied assessments for English Learners to make informed decisions that promote language and content learning.
6. Use effective collaboration strategies and professional development to plan ways to serve as a resource for English Learner instruction, support for school community and advocate for English Learners.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Education with specialization in Teaching of English as a Second Language
39 credits

Core Courses			
Course	Title	Credits	Prerequisites
EDUC 501	Principles and Development of Curriculum	3	EDUC 550, EDUC 564
EDUC 512	Educational Innovations and Strategies in ESL	3	EDUC 501, EDUC 569
TOTAL		6	
Specialization Courses			
Course	Title	Credits	Prerequisites
EDUC 550	Second Language Acquisition	3	
EDUC 551	Reading Processes in a Second Language Setting	3	EDUC 550
EDUC 553	ESOL Curriculum and Materials Development	3	EDUC 501, EDUC 551
EDUC 555	Development of Communication Skills in English	3	EDUC 501, EDUC 569
EDUC 566	Methods of Teaching English as a Second Language	3	
EDUC 567	Cross-Cultural Communication and Understanding	3	EDUC 501, EDUC 569
EDUC 564	Applied Linguistics for ESOL Teachers	3	EDUC 555
EDUC 569	Testing and Evaluation of ESOL	3	EDUC 501, EDUC 551
EDUC 604	Knowledge Integration Seminar in ESOL	3	EDUC 600
TOTAL		27	
Research Courses / Capstone			
Course	Title	Credits	Prerequisites
EDUC 600	Educational Research Methods in ESOL	3	EDUC 501, EDUC 551, EDUC 569
EDUC 617	Research Seminar	3	EDUC 600
TOTAL		6	
TOTAL CREDITS		39	

Notes:

1. This degree does not lead to teacher licensure or certification in any state. Students seeking to become a classroom teacher must contact the state's department of education to determine what state-specific requirements are needed for teacher certification. Graduates seeking teacher licensure or certification 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.
2. This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
3. Graduation GPA: 3.00

Master of Public Administration with specialization in Criminal Justice

Credits: 39

Program Description

Graduates of the Master of Public Administration with specialization in Criminal Justice will be trained to administer, design and evaluate service programs within the components of the Criminal Justice System related to prevention, security, protection and investigation of crime and delinquency.

Program Outcomes

1. Communicate effectively with people and resources in the organizations within a complex and diverse criminal justice or public safety environment.
2. Analyze current criminal justice policies, using available research, and discuss the strengths and limitations of various approaches.
3. Interpret administrative laws and regulations for program implementation in public organizations.
4. Analyze criminal justice and public safety policies using a variety of tools, including quantitative and qualitative research methods and statistical techniques.
5. Apply financial concepts, data, and assumptions to develop an accurate, flexible, and professional quality budget for a public or not-for-profit organization.
6. Apply critical knowledge, techniques and leadership and management skills, in the development and implementation of public administration in field of criminal justice addressing its challenge and opportunities in public and private sector and the community.
7. Assess the effectiveness of public service programs and policies within government agencies.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Public Administration with specialization in Criminal Justice

39 credits

Core/ Professional Courses			
Course	Title	Credits	Prerequisites
MSPA 500	Theory, Practice and Change in the Administration of Public Policy	3	
MSPA 510	Research and Quantitative Methods in Public Administration	3	
MSPA 520	Administrative Law and Ethics	3	
MSPA 530	Planning and Evaluation: Theories, Methods, and Techniques	3	MSPA 510
MSPA 540	Seminar: Planning, Development and Evaluation of Human Resources	3	MSPA 520
MSPA 550	Fiscal Resources Management	3	MSPA 530
TOTAL		18	
Specialization Courses			
Course	Title	Credits	Prerequisites
CRJU 500	Foundations, Practice and Changes in the Administration of the Criminal Justice System	3	MSPA 500
CRJU 520	Philosophy of Punishment	3	MSPA 500
CRJU 565	Seminar: Program Design and Evaluation in the Criminal Justice System	3	MSPA 530
CRJU 715	Seminar: Special Situations in the Administration of Correctional Programs	3	CRJU 500
CRJU 730	Criminality, Crime Control and Criminal Justice	3	MSPA 500
MSPA 710	Research Seminar for Public Administration	3	ALL MAJOR COURSES
TOTAL		18	
Electives (Select one course- 3 credits)			
Course	Title	Credits	Prerequisites
CRJU 575	Criminal Treatment and Rehabilitation Programs	3	MSPA 500
CRJU 600	Seminar: Crime, Victims and Society	3	MSPA 500
CRJU 630	Organization and Administrative Techniques of the Police System	3	MSPA 500
CRJU 640	Addiction: Legal and Psycho-Social Aspects	3	MSPA 500
TOTAL		3	
TOTAL CREDITS		39	

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to the demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Graduation GPA: 3.00

Master of Science in Counseling with specialization in Clinical Mental Health

Credits: 63

Specific Program Admission Requirements

1. A bachelor's degree from an institution accredited by an agency recognized by the U.S. Department of Education, or from an internationally recognized institution with a grade point average of 3.0 or higher on a 4.0 scale. Graduate-level credit earned may be used to demonstrate aptitude for graduate education in counseling when an applicant's undergraduate grade point average is below a 3.0.
2. Official transcripts from all previous undergraduate educational institutions where a degree was earned. Transcripts from all institutions where credit was earned may enhance the application.
3. Two letters of recommendation completed by professionals who can assess the applicant's aptitude for graduate education in counseling.
4. A 2–4-page personal essay answering the following questions:
 - a. How will your previous academic, professional, and personal experiences contribute to your success in the program?
 - b. How will completion of this program support your career goals?
5. A resumé or curriculum vitae (CV).
6. An interview with a representative from the program.

Program Description

The Master of Science in Counseling with a specialization in Clinical Mental Health is designed to prepare candidates with the knowledge and skills necessary to work with individuals, groups, and families presenting with a variety of mental and emotional disorders, as well as to promote mental health and wellness. The program prepares students to be capable and responsive licensed professional counselors in a variety of settings, as well as to engage in consultation and collaboration with other professionals. The program is aligned with counselor education standards, and it covers all required content areas for the National Certified Counselor (NCC) certification.

Program Outcomes

Upon successful completion of the program students will be able to:

PLO 1: Professional Counseling Orientation and Ethical Practice

Apply professional practices, ethical and legal standards, historical underpinnings, roles, professional organizations, credentials, and advocacy competencies to professional work.

PLO 2: Social and Cultural Identities and Experiences

Employ cultural, social justice, advocacy, theoretical approaches, and strategies to counseling relationships with diverse populations.

PLO 3: Lifespan Development

Apply human growth and development theories and principles to counseling practices, promoting development and wellness across the lifespan.

PLO 4: Career Development

Implement theories, strategies, and models of career development, counseling, and decision-making with culturally diverse populations.

PLO 5: Counseling Practice and Relationships

Apply theories, skills, and approaches to counseling practice integrating ethics, consultation, and crisis intervention.

PLO 6: Group Counseling and Group Work

Apply theoretical, ethical, cultural, and social justice skills, methods, and principles to group counseling practice.

PLO 7: Assessment and Diagnostic Processes

Administer ethical and culturally relevant testing, measurement instruments, and statistical concepts to individual and group assessment and evaluation.

PLO 8: Research and Program Evaluation

Describe research and statistical methods and strategies in evidence-based practice, supervision, and program evaluation, considering the ethical and cultural implications in the counseling profession.

PLO 9: Clinical Mental Health Counseling

Apply skills and practices to address a variety of issues in clinical mental health counseling practice, integrating ethical, cultural, diversity, and advocacy perspectives.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Programmatic Academic Achievement Requirements

1. Students must maintain a cumulative GPA of 3.0 or higher to enter the practicum and internship sequence and to graduate.
2. **Practicum and Internship Sequence:** This sequence consists of three semester-length courses and a field experience that is typically between 9-12 months. Students must earn a grade of "B" or better in Practicum in Clinical Mental Health Counseling (CMHC 607), Internship I in Clinical Mental Health Counseling (CMHC 608), and Internship II in Clinical Mental Health Counseling (CMHC 609). The Practicum and Internship sequence has five evaluations that must be passed to earn credit for the sequence: 1) two Site Supervisor Evaluations at the midpoint and end of the field experience and 2) three Practicum/Internship Seminar Course Evaluations. Failing any of these evaluations will result in failure of the entire sequence. Students may repeat the Practicum and Internship sequence a maximum of one time, with the approval of the Program Director/Coordinator, Practicum and Internship Coordinator, and the Practicum/Internship Seminar Instructor. If a student is unable to successfully complete the sequence after a second attempt, the student will be placed on academic suspension.
3. Students may incur a grade below "B" in no more than two courses, excluding CMHC 607, CMHC 608, and CMHC 609. If a student receives a third grade below a "B" they will be placed on academic suspension. A minimum grade of "C" or better is required to count toward graduation requirements.
4. The student must pass the Comprehensive Exam, as it is a degree requirement. Students are allowed three attempts to pass the comprehensive exam. If not passed after three attempts, the student will be placed on academic suspension.
5. 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.

Master of Science in Counseling with specialization in Clinical Mental Health

63 credits

Core/Professional Courses			
Course	Title	Credits	Prerequisites
COUN 500	The Counseling Profession	3	
COUN 501	Ethical, Legal, and Professional Issues in Counseling	3	
COUN 502	Theories of Counseling and Psychotherapy	3	
COUN 503	Research Methods and Statistics	3	COUN 500
COUN 504	Human Growth and Development	3	
COUN 505	Counseling and Advocacy with Diverse Populations	3	COUN 500, COUN 501
COUN 506	Theories and Counseling in Career Development	3	COUN 501, COUN 502
COUN 507	Comprehensive Assessment in Counseling	3	COUN 500, COUN 501, COUN 504
COUN 508	Communication Skills, Consultation and Collaboration	3	COUN 502
COUN 509	Group Counseling: Dynamics and Practice*	3	COUN 500, COUN 501, COUN 502, COUN 504
COUN 510	Crisis Intervention	3	COUN 507
CMHC 601	Psychopathology and Diagnosis	3	COUN 502, COUN 504
CMHC 603-A or CMHC 603-B	Applied Neuroscience and Psychopharmacology for Counselors or Human Sexuality**	3	CMHC 601
CMHC 606	Addiction Counseling	3	CMHC 602
TOTAL		42	
Specialization Courses			
CMHC 600	Introduction to Clinical Mental Health Counseling	3	COUN 500
CMHC 602	Advanced Mental Health Counseling Approaches and Interventions	3	COUN 504, COUN 505
CMHC 604	Counseling Children and Adolescents	3	CMHC 602
CMHC 605	Couples and Family Counseling	3	CMHC 602
TOTAL		12	
Internship and Practicum Courses			
CMHC 607	Practicum in Clinical Mental Health Counseling***	3	COUN 503, COUN 506, COUN 508, COUN 509, COUN 510, CMHC 600, CMHC 601, CMCH 602
CMHC 608	Internship I in Clinical Mental Health Counseling****	3	CMHC 607
CMHC 609	Internship II in Clinical Mental Health Counseling ****	3	CMHC 608
CMHC 610	Comprehensive Exam*****	0	CMHC 607
TOTAL		9	
TOTAL CREDITS		63	

Notes:

- *COUN 509, CMHC 607, CMCH 608 and CMHC 609 require compulsory synchronic sessions.
- **Students who are pursuing licensure as a Clinical Mental Health Counselor in the state of Florida are required to take the CMHC 603-B: Human Sexuality.
- ***The semester will include a Practicum with 16 weeks over two partial terms (100 hours total) and two additional courses of eight weeks for a total of nine credits.
- ****The semester will include Internship at 16 weeks over two partial terms (300 hours total) and the Degree Exam.
- ***** The exam will be offered two times per academic year. If the student does not pass the exam, they must enroll again in the CMCH 610 course in PT 82 for the next semester. Students must refer to the Student Manual to follow the process.
- + State/Territory licensure requirements differ. It is the responsibility of the student to understand all current requirements for licensure in the state/territory where they plan to seek initial licensure.
- ++ Students must abide by the required hours, procedures, and policies set by state and local agencies for practicum and internship 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 practicum and internship sites where they are practicing.
- +++ It is required that each student receive faculty mentorship and advise for professional development across the curriculum. Students must refer to the Student Handbook.
- ++++ This program is currently not accredited by CACREP.
10. Graduation GPA: 3.00

Master of Science with specialization in Educational Leadership

Credits: 42

Specific Program Admission Requirements

1. An earned a Bachelor of Arts in Education.
2. Work experience in the public or private educational system.

Program Description

The Educational Leadership program is designed to prepare future school administrators with the skills and competencies needed to become outstanding bilingual leaders in public education K-12 institutions.

Program Outcomes

1. Develop, articulate, implement, and achieve a shared vision and mission of high quality education using methods of continuous improvement to promote student's academic success and well-being.
2. Ensure each student has equitable access to learning and resources by instilling a sense of equity, cultural competence and responsiveness throughout the system.
3. Lead in development and implementation of curriculum, instruction, and assessment across grade levels to promote high expectations for learning for each student in alignment to content standards and effective pedagogy.
4. Access and analyze systems of curriculum, instruction, and assessment to monitor and plan for continuous improvement to promote academic success of students.
5. Develop professional capacity of school personnel to promote effective practice and student learning and to foster a professional community of continuous individual and organizational learning and improvement.
6. Create and execute plans for recruiting, hiring, support, evaluation and retention of personnel.
7. Engage families and community to support student learning and development and to participate in ongoing process for continuous improvement.
8. Manage and monitor school operations, resources and administrative systems to comply with law, rights, policies and regulations.
9. Act ethically and according to professional norms to promote integrity, fairness, transparency, collaboration and continuous improvement.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science with specialization in Educational Leadership

42 credits

Specialization Courses			
Course	Title	Credits	Prerequisites
EDUG 605	Public School Curriculum and Instruction	3	EDAG 640
EDAG 650	Human Relations, Organizational Climate and the Learning Environment in Educational Institutions	3	EDAG 651
EDAG 657	Human Resources Management and Development in Educational Leadership	3	EDAG 640, EDAG 651
EDAG 640	Development of Leadership in Education, Theories, and Application	3	
EDAG 641	The Leader and the Learning Communities	3	EDAG 640, EDUG 605
EDUG 611	Evaluation, Measurement, and Assessment of the Teaching Learning Processes	3	EDUG 605, EDAG 640, EDAG 657
EDAG 644	Technology for School Administrators	3	EDUG 605, EDUG 611
EDAG 651	Public School Law, Labor Relations and Ethical Leadership	3	
EDAG 652	Budget and Financial Systems in Educational Organizations at the School Level	3	EDAG 650, EDAG 651, EDAG 657
EDUG 535	Action Research Evaluation	3	EDAG 641, EDUG 611
EDAG 662	Multicultural Education for School Administrators	3	EDAG 640
TESL 522	Theory and Practice of Teaching ESOL Students in Schools	3	EDAG 640, EDAG 651, EDAG 662
TOTAL		36	
Internship Course			
Course	Title	Credits	Prerequisites
EDAG 670	Internship-Practice in Educational Administration Leadership	3	All Courses
TOTAL		3	
Guided Elective			
Course	Title	Credits	Prerequisites
EDAG 663	Conflict Resolution for Educational Leaders	3	EDAG 650, EDAG 651
TOTAL		3	
TOTAL CREDITS		42	

Notes:

1. Specific licensure and certification requirements can and often do vary by state and require teaching experience and/or certification for principalship. It is the student's responsibility to evaluate whether the Master of Science in Educational Leadership meets the particular requirements for certification in the state in which they plan to practice.
2. A field-based supervised experience is required as part of EDAG 670 (fall or spring semesters only). Students will document a minimum of 110 hours of activities that demonstrate proficiency aligned to the Educational Leadership Competencies. All hours are during hours of operations of the placement center. Students should plan accordingly to meet requirements of this course.
3. This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
4. Graduation GPA: 3.00

Master of Social Work

Credits: 54

Specific Program Admission Requirements

1. An earned bachelor's degree from an accredited institution.
2. An undergraduate cumulative GPA of at least 2.75.
3. An interview.
4. An essay.

Advanced Standing Program in the Master of Social Work- Additional Admission requirements

The Advanced Standing Program in the Master of Social Work has additional requirements. Students admitted are given, in all program options, up to 27 credit hours of advanced standing to BSW graduates that meet the following conditions:

1. Degree granted from a CSWE BSW accredited program.
2. A graduation GPA (Grade Point Average) of at least 3.00.
3. Social Work major courses passed with grade A or B.
4. Field Practice courses passed with a grade of A.
5. Having completed the baccalaureate degree within five years or less of requested admission.

If all five conditions are met, an evaluation of transfer credits will be conducted by the MSW Program director. The advanced standing could be awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Services or covered under a memorandum of understanding with international social work accreditors across all program options. Courses will not be validated to students from programs not accredited by the CSWE.

For the MSW advanced standing program, 21 credits will be granted for the foundation courses of Social Work major, approved with A or B. Another 6 credits will be granted for generalist practice only if the candidate had a grade of A in the supervised practice at the bachelor's level.

Program Description

The program prepares students for Social Work practice with a clinical specialization, able to contribute with their leadership and guidance to programs and services for vulnerable populations in the United States of America, and other societies across the World. The context and geographical location of the program offers students the opportunity to meet the needs of a variety of vulnerable populations.

Program Outcomes

1. Demonstrate Ethical and Professional Behavior Competency.
2. Engage Diversity and Difference in Practice.

3. Advance Human Rights and Social, Economic, and Environmental Justice Competency.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Programmatic Academic Achievement Requirements

1. To graduate from the program, a general grade point average of 3.00 is required as well as a comprehensive grade examination of Pass.
2. The seminar and supervised practice are approved with A or B; a C requires that the course be repeated.
3. With D or F the student is suspended and a committee of three faculty members must examine the case to determine if a second opportunity is granted to repeat the seminar and practice. The Director of the Social Work Master's Program will appoint the Committee.

Master of Social Work

54 credits

Core/Professional Courses			
Course	Title	Credits	Prerequisites
SWGR 504	Social Policy Analysis	3	
SWGR 505	Human Diversity and Social Justice	3	
SWGR 506	Social Work with Individuals and Families	3	
SWGR 507	Social Work with Groups and Communities	3	SWGR 506
SWGR 510	Research Design	3	
SWGR 601	Theories and Models of Human Development and Behavior I	3	
SWGR 606	Theories and Models of Human Development and Behavior II	3	SWGR 601
SWGR 555	Social Work with Seminar and Field Practicum I	6	SWGR 670
SWGR 670	Comprehensive Exam (1 st part)	0	SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601
TOTAL		27	
Specialization Courses			
Course	Title	Credits	Prerequisites
SWGR 602	Clinical Intervention I	3	SWGR 555, SWGR 670
SWGR 607	Clinical Intervention II	3	SWGR 602
SWGR 511	Research Analysis	3	SWGR 510
SWGR 655	Social Work with Seminar and Field Practicum II	6	SWGR 602
SWGR 665	Social Work with Seminar and Field Practicum III	6	SWGR 655, SWGR 607
SWGR 671	Comprehensive Exam (2 nd part)	0	SWGR 665
TOTAL		21	
Guided Elective Courses			
Course	Title	Credits	Prerequisites
SWGR 608	Psychopathology, Human Behavior and Social Environment	3	Co-req SWGR 670
SWGR 623	Drug and Substance Abuse	3	SWGR 670
TOTAL		6	
TOTAL CREDITS		54	

Notes:

- Students must abide by the minimum required hours and policies the state and local education agencies set for practicum experiences.
- Students must comply with state and local education certification requirements for the degree, as applicable.
- Graduates of Social Work must seek professional licensing from the Board of Examiners at the State and local requirements or limitations to practice profession.
- This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the Academic Division or refer to the Student Manual of your program, if applicable.
- Credit will not be granted for life experience, volunteering, or work experience as a social worker.
- Graduation GPA: 3.00

AGMU Master of Social Work Program has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

Candidacy for a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program. For more information about social work accreditation, you may contact [Accreditation](#).

Doctor of Education with specialization in Curriculum, Teaching and Learning Environments

Credits: 60

Program Description

The Doctoral program in Education with specialization in Curriculum, Teaching and Learning Environments has the purpose to prepare a professional with the theoretical and practical knowledge that will allow students to apply the principles and foundations of the curriculum in the design, implementation and evaluation of educational programs. The learning environments in this doctoral program provide an approach to the curricular aspects that affect the training of the curriculum specialist in the selected study environment.

Program Outcomes

1. Analyze the historical, philosophical, social, cultural, and political context of educational organizations and their influence on curriculum planning, development, and evaluation.
2. Explore current empirical research on teaching, learning, assessment, evaluation, and curriculum development.
3. Examine the foundational principles and theoretical assumptions that underlie curriculum and instructional practices.
4. Explore the emerging theories and applications for the evaluation of curriculum.
5. Utilize theory and applications of curriculum development.
6. Analyze leadership theories and their implications to develop strategies that influence teaching, learning, assessment, and curricular change for diverse environments.
7. Conceptualize, initiate, develop, and carry out research to address educational situations within an organization.
8. Use statistics and methods of data collection for the analysis of information.
9. Develop the disposition to respect and address individual differences and diverse learning environments as integral parts of the educational experience.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Doctor of Education with specialization in Curriculum, Teaching and Learning Environments

60 credits

Social Context of Education Component (Select 3 courses – 9 credits)			
Course	Title	Credits	Prerequisites
EDUC 714	Historical and Philosophical Perspectives in Education	3	
EDUC 715	Social, Cultural and Political Dimensions of Educational Organizations	3	
EDUC 716	Contemporary Problems and Issues	3	
EDUC 717	Legal Issues in Education	3	
EDUC 718	Ethics and Education	3	
TOTAL		9	
Specialization Courses			
Teaching			
Course	Title	Credits	Prerequisites
EDUC 812	Teaching, Learning, and Cognition	3	
EDUC 813	Models and Styles of Teaching and Learning	3	EDUC 812
EDUC 809	Instructional Systems Design	3	EDUC 814
EDUC 805	Instructional Leadership	3	
Curriculum			
EDUC 814	Curriculum Theory and Design	3	
EDUC 815	Curriculum Planning and Development	3	EDUC 814, EDUC 809
EDUC 803	Evaluation of Instructional Programs: Theory and Application	3	EDUC 805
TOTAL		21	
Learning Environments (Must select one of the track-9 credits)			
Course	Title	Credits	Prerequisites
Environment: Special Education			
EDUC 816	Creating Learning Environments for Diverse Students	3	
EDUC 817	Behavior Modification in the Classroom	3	
EDUC 818	Early Identification of At-Risk Students	3	
Learning Environment: Second Language Acquisition			
EDUC 819	Language Development Issues in the Curriculum	3	
EDUC 820	Teaching in Multicultural Environments	3	
EDUC 821	Research on Second Language Acquisition and Bilingualism	3	
Learning Environment: Technology and Education			
EDUC 808	Educational Technology	3	
EDUC 810	Technology and Media in Education and Training	3	
EDUC 811	Theory and Practice of Distance Education	3	
Learning Environment: Arts, Culture and Education			
EDUC 825	Anthropological and Cultural Concepts	3	
EDUC 826	Research in Folk Arts and Fine Arts Education	3	
EDUC 827	Artistic and Cultural Expressions in Latin America and the Caribbean	3	
Learning Environment: Children, Families and Society			
EDUC 720	Contemporary Theories of Child Development	3	
EDUC 721	Teaching at the Pre-School/Primary Level 3: Trends and Innovations	3	
EDUC 722	Qualitative Research in Children's Education	3	
Learning Environment: Higher Education			
EDUC 723	Organization and Governance on Higher Education	3	
EDUC 724	Student Services in Higher Education Institutions	3	
EDUC 800	Higher Education Leadership and Administration	3	
TOTAL		9	
Comprehensive Exam			
EDUC 899	Comprehensive Exam	0	
Research Courses			
Course	Title	Credits	Prerequisites
EDUC 901	Research Methods in Education	3	EDUC 803, EDUC 805
EDUC 902	Statistical Methods in Education	3	EDUC 901
EDUC 903	Qualitative Research Methods	3	EDUC 901, EDUC 902
EDUC 904	Quantitative Research Methods	3	EDUC 901, EDUC 902

EDUC 900	Research Seminar	3	
EDUC 905*	Dissertation I	3	EDUC 900
EDUC 906*	Dissertation II	3	EDUC 905
	TOTAL	21	
	TOTAL CREDITS	60	

Notes:

1. *Each dissertation course is a full semester. Students may continue to be enrolled in this course until successful completion.
2. A passing score on the Comprehensive Exam is required prior to enrolling in EDUC 905 and EDUC 906.
3. This academic program requires IRB certification. For more information related to the process and requirements, please contact the Associate Dean of the School or refer to the Student Manual of your program, if applicable.
4. Graduation GPA: 3.00

Doctor of Education with specialization in Educational Leadership

60 credits

Program Description

The Doctoral program in Education with specialization in Educational Leadership aims to prepare a professional with the theoretical and practical knowledge that allows students to apply organizational processes and leadership theories that promote the development of strategies, mental habits and values for creative leadership and highly effective in an educational institution.

Program Outcomes

1. Formulate strategic plans, goals and change efforts in a school or organizational setting to align to the collective district/organizational vision/mission statement.
2. Develop procedures for working relationships to define, formulate or adjust district policies to meet state and federal requirements, constitutional provisions, and standards of regulatory agencies.
3. Design a value system and promote ethical practices at all levels within district/organization to provide equity of opportunity.
4. Analyze systems or processes for gathering, analyzing and using data for decision-making to support reaching logical conclusions and making quality decisions for organizational improvement.
5. Effectively articulate and promote the district/organizational purpose and priorities to internal and external entities.
6. Analyze teaching and learning practices, occupational trends and their instructional implications to develop strategic plans that influence teaching, learning and assessment for diverse school communities.
7. Manage systems that develop, implement and monitor processes to improve student learning, personnel capacity, learning environments and evaluation of teaching and learning.
8. Develop strategic plans for evaluation and development of all personnel.
9. Complete a Dissertation in Practice (DiP) to examine and address a current problem in the field.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Doctor of Education with specialization in Educational Leadership

60 credits

Social Context of Education Component (Select 3 courses – 9 credits)			
Course	Title	Credits	Prerequisites
EDUC 714	Historical and Philosophical Perspectives in Education	3	
EDUC 715	Social, Cultural and Political Dimensions of Educational Organizations	3	
EDUC 716	Contemporary Problems and Issues	3	
EDUC 717	Legal Issues in Education	3	
EDUC 718	Ethics and Education	3	
TOTAL		9	
Specialization Courses			
Organizational Processes			
Course	Title	Credits	Prerequisites
EDUC 801	Project Management in Education	3	EDUC 804, EDUC 806
EDUC 802	School Finance	3	EDUC 804, EDUC 805
EDUC 803	Evaluation of Instructional Programs: Theory and Application	3	EDUC 805
Leadership			
EDUC 804	Leadership: Models and Strategies	3	
EDUC 805	Instructional Leadership	3	
EDUC 806	Leading Organizational Change	3	EDUC 804, EDUC 806
EDUC 807	Leadership, Community Relations and Partnerships	3	EDUC 804, EDUC 805, EDUC 806
TOTAL		21	
Elective Courses (Select 3 courses – 9 credits)			
Course	Title	Credits	Prerequisites
EDUC 720	Contemporary Theories of Child Development	3	
EDUC 721	Teaching at the Pre-School/Primary Level 3: Trends and Innovations	3	
EDUC 722	Qualitative Research in Children’s Education	3	
EDUC 808	Educational Technology	3	
EDUC 810	Technology and Media in Education and Training	3	
EDUC 811	Theory and Practice of Distance Education	3	
EDUC 816	Creating Learning Environments for Diverse Students	3	
EDUC 817	Behavior Modification in the Classroom	3	
EDUC 818	Early Identification of At-Risk Students	3	
EDUC 819	Language Development Issues in the Curriculum	3	
EDUC 820	Teaching in Multicultural Environments	3	
EDUC 821	Research on Second Language Acquisition and Bilingualism	3	
EDUC 824	Seminar: Special Topics in Library and Information Systems	3	
EDUC 825	Anthropological and Cultural Concepts	3	
EDUC 826	Research in Folk Arts and Fine Arts Education	3	
EDUC 827	Artistic and Cultural Expressions in Latin America and the Caribbean	3	
EDUC 723	Organization and Governance on Higher Education	3	
EDUC 724	Student Services in Higher Education Institutions	3	
EDUC 800	Higher Education Leadership and Administration	3	
TOTAL		9	
Comprehensive Exam			
EDUC 899	Comprehensive Exam	0	
Research Courses			
Course	Title	Credits	Prerequisites
EDUC 901	Research Methods in Education	3	EDUC 803, EDUC 805
EDUC 902	Statistical Methods in Education	3	EDUC 901
EDUC 903	Qualitative Research Methods	3	EDUC 901
EDUC 904	Quantitative Research Methods	3	EDUC 901, EDUC 902
EDUC 900	Research Seminar	3	Comprehensive Exam
EDUC 905*	Dissertation I	3	EDUC 900

EDUC 906*	Dissertation II	3	EDUC 905
TOTAL		21	
TOTAL CREDITS		60	

Notes:

1. *The seminar and dissertation courses are full semester courses. Students may continue to be enrolled in the courses until successful completion.
2. A passing score on the Comprehensive Exam is required prior to enrolling in EDUC 900.
3. This academic program requires IRB certification. For more information related to the process and requirements, please contact the Associate Dean of the Academic Division, or refer to the Student Manual of your program, if applicable.
4. Graduation GPA: 3.00

Doctor of Philosophy in Social Work with specialization in Administration of Social Programs and Social Policy

Credits: 45

Specific Program Admission Requirements

1. A Minimum graduate GPA of 3.30
2. A master's degree in social work or another discipline.
3. Curriculum Vitae with all of the postsecondary schools, GPA for each institution, employment history, publications, conference presentations, awards/grants received, professional licenses, and professional organizations memberships.
4. An Essay or a sample of a written academic work, published article with literature review or an essay with literature review, about research interests related to social justice. The written sample must be double-spaced and 10 pages maximum.
5. An interview.

Program Description

The program provides preparation and development for professionals in advanced social work administration practice in social change and innovation for institutions, community leaders, and entrepreneurs. The student will develop characteristics of both practitioners and scholars by applying practical solutions to large-scale social challenges that directly affect vulnerable, marginalized or otherwise disadvantaged populations. The graduate student will become an effective social change leader through rigorous inquiry and the use of methodological tools associated with leading, managing, social policy integration, innovation and change. The graduates will have competencies that would allow them to seek management or executive leadership positions that advance their careers in social work, human services, and social policymaking scenarios.

Program Outcomes

1. Demonstrate Ethical and Professional Behavior Competency.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice Competency.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
10. Design and development of effective social programs.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Doctor of Philosophy in Social Work with specialization in Administration of Social Programs and Social Policy

45 credits

Core/Professional Courses			
Course	Title	Credits	Prerequisites
SWGR 801	Philosophical Foundations of Social Work	3	
SWGR 802	Justice and Social Policy	3	
SWGR 803	Social Policy and Organizational Behavior in North and Latin America	3	SWGR 802
SWGR 804	Social Work Theory and Practice: Programs Administration and Social Policy	3	SWGR 801
TOTAL		12	
Specialization Courses			
Course	Title	Credits	Prerequisites
SWGR 820	Social Services Management	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 821	Human Resources Management	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 822	Management and Budgeting in Government and Social Organizations	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 823	Executive Leadership: Models and Strategies	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
TOTAL		12	
Research Courses			
SWGR 811	Epistemology in Social Work Research	3	SWGR 801, SWGR 802, SWGR 803, SWGR 804
SWGR 812	Social Work Quantitative Research	3	SWGR 811
SWGR 813	Social Work Qualitative and Mixed Methods Research	3	SWGR 812
TOTAL		9	
Guided Elective Courses (Select one courses – 3 credits)			
Course	Title	Credits	Prerequisites
SWGR 830	Compendium for Social Work Practice with Individuals, Families, Groups and Communities [^]	3	
SWGR 831	Strategic Planning in Organizations and Community	3	SWGR 820
SWGR 832	Social Programs Evaluation: Theory and Practice	3	SWGR 813
TOTAL		3	
Comprehensive Exam and Dissertation			
Course	Title	Credits	Prerequisites
SWGR 840	Dissertation Seminar	3	SWGR 813, SWGR 820, SWGR 821, SWGR 822, SWGR 823, Co-req. SWGR 841
SWGR 841	Comprehensive Exam	0	Co-req. SWGR 840
SWGR 839	Doctoral Dissertation I	3	SWGR 840, SWGR 841
SWGR 842	Doctoral Dissertation II	3	SWGR 839
SWGR 843	Doctoral Dissertation Continuation*	3	SWGR 842
TOTAL		9	
TOTAL CREDITS		45	

Notes:

1. SWGR 830 is required for students with master's degree in another discipline.
2. A passing score on the Comprehensive Test is required prior to enrolling in SWGR 839.
3. This academic program requires IRB certification. For more information related to the process and requirements, please contact the Program Coordinator, Associate Dean of the Academic Division or refer to the Student Manual of your program.
4. *SWGR 843 is an optional course for those students requiring more time for the dissertation.
5. Students must comply with state and local education certification requirements for the degree, as applicable.
6. This program will not award transfer credits to students who have partially completed their degrees in other institutions.
7. Doctoral students admitted prior to spring 2023, who did not complete a statistics course at the graduate level, are required to enroll in an approved graduate statistics course prior to enrolling in doctoral research courses.
8. Graduation GPA: 3.00

Science and Technology

Academic Programs

- Diploma in Cybersecurity
- Associate of Science in Computer Technology and Networks **(This program is not admitting new students.)**
- Associate of Science in Engineering Technology and Quality Control **(This program is not admitting new students.)**
- Associate of Science in Technical Studies
- Associate of Science in Web Design
- Bachelor of Arts in Graphic Design
- Master of Science with specialization in Environmental Planning
- Master of Science with specialization in Telecommunications and Network Systems Administration

Diploma in Cybersecurity

Credits: 30

Program Description

A program that focuses on the technological and operational aspects of information warfare, including cyber-attack and cyber defense. Students will learn the role of an information technology security specialist, demonstrate compliance and operational security, the use of ethical hacking, how to prevent IT attacks, the use of physical security, and the proficiency in network device security and access control models, legal and ethical issues, and cyber warfare systems development and acquisition.

Program Outcomes

1. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
2. Apply knowledge in the digital and networks tools and resources to communicate effectively in a variety of professional contexts.
3. Apply knowledge of different components of modern operating systems by performing general computer and system operations such as installation, setup, and configuration, as well as accounts and application management.
4. Analyze a complex computing problem and apply computing principles and other relevant disciplines to identify solutions.
5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.
6. Identify, assess risk, and apply security principles and practices to maintain operations in the presence of risks and threats in computers and networks.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Diploma in Cybersecurity

30 credits

Course			
Course	Title	Credits	Prerequisites
MATH 112ON	College Algebra	3	
COIS 120	Principles of Computing	3	
COIS 121	Introduction to Programming	3	
COIS 205	Programming II	3	COIS 121
CYBS 110	Introduction to Cybersecurity	3	
CYBS 210	Network Security	3	
COIS 230	Computer Networks and Architecture	3	COIS 120, COIS 121
CYBS 230	Linux System Administration and Security	3	COIS 120, COIS 121, COIS 205
COIS 242	Operating Systems	3	COIS 230, COIS 205
CYBS 250	Digital Forensics and Incident Response	3	COIS 230, COIS 205
TOTAL CREDITS		30	

Notes:

1. This program may be offered in English or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences, as applicable.
3. Students must comply with state and local education certification requirements for the diploma program, as applicable.
4. Graduation GPA: 2.00

Associate in Science in Computer Technology and Networks

Credits: 62

(This program is not admitting new students.)

Program Description

In this program the student develops the theoretical knowledge and practical skills necessary to succeed in the changing world of technology. Graduates will be prepared to work on data analysis, installation and estimation and maintenance of new or existing computer systems and networks. The curriculum also provides the ability to solve technical problems, develop human relationships and establish effective communication in English and Spanish. The graduate may work in industrial areas, service companies or in their own business.

Program Outcomes

The general objectives of the program prepare engineering technology graduates professionally, so that they will be capable of fulfilling the technological needs of society and excel in the maintenance and improvement of computer systems.

1. An ability to apply knowledge of mathematics, science, and technology.
2. An ability to repair systems, components, or processes to meet desired needs.
3. An ability to function in multidisciplinary teams.
4. An ability to analyze and interpret data.
5. An understanding of ethical responsibility.
6. An ability to communicate effectively.
7. A recognition of the need for, and an ability to engage in life-long learning.
8. A knowledge of contemporary issues.
9. An ability to use the techniques, skills, and modern tools necessary for technical practice.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate in Science in Computer Technology and Networks

62 credits

(This program is not admitting new students.)

General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
HUMA 101	World Cultures I	3	
MATH 111	Intermediate Algebra I	3	
MATH 112	Intermediate Algebra II	3	
Pick 1 GE* OR SPAN 115	Pick one (1) of the Approved General Education Electives OR Reading, Writing and Oral Communication in Spanish I	4	
TOTAL		17	
Core/ Professional Courses			
Course	Title	Credits	Prerequisites
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 FOR ENGL 251 OR ENGL 115 FOR ENGL 116
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116 for ENGL 331
FSEN 100	Introduction to Engineering Technology	3	MATH 111, MATH 112
MATH 151	Pre-Calculus I	4	MATH 112, Co-requisite ENGI 122
MATH 152	Pre-Calculus II	4	MATH 151
ENGI 122	Introduction to Computer Programming	3	FSEN 100, Co-requisite MATH 151
TOTAL		22	
Major Courses			
Course	Title	Credits	Prerequisites
CTEC 220	Fundamentals of Computers, Peripherals and Operating Systems	3	Co-requisite CTEC 220L
CTEC 220L	Fundamentals of Computers, Peripherals and Operating Systems Laboratory	1	Co-requisite CTEC 220
EETE 223	Fundamentals of Computer Electronic	3	ENGI 122, MATH 152, Co-requisite EETE 223L
EETE 223L	Fundamentals of Computer Electronic Laboratory	1	ENGI 122, MATH 152, Co-requisite EETE 223
TCOM 335	Principles of Telecommunications and Networking	3	EETE 223, CTEC 220, CTEC 220L Co-requisite TCOM 335 L
TCOM 335L	Principles of Telecommunications and Networking Laboratory	1	EETE 223, CTEC 220, CTEC 220L Co-requisite TCOM 335
TCOM 350	Fundamentals of Networking Infrastructure Management	3	CTEC 220, CTEC 220L, TCOM 335, TCOM 335L, Co-requisite TCOM 350L
TCOM 350L	Fundamentals of Networking Infrastructure Management Laboratory	1	CTEC 220, CTEC 220L, TCOM 335, TCOM 335L, Co-requisite TCOM 350
CTEC 230	Fundamentals of Intermediate Programming	3	MATH 152, ENGI 122, TCOM 335, TCOM 335 L, TCOM 350, TCOM 350 L
TOTAL		19	
Elective Courses (Select one course – 4 credits)			
MATH 221	Calculus I	4	MATH 152
EETE 255	Fundamentals of Microprocessors	4	EETE 223, EETE 223L
TOTAL		4	
TOTAL CREDITS		62	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. Graduation GPA: 2.00

Associate in Science in Engineering Technology and Quality Control

Credits: 61

(This program is not admitting new students.)

Program Description

This program prepares students as technicians improving the quality of products and services. The areas of statistical processes, regulation, validation, and industrial safety will be studied. The program also provides the development of skills and knowledge in problem solving, data analysis, computer applications and effective communication in English and Spanish. The graduates will be prepared to work in pharmaceutical, biotechnological, or medical device companies. The program focuses on areas of quality assurance for industrial or service environments.

Program Objectives

To prepare quality control engineering technology graduates professionally, so that they will be capable of fulfilling the technological needs of society and excel in the maintenance and improvement of quality systems. Specific objectives of this program include:

1. Prepared to apply current quality control concepts.
2. Prepared to solve industry related real-world problems through laboratory experiments that expose students to these events.
3. Prepared with knowledge and skills to function as a quality control technician in manufacturing and the services industries.
4. Performs quality control system analysis.
5. Possesses the knowledge and skills to implement a continuous improvement process.
6. Utilizes validation processes in different aspects of development and production.
7. Identifies good practices in manufacturing and international quality standards such as ISO 9000, ISO 10011 and 10012.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate in Science in Engineering Technology and Quality Control

61 credits

(This program is not admitting new students.)

General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
HUMA 101	World Cultures I	3	
MATH 111	Intermediate Algebra I	3	
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
Pick 1 GE* OR SPAN 115	Pick one (1) of the Approved General Education Electives OR Reading, Writing and Oral Communication in Spanish I	4	
TOTAL		17	
Core/ Professional Courses			
Course	Title	Credits	Prerequisites
ENGL 251 OR ENGL 116	English Composition II OR English Reading and Writing II	4	ENGL 151 FOR ENGL 251 OR ENGL 115 FOR ENGL 116
COMM 141 OR ENGL 331	Effective Communication OR Public Speaking	4	ENGL 116 for ENGL 331
FSEN 100	Introduction to Engineering Technology	3	MATH 111, MATH 112
MATH 112	Intermediate Algebra	3	MATH 111
MATH 151	Pre-Calculus I	4	MATH 112 Co-requisite ENGI 122
ENGI 122	Introduction to Computer Programming	3	FSEN 100, Co-requisite MATH 151
TOTAL		21	
Major Courses			
Course	Title	Credits	Prerequisites
QETE 240	Quality Management Principles and Improvement Tools	3	ENGI 122, MATH 151
QETE 245	Fundamentals of Statistical Process Control/Metrology	3	ENGI 122, MATH 151, Co-requisite QETE 245 L
QETE 245L	Fundamentals of Statistical Process Control/Metrology Laboratory	1	ENGI 122, MATH 151, Co-requisite QETE 245
QETE 250	Introduction to Technical Engineering Management	3	QETE 240, QETE 245, QETE 245L
QETE 260	Principles of Industrial Regulations and Validations	4	QETE 250
IMEN 404	Industrial Safety and Health Management	3	QETE 255, QETE 260
QETE 255	Fundamentals of Lean Manufacturing Six-Sigma	3	QETE 250
TOTAL		20	
Elective Courses (Select one course)			
MATH 221	Calculus I	4	MATH 152
EETE 216	Industrial Electronics	3	MATH 151
ENGI 161	Engineering Technology Graphics	3	MATH 151, ENGI 122
METE 224	Manufacturing Process Technology	3	MATH 151
METE 228	Mechanical Measurements Technology	3	MATH 151
TOTAL		3	
TOTAL CREDITS		61	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. Graduation GPA: 2.00

Associate in Science in Technical Studies

Credits: 62

Specific Program Admission Requirements

1. Satisfactory completion of a minimum of 27 credits at the post-secondary level with a GPA of 2.00.

Program Description

Upon the completion of the program, the student will earn an Associate in Science in Technical Studies. By completing this program, graduates will have enhanced their professional skills and abilities with a specialized path in technology, health administration, or business.

Program Objectives

The objective of the AS in Technical Studies program is to integrate approved credits from licensed and/or accredited post-secondary entities, at the non-degree and up to the equivalent of two years in a degree-seeking program, with a selected concentration package complementary to the occupation. The students will:

1. Demonstrate knowledge of the fundamental concepts and theories from a selected career path.
2. Demonstrate proficient technical skills required to be productive in a career.
3. Apply creative, critical thinking, and problem-solving skills to analyze and solve discipline specific problems.
4. Demonstrate appropriate oral and written communication skills and professional behavior in the workplace.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate in Science in Technical Studies

62 credits

General Education Courses			
Course	Title	Credits	Prerequisites
ENGL 151 OR ENGL 115	English Composition I OR English Reading and Writing I	4	
Pick 1 GE* OR SPAN 115	Pick one (1) of the Approved General Education Electives OR Reading, Writing and Oral Communication in Spanish I	4	
SOSC 111	Individual, Community, Government and Social Responsibility I	3	
MATH 111	Intermediate Algebra I	3	
INGS 101	Research Information Literacy	3	
TOTAL		17	
Career Path (Select one major path)			
Transfer credits: Satisfactory completion of a minimum of 27 credits at the post-secondary level with a GPA of 2.00. The transfer credit evaluation is subject of an official evaluation by a registrar's office.			
TOTAL		27	
Path in Business			
Course	Title	Credits	Prerequisites
MANA 101	Introduction to Business	3	
ENMA 101	Introduction to Business Development	3	
MANA 210	Management Theories	3	
MANA 213	Human Resources Management	3	
TOTAL		12	
Path in Health Administration			
Course	Title	Credits	Prerequisites
HADM 101	Communication Skills for Health Care Professionals	3	
HADM 110	Health Care Management	3	
HADM 130	Ethics and Social Responsibility in the Health Care Services	3	
HADM 140	Accounting for Health Care Services and Administration	3	
TOTAL		12	
Path in Technology			
Course	Title	Credits	Prerequisites
COIS 101	Introduction to Computers	3	
COIS 111	Software Applications for Business Administration	3	
COIS 112	Information System Concepts	3	
COIS 221	Data Analysis Tools	3	
TOTAL		12	
Elective Courses			
	Elective	3	
	Elective	3	
TOTAL		6	
TOTAL CREDITS		62	

Approved General Education Electives*		
Course	Title	Credits
SPAN 111	Elementary Spanish	4
REIL 102	Research and Information Literacy	4
BIOL 153	General Biology I	4
BIOL 154	General Biology II	4
COMM 206	Communication Theory	4
COMM 211	Legal and Ethical Aspects of Communications	4
HIDE 101	History of Arts	4
HIDE 111	Representing Culture: Art & Artifact 1500-1850	4
HIST 274	History of the United States of America	4

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences.
3. Students must comply with state and local education certification requirements for the degree program, as applicable.
4. Graduation GPA: 2.00

Associate of Science in Web Design

Credits: 60

Program Description

The Associate Degree in Web Design prepares the student to become a Web Designer, an expert capable of dealing with the Internet's continuous string of advances, with the training and skills to define, create, and design them. A web designer configures telecommunications systems to ease people's access to content and audiovisual information.

Program Outcomes

1. Demonstrate understanding of arts and design principles by applying design theory and creative technical and composition skills to a creative web design solution.
2. Adhere to industry accepted professional, legal, safety and ethical practices.
3. Collaborate and communicate professionally, orally and in writing, with a diverse audience to address web design challenges.
4. Research and utilize best practices in user interface, user experience, accessibility, and search engine optimization to build websites with different levels of complexity.
5. Utilize effectively coding and software tools to analyze and present data in a professional manner that could be translated to web-based or app-based media.
6. Develop, plan, design and publish websites using knowledge of computer information systems, including security, computer concepts, web delivery system architecture, and file management.
7. Apply project management skills to prioritize projects and meet deadlines.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Associate of Science in Web Design

60 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life	3	Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 1 GE* OR	Pick one (1) of the Approved General Education Electives OR		
SPAN 101 SPAN 103 SPAN 105	Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	3	
ENGL 150 OR	English Composition I OR		
ENGL 101 ENGL 103 ENGL 105	Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	3	
MATH 112ON	College Algebra	3	
SCIE 111	Integrated Science I	3	
HUMA 101	World Cultures I	3	
TOTAL		15	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
DESI 121	Drawing I	3	
ENTR 260	Entrepreneurship	3	
HIDE 100	History of Art	3	
TOTAL		9	
Concentration Courses			
Course	Title	Credits	Prerequisites
WEDE 100	Web Design and Graphics Studio 1	3	DESI 121
WEDE 200	Web Design and Graphics Studio 2	3	WEDE 100
WEDE 250	Web Design and Graphics Studio 3	3	WEDE 200
WEDE 260	Web Design and Graphics Studio 4	3	WEDE 250
WEDE 280	Portfolio	3	WEDE 260, CTEC 240
DESI 285	Digital Photography	3	DESI 121
GRAD 105	Typography I	3	WEDE 200
GRAD 130	Image Studio – Black and White	3	WEDE 200
CTEC 210	Operating Systems, Installation and Configuration	3	
CTEC 240	Programming for the Web	3	CTEC 210, WEDE 260, DESI 285, GRAD 130
WEDE 275	Integration Seminar for Web Design	3	WEDE 260, CTEC 240
TOTAL		33	
TOTAL CREDITS		60	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIDE 100	History of Arts	3
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3
HIST 273	History of the United States of America	3

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Graduation GPA: 2.00

Bachelor of Arts in Graphic Design

Credits: 123

Program Description

The Bachelor of Arts in Graphic Design prepares the student to work as a graphic designer, who will master the language of design, both in its visual and non-visual dimensions and will face new physical, technological, social and cultural worlds. Graduates of the Graphic Design bachelor's program will be trained to properly judge the quality and effectiveness of design projects through rigorous use of current thinking in the field of design. As a graphic designer, you can be: Creative Director, Package Designer, Textile Designer, Corporate Identity Designer, Brand Designer, Advertising Designer, Art Director, and Print Director.

Program Outcomes

1. Demonstrate understanding of design principles by applying design theory and process from an artistic perspective.
2. Analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.
3. Utilize relevant applications of tools and technology in the strategy, creation, reproduction, and distribution of visual messages in the profession.
4. Apply creative problem solving and technical skills in the creation of effective design solutions for social media and website design.
5. Apply the design process, including research and analysis, search for alternatives, prototyping and evaluation of results.
6. Employ best practices and management in the design profession and within a collaborative work environment.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Bachelor of Arts in Graphic Design

123 credits

QYLE 110 or FYIS 101	Attitude Development and University Adaptation or Induction Seminar to University Life		Must be taken in the 1 st term of enrollment
General Education Courses			
Course	Title	Credits	Prerequisites
Pick 2 GE* OR SPAN 101-102 or SPAN 103-104 or SPAN 105-106	Pick two (1) of the Approved General Education Electives OR Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Introduction to Spanish Language - Advanced Level	6	SPAN 101 FOR SPAN 102 OR SPAN 103 FOR SPAN 104 OR SPAN 105 FOR SPAN 106
ENGL 150-250 OR ENGL 101-102 or ENGL 103-104 or ENGL 105-106	English Composition I and II OR Introduction to English Language - Basic Level Introduction to English Language - Intermediate Introduction to English Language - Advanced Level	6	ENGL 150 FOR ENGL 250 OR ENGL 101 FOR ENGL 102 OR ENGL 103 FOR ENGL 104 OR ENGL 105 FOR ENGL 106
MATH 112ON	College Algebra	3	
PHIL 201	Introduction to Philosophy	3	
SOSC 101-102	Introduction to Social Science I and II	6	SOSC 101 FOR SOSC 102
SCIE 111-112	Integrated Science I and II	6	SCIE 111 FOR SCIE 112
COIS 101	Introduction to Computers	3	
HIST 101	Introduction to the Study of History	3	
ENGL 340 OR SPAN 215	Research and Writing OR Writing and Composition	3	ENGL 250 FOR ENGL 340 ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
COMM 140 OR ENGL 212	Effective Communication OR English Second Year Basic Level	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106
COMM 240 OR ENGL 350	Interpersonal Communication OR Conversational English	3	ENGL 101-102 OR ENGL 103-104 OR ENGL 105-106 OR 200 LEVEL ENGLISH COURSE
HUMA 101-102	World Cultures I and II	6	HUMA 101 FOR HUMA 102
TOTAL		51	
Core / Professional Courses			
Course	Title	Credits	Prerequisites
DESI 121	Drawing I	3	
DESI 315	Ethic and Legislation in Design	3	
ENTR 360	Entrepreneurship	3	
HIDE 100	History of Art	3	
HIDE 110	Representing Culture: Art & Artifact 1500-1850	3	HIDE 100
HIDE 200	History of Design 1800-Today	3	HIDE 110
TOTAL		18	
Major Courses			
Course	Title	Credits	Prerequisites
DESI 285	Digital Photography	3	DESI 121
GRAD 130	Image Studio – Black and White	3	WEDE 200
GRAD 131	Image Studio – Color	3	GRAD 130
GRAD 145	Communication Studio	3	GRAD 131
GRAD 105	Typography I	3	WEDE 200
GRAD 215	Typography II	3	GRAD 105
GRAD 202	Graphic Design Studio 1	3	GRAD 130
GRAD 210	Graphic Design Studio 2	3	GRAD 202

GRAD 310	Graphic Design Studio 3	3	GRAD 210
GRAD 320	Packaging Design	3	GRAD 210
GRAD 325	Video Editing	3	GRAD 210
GRAD 410	Senior Design Project I	3	GRAD 325
GRAD 420	Senior Design Project II	3	GRAD 410, GRAD 131, GRAD 210
GRAD 430	Portfolio Studio	3	GRAD 310, GRAD 325, GRAD 145, GRAD 320, GRAD 410
WEDE 100	Web Design and Graphics Studio 1	3	DESI 121
WEDE 200	Web Design and Graphics Studio 2	3	WEDE 100
TOTAL		48	
Elective			
	Free Elective	3	
TOTAL		48	
TOTAL CREDITS		123	

Approved General Education Electives*		
Course	Title	Credits
SPAN 110	Elementary Spanish	3
REIL 101	Research and Information Literacy	3
BIOL 150	General Biology I	3
BIOL 151	General Biology II	3
COMM 205	Communication Theory	3
COMM 210	Legal and Ethical Aspects of Communications	3
HIST 273	History of the United States of America	3

Notes:

1. Graduation GPA: 2.00

Master of Science with specialization in Environmental Planning

Credits: 42

Specific Program Admission Requirements

1. Have obtained a Bachelor of Science degree from an accredited university with a minimum cumulative GPA of 2.75.
2. Have obtained a bachelor's degree in any other discipline at an accredited university with a minimum cumulative GPA of 2.75, provided that the student successfully completed the following courses: mathematics (6 credit hours), biology (8 credit hours), chemistry (8 credit hours), physics (8 credit hours) and sciences (3 credit hours).
3. Have completed the following introductory courses: computers (3 credit hours), economics (3 credit hours), sociology (6 credit hours) and statistics (3 credit hours).

Program Description

This specialization prepares students to assume management responsibilities required by today's environmental field. The academic experience of the School allow students to develop the competencies in the area of environmental management which will enable them to assume leadership positions in the public and private sectors. The main goal of the program is to prepare an educated and skilled professional who contributes to solving the environmental problems of the world to achieve a sustainable development.

Program Outcomes

The goal of this study program is to train professionals to research and plan strategies that respond to and solve environmental situations that may affect the coexistence and quality of life of the human being. It trains professionals to work the environmental problem rigorously and in an interdisciplinary way that considers the rest of the social and economic problems of society.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science with specialization in Environmental Planning

42 credits

Core / Professional Courses			
Course	Title	Credits	Prerequisites
ENVI 500	Fundamentals of Environmental Sciences	3	
ENVI 501	Statistical Methods Applied to Environmental Research	3	
ENVI 502	Waste Management	3	ENVI 500
ENVI 503	Environmental Legislation: Multilateral Environmental Agreements	3	ENVI 500
ENVI 504	Environmental Documents and Evaluation	3	ENVI 500 AND ENVI 503
TOTAL		15	
Specialization Courses			
Course	Title	Credits	Prerequisites
ENMP 550	Environmental and Natural Resources Economy	3	
ENMP 551	Principles of Environmental Technology	3	ENVI 500
ENMP 552	Environmental Communication and Writing	3	ENVI 504
ENMP 553	Environmental Strategic Planning	3	
ENMP 554	Environmental Quality Control Management	3	ENVI 500
TOTAL		15	
Elective Courses (Select two courses – 6 credits)			
Course	Title	Credits	Prerequisites
ENMP 590	Environmental Risk Management	3	ENVI 500 AND ENVI 501
ENMP 591	Energy Sources and Environment	3	ENVI 500
ENMP 594	Climatology and Atmospheric Pollution	3	ENMP 551
ENMP 595	Tropical Ecosystems	3	ENMP 551
ENMP 596	Environmental Auditing	3	
ENMP 597	Fundamentals of Hydrogeology	3	ENVI 500
TOTAL		6	
Research Courses			
Course	Title	Credits	Prerequisites
ENMP 670	Research Proposal	3	36 CREDITS
ENMP 671	Thesis	3	ENMP 670
TOTAL		6	
TOTAL CREDITS		42	

Notes:

1. ENMP 670 and ENMP 671 are full semester courses.
2. Graduation GPA: 3.00

Master of Science with specialization in Telecommunications and Networks Systems Administration

Credits: 30

Specific Program Admission Requirements

1. Successfully completed a bachelor's degree in Engineering, Information Systems or Computer Sciences from an accredited university with a minimum GPA of 2.75.
2. Successfully completed an advanced mathematics course at the undergraduate level.

Program Description

The program provides students with an in-depth knowledge of the principles of a Converged Networks including design, implementation, security and management with a strong hands-on approach.

Program Outcomes

1. Analyze theories, methods, and interpretations, and apply research and technical skills in the discipline to develop projects within the field of Telecommunication and System Administrator.
2. Apply professional standards and ethical behavior in the analysis of legal information and procedures for the decision making of the organization.
3. Demonstrate a broad technical expertise in communications, data networks, and other relevant components in the profession throughout the creation, development, and management of assign projects related to the profession.
4. Demonstrate ability to administer and participate in the decision-making process and business strategic management in the telecommunications and system administration area.
5. Submit plans and produce strategic analyzes in the area of convergence of technologies that contribute to the effective positioning of the company.
6. Assist the company in the preparation of the strategic plans associated with the establishment of the telecommunications and network infrastructure.
7. Apply security principles and best practices in the field of system administration in order to evaluate and assess quality in the profession.

Program sequence will be available at the time of enrollment.

The language of instruction and program delivery modality are subject to availability.

Master of Science with specialization in Telecommunications and Networks Systems Administration

30 credits

Core/ Professional Courses			
Course	Title	Credits	Prerequisites
TCOM 500	Applied Mathematics in Telecommunications	3	
TCOM 513	Information Technology (IT) Project Management	3	
TCOM 503	Introduction to TCP/IP	3	
CYBR 501	Network Security I	3	
CYBR 502	Computer Security I	3	
TCOM 514	Telecommunications Governance I	3	
TCOM 606 or TCOM 609	Network Design Project or Thesis	3	All Courses
TOTAL		21	
Elective Courses (Students must select one of the tracks- 9 credits)			
Course	Title	Credits	Prerequisites
Internet			
TCOM 511	Internet Technologies	3	TCOM 503
TCOM 512	Introduction to Networks	3	TCOM 511
TCOM 521	Networking Fundamentals	3	
TCOM 556	IP Tel & Design and Implementation of Voice Networks	3	TCOM 503
TCOM 523	Wireless Networks	3	TCOM 503
Network Securities			
CYBR 521	Network Security II	3	CYBR 501
CYBR 522	Computer Security II	3	CYBR 502
CYBR 600	Cyber Security Forensics	3	CYBR 502
Telecommunications Governance & Auditing			
TCOM 515	Telecommunications Governance II	3	TCOM 514
TCOM 522	Telecommunications Management and Policy	3	TCOM 513
TCOM 524	Technological & Scientific Innovation	3	
TOTAL		9	
TOTAL CREDITS		30	

Notes:

1. This program may be offered in English, Bilingual mode (English-Spanish), or Spanish according to the demand. COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED.
2. Graduation GPA: 3.00

Faculty Listing

Faculty Name	Faculty Degree Held
Abdy Pacheco	Master of Social Work Barry University, Miami FL
Abigail Rios	Ph.D. Instructional Design & Technology Keiser University 2017 Master in Public Administration University of Puerto Rico 1996
Abigail Rosado	Master in Integrative Medicine- Acupuncture and Wellness Florida College of Integrative Medicine, 2018
Abimael Burgos	MS in Digital Marketing, Universidad del Sagrado Corazón, PR., 2023 Bachelor of Business Administration Management, Pontifical Catholic University of PR 2004
Abimael Forty Nieves	MA Education/Curriculum and Instruction in Math University of Phoenix BA Education in Math University of Puerto Rico, PR
Abner Gomez Cortes	MBA Management & Strategic Leader Metropolitan University Aguadilla PR BS Biology Inter American University of Puerto Rico Aguadilla PR
Aciel Sagrera Mulen	MSN-FNP, DNP South University Maxillofacial Specialist Universidad Medica Camaguey General Dentistry ISCM Camaguey/Cuba RN/BSN ISCM Camaguey/Cuba
Adileidy Quero	Bachelor's degree in Microbiology, University of Florida, FL 2020 Pharmacy Technician Certification Board
Adriana Hernandez	Master of Science in Industrial Engineering & Management University South Florida Tampa FL 1994.
Adriana Patino	MS Spanish Language Education Nova Southeastern University Fort Lauderdale FL 2015
Aida Rosales	Master of Education in International Languages Framingham College Boston MA 2003
Aixa E. Rivera Cintron	Ed. D. Education (distance learning and instructional Technology) Nova Southeastern University Fort Lauderdale FL
Alana S. Méndez Alvelo	MBA Marketing Management University of Puerto Rico, PR
Alejandro Gil De Lamadrid Pesant	MA History University of Barcelona Barcelona, Spain Master's Degree in Humanities University of Puerto Rico San Juan PR
Alex D. Carrasquillo Medina	MS Telecommunications Universidad del Turabo Gurabo PR BS Electrical Engineering Inter American University Bayamon PR
Alex J. Rodriguez Alvarez	MBA Human Resources Inter American University of Puerto Rico, PR
Alex Tirado Acevedo	Doctorate in Business Administration Columbia Southern University 2017
Alexander Easdale	MA Latin American & Caribbean Studies Florida International University Miami FL 1999 BA International Studies Philosophy Criminal Justice University of West Florida Pensacola FL 1995
Alexander Forty Nieves	MEd Guidance and Counseling Universidad del Turabo, PR PsyD Clinical Psychology Universidad Carlos Albizu, PR
Alexander Lima	Master of Science Industrial Engineering University of Missouri Columbia 1994
Alexander Pijuan	MBA Leadership in Project Management Ana G. Méndez University System, Orlando FL 2019 B.S. Business Administration Information Systems Management 2007

Faculty Name	Faculty Degree Held
Alexis Diaz	Doctor of Medicine University of Medical Sciences of Cienfuegos Cuba, 1979 Master in Primary Care University of Medical Sciences of Cienfuegos Cuba, 2011 Register Medical Assistant Solidaridad sin Fronteras, Miami, FL 2014
Alfredo Bultron Ortiz	PDBA Business Administration, Walden University Minneapolis MN Ed.D Education Nova Southeastern University Fort Lauderdale FL MBA Ana G. Mendez University Gurabo PR BBA Inter American University of Puerto Rico Rio Piedras PR
Alfredo Moleiro	Doctor of Business Administration, University of Phoenix, AZ, 2022 Master of Business Administration Major in Global Management University of Phoenix EU 2015
Alma Catala Valentin	Master of Sciences Biomedical Sciences UCF 2018
Alma I. Vega García	PhD Curriculum and Instruction with subspecialty in Technologies for Learning University of Puerto Rico Rio Piedras PR MA Computing Education Inter American University of Puerto Rico San Juan PR BS Mathematics and Computer Science University of Puerto Rico Mayaguez PR
Amarilys Diaz	Doctor of Philosophy Nursing Education Capella University MN 215
Amarilys Santiago Rios	DNS Nursing University of Puerto Rico, Medical Sciences Campus, PR, 2020 MSN University of Puerto Rico, Medical Sciences Campus, PR, 2007 BSN University of Puerto Rico, Medical Sciences Campus, PR, 2001
Amilcar Jimenez	Master of Business Administration in Marketing Universidad Interamericana Puerto Rico 1999
Ana Balcazar	Doctor of Nursing Practice Nursing Practice FIU FL 2020 Master of Science in Nursing Florida International University FL 2011 BSN (Bachelor Science of Nursing), Florida International University, Florida, 2009
Ana Gonzalez Luna	PsyD Clinical Psychology Carlos Albizu University, PR MS Clinical Psychology Carlos Albizu University, PR MSW Inter American University of Puerto Rico, PR BA Social Work Universidad Sagrado Corazón, PR
Ana M. Ortiz Lebron	DBA Management Universidad de San Miguel Mexico MBA Accounting Universidad del Turabo Gurabo PR BBA Accounting University of Puerto Rico Humacao PR
Ana Mendoza Feliciano	Master of Sciences Educational Leadership Universidad del Este Metro Orlando Campus 2008
Ana M. Gonzalez Pizarro	MEd Early Childhood Metropolitan University, PR, 2006 BA Elementary Education and Early Childhood University of Puerto Rico, PR 2004
Ana C. Uribe	Master in Social Work Florida International University FL, 1998
Anamary Cruz	Master of Social Work, in Clinical Social Work, Ana G. Méndez University, Orlando FL 2021
Andres Caiaffa	DNP University of Miami Florida 2012 FNP Florida International University Florida 2007 BSN Florida International University Florida 2003 MD Universidad del Norte, Colombia
Angel Quintana	Master in General Psychology Universidad Internacional Isabel de Castilla, España Master Degree in Clinical Social Work, Ana G. Mendez University, FI 2020

Faculty Name	Faculty Degree Held
Angel M. Ojeda Castro	DBA Management Information Systems Universidad del Turabo Gurabo PR MBA Accounting Universidad del Turabo Gurabo PR BBA Mathematics Universidad del Turabo Gurabo PR
Angel R. Pagán	MA Philosophy Cleveland State University OH 2003 BA English Lit. Linguistics Bayamon Central University PR 1996
Angel V. Nieves Vega	PhD International Accounting Universidad Alas Peruanas Lima Peru MBA Accounting Inter American University of Puerto Rico San Juan Puerto Rico BBA Accounting Caribbean University Bayamon PR
Angela Cotto	PhD Public Affairs, Public Administration, UCF, 2022 Master in Nonprofit Management, UCF, 2015
Angelica Dubyak	Master of Science in Nursing Dewey University, San Juan PR 2015
Annie L. Roman Acevedo	DBA Project Management Walden University Minneapolis MN MBA Technology Management University of Phoenix San Juan PR BA Industrial Management University of Puerto Rico Mayaguez PR
Ariel Quiñones	Certificate of Massage Therapy Florida College & Natural Health, Orlando FL, 2004
Arisbel Ramos Martin	DBA Business Administration Pontifical Catholic University of PR Ponce PR MBA Business Administration Caribbean University Ponce PR BA Accounting Pontifical Catholic University of PR Mayaguez PR
Arlette Parrado	Ed.D. Education Nova Southeastern University Fort Lauderdale FL MSW Social Work University of Southern California Los Angeles CA
Armando Martinez	Master of Business Administration-Health Administration Miami University FL 2007 Master of Science in Occupational Medicine London University 1987 Medical Doctor and Surgeon National University of Trujillo Peru 1985
Arturo Vega	MA Spanish University of Salamanca Salamanca Spain Master in Education Nova Southeastern University Fort Lauderdale FL BA Communications University of the Sacred Heart San Juan PR
Awilda Morales Gomez	MBA Management Universidad del Turabo, PR
Barbara Martinez Cordero	MA Educational Counseling Inter American University of PR San Juan PR MA University Teaching Inter American University San Juan PR BA Social Sciences Ana G. Mendez University San Juan PR
Barbara G. Umpierre Garcia	DSW Clinical Social Universidad Interamericana, PR MSW Social Work Universidad de Puerto Rico, PR BSW Social Work Universidad de Puerto Rico, PR
Barbaro Forteza	Master of Science in Spanish Language Education NOVA 2006
Barri Seif	Ph.D Biblical Studies, Trinity Theological Seminary, Newburgh, IN, 2003 MBA Management, Amberton University, Garland, 1985 BA Arts, Stephen College, Columbia, MO, 1974 A.D Arts, Stephen College, Columbia, MO, 1973
Beatrice Fernandez	Master of Education Guidance and Counseling Turabo University FL 2010 Pharmacy Technician Certification Board
Beatris Villanueva	PhD Health Sciences Málaga Universtiy, Spain, 2016 MSN Case Management Education Role Metropolitan University, PR, 2008 BSN Bayamón Central University, PR, 1996

Faculty Name	Faculty Degree Held
Beatriz Sanchez Arquer	Pharmacist Santa Maria University Caracas Venezuela 1994 Pharmacy Technician Dep of Health 2018
Bellaida Lozano	Doctor of Medicine University of Carabobo Valencia Venezuela Master of Medicine Public Health and Administration University Central of Venezuela Caracas Venezuela Physical Medicine and Rehabilitation Saint Vincent Hospital and Medical Center of New York NY Internship in Pediatric Rehabilitation Rusk Institute New York University NY Master of Education Universidad Santa Maria Caracas Venezuela MPHS Universidad Catolica Andres Bello Caracas Venezuela Master of Science Education NOVA Southeastern University FL
Belma A. Borrás	DBA Accounting Walden University MBA Accounting BBA Accounting
Benjamín Velazquez	Master in Business Administration, Ana G Mendez University, Orlando FL, 2019 Master in Finance AGM 2021
Benny L. Gonzalez Baez	MA Criminal Justice Inter American University of Puerto Rico, PR BA Criminal Justice Inter American University of Puerto Rico, PR
Bethzaida Olivera	Juris Doctor Interamerican University School of Law San Juan PR 2006
Bianca Pagan Andino	BA Public Relations and Advertising University of Puerto Rico, PR MA Graphic Art Atlantic University College, PR
Bilarys Ramirez Pizarro	MS Accounting Universidad Ana G. Méndez, Gurabo Campus, PR, 2022 MBA Accounting Universidad Ana G. Méndez, Gurabo Campus, PR, 2022 BBA Accounting University of Puerto Rico, PR, 2011
Billy B. Santiago Bermudez	PhD Clinical Psychology Carlos Albizu University San Juan PR MA Industrial /Organizational Psychology Inter American University of Puerto Rico San Juan
Blanca I. Acevedo Cruz	DBA Management Universidad del Turabo, PR
Brenda Cintron	Master of Education; Major: Special Education, Universidad de Puerto Rico, PR, 2003
Brenda C. Melendez	Master of Business Administration, Marketing, University of Phoenix, San Juan, PR 2002
Brenda L. Ortiz Matos	DSW Clinical Social Work Universidad Interamericana, PR MSW Social Work Administration Universidad Interamericana, PR BA Social Work Universidad de Puerto Rico, PR
Brendalys Soto Vazquez	EdD Education Leadership & Inst Distance Interamerican University of Puerto Rico, PR, 2022 MA Graphic Arts Atlantic University College, PR, 2009 BA Office Systems University of Puerto Rico, PR, 2002
Briseida M. Medero Osorio	DBA Business Administration Universidad del Turabo Gurabo PR MBA Business Administration Metropolitan University Cupey PR BA Business Administration University of Phonix Guaynabo PR Pre-Medical Natural Sciences University of Puerto Rico Carolina PR
Brunilda E. Sierra Torres	MA Criminal Justice Universidad del Turabo, PR, 2002 BSS Crimintal Justice Universidad Ana G. Méndez, PR, 2001

Faculty Name	Faculty Degree Held
Byron I. Bonet Soto	MSN Medical Surgical and Role in Education National University College Bayamon PR MBA National University College Bayamon PR MSN National University College Bayamon PR BSN Inter American University Arecibo PR
Calix Diaz	PsyD Carlos Albizu University, PR MS Psychology Carlos Albizu University, PR MSW University of Puerto Rico, PR BSW University of Puerto Rico, PR
Caleb Carbonell Salgado	MA Graphic Arts Atlantic University College, PR, 2015 BA Commercial Advertising University of Puerto Rico, PR, 2008 AD Interior Design University of Puerto Rico, PR, 2011
Camille Echevarria Peraza	PhD Education Metropolitan University San Juan PR Master in ESL Universidad del Turabo Gurabo PR Bachelor in ELS University of Puerto Rico Rio Piedras PR
Carla Zayas Santiago	Master of Arts in Spanish University of South Florida Tampa FL 2008. Graduate Certificate in Latin American Studies University of South Florida Tampa FL 2010
Carlos A. Alvarez Zengotita	MBA Accounting/Industrial Management Universidad Interamericana de Puerto Rico, PR BBA Accounting/Marketing Universidad de Puerto Rico, PR
Carlos Anglero	Master of Sciences in Criminal Justice, University of Central Florida, 2006
Carlos A. Ramos Cruz	Ed. D. Educational Administration Inter American University of PR San Juan Puerto Rico Master of Planning and Statistics University of Puerto Rico Rio Piedras PR BS Industrial Engineering Inter American University of PR San Juan PR BS Natural Sciences University of Puerto Rico Rio Piedras PR
Carlos Rios	Master of Science in Nursing- FNP Universidad del Turabo, FL 2020
Carlos A. Torrech Prieto	MA Curriculum Specialization University of Phoenix BA Inter American University of Puerto Rico, PR
Carlos Cabeza	Master of Business Administration, Management, Ana G. Mendez University Orlando, 2021 BS Telecommunication Engineering, Universidad Nacional Experimental Politécnica de la Fuerza Armada, Caracas, Venezuela, 2009
Carlos Calcador	Doctor of Business Administration Walden University 2017 Master in Business Administration-Accounting Metropolitan University PR 2011
Carlos Campos	Master in Science in Electrical Engineering, University of Kansas, KA 1985 18 credits in Math at the Master's Level
Carlos Chaparro	Master in public administration Criminal Justice Universidad del Turabo-Orlando 2013
Carlos Cruz Carmona	Master-Humanities/Social Science NOVA Southeastern University FL 2010 Master in Public administration University of Puerto Rico Rio Piedras PR 1978
Carlos G. Lago Garcia	PhD History of PR and the Caribbean Center for Advanced Studies of Puerto Rico and the Caribbean San Juan PR MA Philosophy University of Puerto Rico Rio Piedras PR BA Music Conservatory of Music of Puerto Rico San Juan PR
Carlos Linares	Bachelor of Arts in Interdisciplinary Studies, University of Central Florida Orlando, FL 2007
Carlos Mantaras	MBA Finance Universidad Ana G. Méndez, PR

Faculty Name	Faculty Degree Held
Camero	BBA Marketing Universidad de Puerto Rico, PR
Carlos G. Sanchez Mojica	DBA Marketing Argosy University Sarasota FL MBA Marketing Metropolitan University San Juan PR BA Education University of Puerto Rico Rio Piedras PR
Carlos I. Santana Lugo	PhD Human Resources Inter American University of PR San German PR MSA Administration Central Michigan University Michigan BSA Science Inter American University San German PR
Carlos J. Sanchez Rivero	DBA Management Universidad del Turabo Gurabo PR 2017 MBA Marketing Universidad del Turabo Gurabo PR 2014 BS Journalism University of Florida Gainesville FL 1995
Carlos O. Figueroa Perez	DBA Management with Integrating Human Resources Universidad del Turabo, PR, 2014 MBA Management University of Phoenix, 2008 BBA Human Resources and Management University of Puerto Rico, PR, 2007
Carmelo II Allende Martinez	M.H.Sc-nph Health Sciences University of Puerto Rico-Medical Sciences Campus San Juan PR BS University of Puerto Rico Rio Piedras PR BA in Technology National University College Bayamon PR
Carmen Aponte	PhD Doctor of Management and Leadership in Computer Information Systems and Technology University of Phoenix Online Arizona 2010 (Doctoral Dissertation in progress) MS Computer Information Systems University of Phoenix Online Arizona 2006 BS Computer Programming Electronic Data Processing College PR 1998
Carmen E. Robles Sanchez	Ed.D Curriculum and Teaching Pontifical Catholic University Ponce PR MAE Educational Administration and Supervision Caribbean University Ponce PR Master in Specialization Information systems e-business University of Leon Spain
Carmen M. Caraballo Marquez	PhD Clinical Psychology University of Puerto Rico Rio Piedras PR BA Psychology University of Puerto Rico Mayaguez PR
Carmen M. England Bayron	Ed.D. Guidance and Counseling University of Puerto Rico San Juan PR Postdoctoral Certified-Management and Marketing University of Florida Gainesville FL MFCC Family Marriage and Child University of Phoenix Arizona
Carmen Jordan Torres	Nova Southeastern University Master of Science in Human Resources Management, 2015
Carmen M. Luna Vazquez	EdD Teaching Universidad Ana G. Méndez Master's in Education Administration Univesidad del Turabo, PR Bachelor's in Office Administration Universidad del Turabo, PR
Carmen Perera	Doctor of Pharmacy Universidad de Santa Maria Venezuela 1993
Carol Reyes Ryan	Diploma in Therapeutic Massage, Florida College of Natural health, 2013
Carola Gabauer	Master of Business Administration in Management and Strategic Leadership Ana G Mendez 2018
Carola Nieves Pieraldi	MA Scriptwriting University of Sacred Heart San Juan PR BA Public Relations and Advertising University of Puerto Rico Rio Piedras PR
Carolim Rivera Rosario	MSW Social Work University of Puerto Rico San Juan PR BA Social Work University of Puerto Rico Humacao PR

Faculty Name	Faculty Degree Held
Carolina Larson	Master of Science in Nursing, Family Nurse Practitioner, University of Tampa, Tampa FL 2017
Cavi Velasquez	Master of Business Administration in Strategic Leadership Universidad Metropolitana Tampa FL 2012
Cesar O. Irizarry	Doctor of Chiropractic Life University College Marietta GA 2001 MBA Healthcare Management Jones International University CO 2011
Cesar R. Salas Guerra	Ph Autonomous University of Barcelona UAB DBA Ana G. Mendez University
Chalie Colon Linares	MBA International Business Everest University Florida Metropolitan University (Everest University) Orlando Florida BA Business Administration Management Inter American University San Juan PR
Chris Vila	MS Developmental Psychology, Florida International University, 2017 MA Comparative Sociology, Florida International University, 2009 BA Sociology/Anthropology, Florida International University, 2006
Cristina Paz	Ph.D. in Human Sciences, Family Violence, University of Zulia, Maracaibo, Venezuela, 2011 Master of Sciences in Clinical Psychology, Rafael Urdaneta University, Maracaibo, Venezuela, 1986
Crystal Cotto Ramirez	MA English Education University of Puerto Rico Mayaguez PR BA English Literature University of Puerto Rico Mayaguez PR
Cynthia Garcia	MAED Curriculum and Instruction in English University of Phoenix BA Education Universidad de Puerto Rico, PR
Cynthia Moreno	Master of Science in Psychology Carlos Albizu University Miami FL 2010
Dally Ríos	Doctor in Clinical Psychology, Carlos Albizu University, 2006
Dailys Manresa	MSW Ana G. Méndez University, FL, 2021 BS Special Education Instituto Superior Pedagógico Enrique Jose Varona, Cuba, 2008
Damaris L. Morales Piñero	MA Educative Technology Caribbean University Puerto Rico Vega Baja PR B.Ed. Information Technology and Communications National University Arcibo PR ABA Travel Agent Hospitality and Tour Guide National University PR
Damaris M. Claudio Rosario	PhD Industrial / Organizational Psychology Inter American University San Juan PR MA Industrial /Organizational Psychology Inter American University San Juan PR BA General Psychology University of Puerto Rico Cayey PR
Damaris Ramos	DBA Marketing Walden University 2021 / Master in Industrial Organizational Psychology Carlos Albizu University PR 2001
Daniel Quirindongo Matos	Ed.D. Instructional Technology and Distance Education Nova Southeastern University San Juan PR MBA Inter American University San German PR BBA Pontifical Catholic University Ponce PR
Daniel Santana	Bachelor's Degree in Computer Science with Installation Adm and Repair of Networking and Computer Systems Interamerican University 2005
Daniella Jaimes-Colina	Master in Business Administration Health Service Management Keller Graduate School of Management 2014

Faculty Name	Faculty Degree Held
Dante Valenzuela	Master of Education in Leadership Administration, University of Illinois, IL 1997
David Ruiz Cardona	PhD Entrepreneurial MGMT DE INTBUS Inter American University of Puerto Rico, PR MBA General Business Administration Universidad de Puerto Rico, PR BSBA in Computerized Information Systems Universidad de Puerto Rico, PR
David Salme	Master of Science in Mathematics Education NOVA University FL 2006
Daymi Arias Bofill	Doctor of Medicine, Universidad Nacional Autónoma de México, 2007 Bachelor of Science o Nursing, BSN, Universidad Ana G. Mendez, 2018
Deborah Colon Serrano	Juris Doctor Pontifical Catholic University of Puerto Rico School of Law Ponce Puerto Rico 2011 BBA University of Puerto Rico Arecibo PR
Deborah Fontanez Flecha	DSW Administration of Social Policy University of Puerto Rico San Juan PR 2021 MA in Social Work Inter American University San Juan PR BA Social Welfare University of Puerto Rico Humacao PR
Deidre Creel	MPH Public Health Lamar University, TX, 2022 BS Biology Texas State University, TX, 2020
Delenise Torres Rodriguez	MS Science Inter American University of PR San Juan PR BA Education Biology Inter American University Fajardo PR
Delia I. Miranda Morales	MS Supervision Industrial Education Purdue University West Lafayette Indiana BA Spanish Studies University of Puerto Rico Rio Piedras PR
Denisse Colón Rodriguez	M.Ed Educational Adm & Supervision UMET Cupey PR BA Preschool Education UPR- Rio Piedras Campus
Denise Snyder	Master of Science in Nursing, Wright State University, 2007
Derick Carrasquillo	Master of Business Administration in Project Management, Ana G. Mendez University, 2020
Derik V. Molinary Cortes	Juris Doctor Eugenio Maria De Hostos Law School Mayaguez PR MA-Management and Strategic Leadership Metropolitan University Aguadilla PR BA-Criminal Justice Metropolitan University Aguadilla PR
Deyka Otero Lugo	PhD Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR MA Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR BA Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR
Diana Calderon	Master of Business Administration, Accounting, Ana G Mendez University, UMET, Bayamón PR, 2022
Didier E. Barreto Rivera	MBA Project Management Universidad del Turabo Gurabo PR MS Health Information Management The College of St. Scholastica Duluth MN BS Computer Science Inter American University Bayamon PR
Domingo A. Figueroa Rivera	DBA Management Universidad del Turabo Gurabo PR MBA Marketing Universidad del Turabo Gurabo PR BA Economy University of Puerto Rico Cayey PR
Dorelys Rivera	EdD Counseling University of Puerto Rico, PR MEd Counseling University of Puerto Rico, PR BA Social Work University of Puerto Rico, PR
Doris M. Morales Rodriguez	PhD Business Development and International Business Management Inter American University of Puerto Rico, PR, 2021 MA Labor Relations Inter American University of Puerto Rico, PR, 2001

Faculty Name	Faculty Degree Held
	BA Political Science University of Puerto Rico, PR, 1995
Doris Ventura	Master of Arts in Human Services Counseling Liberty University, Lynchburg, VA, 2015
Edda Jimenez	Doctorate in Pharmacy Nova Southeastern University San Juan PR 2014
Edgar Arocho Font	Master's in Information Systems EDP College of Puerto Rico, PR Bachelor's in Computer Programming EDP College of Puerto Rico, PR
Edgar J. Tirado Perez	MA in Forensic Science Universidad del Turabo Gurabo PR BA in Criminology Universidad del Turabo Gurabo PR
Edgardo C. Rosaly Manfredy	PhD Curriculum and Teaching Fordham University at Lincoln Center New York Puerto Rico Campus, 1992 MS Education Fordham University at Lincoln Center New York Puerto Rico Campus, 1985 BA Elementary Education Catholic University of Puerto Rico Ponce PR, 1983
Ediel O. Ramos Melendez	DrPH Public Health University of Puerto Rico, PR MPH Public Health University of Puerto Rico, PR BA Journalism University of Puerto Rico, PR
Edith M. Santiago Estrada	EdD Guidance and Counseling Interamerican University of Puerto Rico, PR MA Guidance and Counseling Interamerican University of Puerto Rico, PR BA K-3 Teacher University of Puerto Rico
Edna Orta Agnes	MBA Business Administration Ana G. Mendez University Cupey PR BBA Management University of Puerto Rico Rio Piedras PR
Edward Cornejo	Doctor of Philosophy-History The city University of NYNY, 2010 Master of Arts History University Center NY, 2006 Master of Arts Counseling Manhattan College NY 1991.
Edwin Bello	Juris Doctor, Interamerican University, 1998
Edwin Davila Aponte	DBA Finance Inter American University of PR San Juan PR PhD International Business Inter American University of PR San Juan PR MBA Accounting Inter American University of PR San Juan PR BBA Accounting Caribbean University Bayamon PR
Edwin De Jesus	Master of Education Guidance and Counseling Universidad del Turabo Orlando FL 2010
Edwin E. Gonzalez Carril	DBA Management Information Systems Universidad del Turabo Gurabo PR MBA Management Information Systems Inter American University of PR San German PR BBA Computer Science University of PR Aguadilla PR BA Marketing Management University of PR Aguadilla PR
Edwin E. Rivera Cardona	JD Notary Interamerican Law School, PR MA Criminal Justice Interamerican University of Puerto Rico, PR BA Criminal Justice Interamerican University of Puerto Rico, PR
Edwin Maldonado Ramos	MBA Accounting Ana G. Mendez University Gurabo PR MSA Accounting Ana G. Mendez University Gurabo PR BBA Accounting and Computerized Information Systems University of PR San Juan PR
Edwin Melendez Delgado	DBA Strategic Management Pontifical University of Puerto Rico 2014 MBA Global Management university of Phoenix Puerto Rico 2009 BBA Management Universidad del Turabo Phoenix Puerto Rico 2007
Edwin R. Marrero Rodriguez	MBA Project Management Ana G. Mendez University Gurabo PR BBA Marketing Ana G. Mendez University Gurabo PR ABA Management Ana G. Mendez University Gurabo PR

Faculty Name	Faculty Degree Held
Edwin Ramos	Medical Doctor (MD), Universidad de Los Andes (Merida, Venezuela), 2001 Doctor of Nursing Practice (DNP), Nova Southeastern University, FL, 2021 Master of Science in Nursing (MSN), University of Miami, 2018 Bachelor of Science in Nursing (BSN), State College of Florida, FL, 2016 Bachelor of Science (BS) - Interdisciplinary Natural Science (Health Professions), University of South Florida, 2005 Bachelor of Arts (BA) – Psychology, University of South Florida, 1991 Associate Degree in Nursing (ADN), Hillsborough Community College, 2014.
Edwin Trujillo	Master of Business Administration; Marketing, Interamerican University, 2011
Eileen A. Acevedo Costas	MBA Human Resources Management University of Phoenix Puerto Rico Campus BA Office Systems Administration University of the Sacred Heart San Juan PR
Eileen Figueroa Rivera	PDEI Post-Doctoral Certification in Entrepreneurship Walden University 2020 DBA Pontifical Catholic University of PR 2017 MBA SPCL HRM Master of Business Administration with second specialization in Human Resources Phoenix University 2010 BS Pontifical Catholic University of PR 1894
Einar Velarde	Master of Arts in International Relations Graduate Certificate in Economics St. Mary's University San Antonio TX. 1987.
Eleonora C. Rodriguez	Master of Science in Criminal Economic Law & Organized Crime Pontificia Universidad Católica de Valparaíso, Chile 2010
Elias Lorenzo	Ph.D. in Portuguese Indian University Bloomington IN, 2005 Master's degree in Latin American & Studies Indian University Bloomington IN 1995
Eliel B. Irizarry Hernandez	PhD Entrepre Mgmt Dev Int Business Inter American University San Juan PR MS Cybersecurity Technology University of Maryland Global Campus Largo MD MIB International Business Inter American University of PR San Juan PR BBA Marketing University of PR Arecibo PR
Eliezer Morel Duval	MBA Supply Chain and Logistics Universidad Ana G. Mendez Online Campus San Juan PR BS Industrial Engineer and Management Universidad del Turabo Gurabo PR
Elio Acosta	Master of Business Administration-Marketing NOVA University FL 2004
Elizabeth Diaz Rodriguez	Ed. D. Curriculum and Teaching/Learning Environments Universidad del Turabo Gurabo PR M.Ed. Technology applied to science teaching Cambridge College San Juan PR BA Biology and Science Teaching University of PR Rio Piedras PR
Elizabeth Roman	Juris Doctor Stetson University College of Law, Gulfport, FL 1999
Elizabeth M. Vazquez Aquino	Master's Degree in ESL University of Phoenix Guaynabo PR 2006
Elizabeth Zurita	Master of Science Major in Biology Universidad Central de Ecuador 2005
Elmer J. Laboy Lugo	Master of Public Health Ponce Health Sciences University Ponce PR 2014
Elsa B. Cardalda Sanchez	Ph.D. Social/Personality Psychology, The New School for Social Research, NY, 1996 MA Clinical Psychology University of Puerto Rico, PR,1992 MA General/Academic Psychology The New School for Social Research, 1987 BA Psychology University of Puerto Rico, PR, 1980
Elsa M. Castro De Jesus	Ed. D. Inst Tech and Distance Educ Nova Southeastern University San Juan PR Ph.D. American History Inter American University San Juan PR MA Guidance and Counseling University of PR Rio Piedras PR

Faculty Name	Faculty Degree Held
	BA History Education University of PR Rio Piedras PR
Ely Ann Ortíz Vazquez	Master of Business Administration in Management University of Phoenix 2008
Emanuel Cabrera Rodriguez	Master's Graphic Arts Atlantic University College, P.R., 2015 BGD Digital Photography Atlantic University College, P.R., 2014
Emmanuel Cotto	MPA Concentration in State and Local Government Nova Southeastern University FL 2019 MS Leadership with Concentration in Education and Human Services Nova Southeastern University FL 2013 BS Health Services Administration University of Central Florida FL 2010 AS Business Administration Valencia College FL 2011 AA Business Administration Valencia College FL 2008
Emily Diaz	Master of Science of Nursing-Medical Surgical Nursing. Pontifical Catholic University.PR 1999 MSN in Family Nurse Practitioner. Universidad del Turabo, FL. 2015
Emmanuel Hernandez Agosto	DBA Management Universidad del Turabo Gurabo PR MBA Marketing BBA Management BBA Management Universidad de Puerto Rico, PR
Enid M. Rentas	PhD Barry University Orlando FL Master's Degree in Leadership Roosevelt University Chicago IL BA Education Northeastern Illinois University Chicago IL
Enrique A. Medina Sanchez	DBA Management of Information Systems Universidad Ana G. Méndez, PR MPA Public Management, Public Finances Analysis & Management Universidad de Puerto Rico, PR MBA Accounting / Management and Strategic Leadership Universidad Ana G. Méndez, PR BA Political Sciences Universidad de Puerto Rico, PR
Enrique Martinez Calimano	DBA International Business Argosy University Sarasota FL MBA Accounting Metropolitan University San Juan PR BBA Accounting University of PR San Juan PR
Enrique Niggemann	Master's in Business Administration MBA University of South Carolina 2018
Eric D. Guzman Mercado	MA Labor Relations Interamerican University of Puerto Rico, PR BA Criminal Justice/Investigation Interamerican University of Puerto Rico, PR
Eric N. Virella Santos	JD Law Facultad de Derecho Eugenio María de Hostos Master's in Criminal Justice and Criminology Universidad Ana G. Méndez, PR BSN Management Universidad Ana G. Méndez, PR
Eric Santiago	Doctor of Business Administration Keiser University. FL 2021 Master of Science in Education. Keiser University. FL. 2010
Erica Rivera Vega	M.A. English Education University of Puerto Rico 2014
Erick Centeno Navarro	MBA Finance Interamerican University of PR- Metro Campus BBA Accounting and Marketing Interamerican University of PR- Metro Campus
Ericks Vazquez Guzman	PhD International Relations Alas Peruanas University MBA Management Universidad Ana G. Méndez, PR BS Biomedical Sciences Interamerican University of Puerto Rico, PR
Ernesto Espinoza Galindo	Ed.D Leadership in Educational Organizations UPR- Rio Piedras Campus MBA Quality Management Universidad del Turabo-Gurabo PR BBA Computer Science Instituto Tecnológico de Hermosillo- Hermosillo Mexico
Ernesto J. Amador	B. EnvD. Architecture University of Puerto Rico, PR

Faculty Name	Faculty Degree Held
Miranda	Bachelor of Architecture Cornell University, NY
Esther I Rodriguez Miranda	PhD Caribbean and Puerto Rican Literature Center for Advance studies of Puerto Rico and the Caribbean San Juan PR MA Hispanic Literature Columbia University- NYC BA Philosophy Boston College- Boston MA
Esther Rosario-Castillo	MSW Social Work New York University MPA Public Administration Baruch College BA Sociology Hunter College
Evelyn M. Ortiz Robert	PhD Industrial Psychology Interamerican University of PR- Metro Campus MA Industrial Psychology Interamerican University of PR- Metro Campus BA Social Science UPR- Rio Piedras Campus
Evert Paredes	Master of Education, Universidad Rafael Urdaneta, Maracaibo, Venezuela, 2011
Fabio Naranjo	Doctor of Philosophy in Social Work Barry University, FL 2018 Master of Arts Social Services Administration University of Chicago, Chicago Illinois, 1987
Felix Godinez	Master of Arts Language and Linguistics Florida Atlantic University Boca Raton FL 2016 Juris Doctorate Case Western Reserve University School of Law Ohio 2000 Master of Philosophy in Economics and Politics in Latin American Studies University of Oxford UK 1998
Fernando Amador	Master in Information Assurance & Cybersecurity, Florida Institute of Technology, 2023
Fernando Lopez	Master of Science in Spanish Language Education NOVA Southeastern FL 2006
Fernando M. Rojas Otero	PhD Design Northumbria Univ- Newcastle Uk MA Design Practice Northumbria Univ- Newcastle Uk BS Industrial Design Ohio State University- Columbus Ohio
Fernando Molinares	MFA Painting Savannah College of Art and Design Savannah GA 2021
Flor de Liz Santiago	Doctor of Education Special Education Nova Southeastern University Fort Lauderdale, FL 2021 Master of Education Puerto Rico University PR, 2019 Master of Social Work Inter American University of PR, 2020
Florence Carbajal	MA Teaching English as a Second Language Universidad del Turabo FL 2010 BA Labor Relations Universidad del Puerto Rico PR 1976
Frances Cruz Orellana	MSW Social Work Direct Services Interamerican University of Puerto Rico, PR, 2005 BA Social Work Interamerican University of Puerto Rico, PR, 2004
Fransheska Cardona	Master in Clinical Social Work, Ana G Mendez University, 2020
Freddie A. Gutierrez Rojas	MA Religious Studies Universidad Central de Bayamón, PR BBA (Computer Minor) University of Puerto Rico, PR
Freddy Suarez	Doctor of Education in Educational Leadership St. Thomas University FI 2021 Master of Business Administration Florida International University FI 2013 Master of Science in Mathematics Education NOVA University FL 2012 Registered and Certified Pharmacy Technician FL 2004
Freisa Dávila	Bachelor of Sciences in Film, Full Sail University, 2017 Associate in Arts, Valencia College, 2011
Gabriel G. Diaz	DBA Management Universidad del Turabo, PR

Faculty Name	Faculty Degree Held
Olmeda	MBA Management Universidad Metropolitana, PR BBA Management Universidad del Este, PR
Gannelin Gutierrez Turino	Doctor of Nursing Practice, Barry University, Miami Shore
Geisy Vilabrilie	Doctor of Nursing Practice Healthcare Administration Miami Regional University FL 2021 MSN, APRN, FNP-BC Turabo University, FL, 2014 MD to RN, BSN Universidad del Sagrado Corazón, PR, 2011
Gerardo A. Alvarado Gonzalez	DBA Business Administration Pontifical Catholic Univ PR- Ponce Campus MBA Business Administration major in Administration of Healthcare Organizations Columbia Central University- Caguas PR MBA Management Universidad del Turabo- Gurabo PR BBA Information Systems Universidad del Turabo- Gurabo PR
Gerardo Molinary Fernandez	MBA Quantitative Methods and Production and Operation Management University of Puerto Rico- Rio Piedras Campus MBA Management plus Ph.D Courses Tulane Unuversity A.B. Freeman School of Business- New Orleans LA Doctoral credits for DBA International Business University of Sarasota- Sarasota BBA Statistics University of Puerto Rico- Rio Piedras Campus
German Broemser Cesino	DBA Management Universidad del Turabo- Gurabo PR MBA Accounting Finance and Human Resources UMET- Cupey PR BA Accounting UNE – Carolina PR
Giancarlo Pelosi	Master of Science Administration of Justice and Security University of Phoenix AZ, 2014
Gilbert Malave	Master's in Business Administration Major in Leadership in Project Management 2018
Gilberto Andino	Doctor in Nursing Practice, Nursing, Walden University, 2017 Master of Science, Nursing, Towson University, 2007
Gilberto Gonzalez Aviles	DPH Healthcare Services System Analysis and Administration University of Puerto Rico, Medical Sciences Campus, PR, 2016 DBA Universidad del Turabo, PR, 2015 Masters in Healthcare Services Administration University of Puerto Rico, Medical Sciences Campus, 1996 Masters in Business Administration, Healthcare Administration Sacred Heart University, CT, 1993 BA Computer Mathematics University of Puerto Rico, PR, 1985
Giovanni Alomar Sastre	PhD Clinical Psychology Pontificia Universidad Católica de Puerto Rico, PR MSC Marriage and Family Counseling University of Phoenix Bachelo's in Criminal Justice Interamerican University of Puerto Rico
Gisela I. Ramirez Gonzalez	MBA Marketing and Human Resouces Interamerican University, PR BBA Management and Marketin Interamerican University, PR
Gisella Llamas	Doctor of Medicine Universidad Metropolitana-Colombia 2004 Doctor of Health Services Administration University Central of Ashdod, 2014 Master of Science in Nursing Florida National University FL, 2021
Giselle Ochoa	Master of Science of Nursing, FNP South University, CA 2020
Glenda Collins	Master of Social Work Florida State University Ocala FL 2012
Glisel Figueroa Colon	Ed. D. Educational Leadership UPR- Rio Piedras Campus MA Educational Leadership/ Educational Technology Caribbean University-

Faculty Name	Faculty Degree Held
	Carolina PR Campus BA Agricultural Extension/ Teacher Family and Consumer Life UPR- Rio Piedras Campus
Gloria Martinez Medina	Ed.D Education with concentration in Orientation and Counseling University of PR 2017 Master in Education, Inter PR 2007
Glorializ G. Santiago Perez	MS Epidemiology University of Puerto Rico Medical Sciences Campus BS Microbiology UPR- Mayaguez Campus PR
Glorivette D. Anibarro Soto	MA Literature in English UPR- Rio Piedras Campus BA English Loyola University- New Orleans LA
Glorivette Perez Valentin	Ed. D. Educ Management & Leadership Interamerican University PR– San German Campus MEd Administration and Supervision Education- UMET- Aguadilla Campus BA Education Interamerican University – San German Campus
Glorynell Ortiz Rodriguez	PsyD Psychology Counseling- Universidad del Turabo Gurabo PR MA Psych Counseling Universidad del Turabo Gurabo PR BA General Psychology UPR- Cayey Campus
Gonzalo Aguerrevere	Master of Science in Math Education, Nova University, FL 2009
Gredy Garrido	Doctorate in Philosophy Florida Institute of Technology, Melbourne FL, 1999
Gretel Cortes	Doctor of Medicine, Iberoamerican University, Dominican Republic, 2007, Bachelor of Science in Athletic Training, University of Puerto Rico, P.R. 2000
Gricelda Rivera Perez	DBA Business Administration Pontifical Catholic Univ of PR- Ponce Campus MBA Human Resources and Marketing Interamerican University of PR- San German BBA Management Pontifical Catholic Univ of PR- Mayaguez Campus
Grisel M. Vega Agosto	M.Ed. Guidance and Counseling Universidad del Turabo- Gurabo PR BA Business Administration Universidad del Turabo- Gurabo PR
Griselle E. Casillas	Ana G. Méndez University, Metro Orlando Campus MBA Human Resources ▪ January 2020- Present MBA Leadership and Strategic Planning ▪ June 2015, University of Puerto Rico, Cayey Campus BA Business Administration with Minor in Business Management ▪ June 2008
Grisselle Pena Martinez	EdD Teaching Universidad Ana G. Méndez, PR MaEd Education Supervision and Administration Universidad Metropolitana, PR BA Primary and Early Childhood Education Universidad Metropolitana, PR
Grivel J. Hera Gomez	DNP Miami Regional University, US 2021 ARNP University of Puerto Rico, PR BSN University of Sacred Heart, PR Doctor in Medicine Higher Institute of Medical Sciences, Cuba
Guillermo Rebollo Gil	JD University of Puerto Rico PhD Sociology University of Florida MA Sociology University of Florida BA University of Florida
Guisell Larregui Candelaria	PhD Entrepre Mgmt Dev Int Business Interamerican University- Metro Campus MBA Marketing Interamerican University- San German PR Campus BBA Marketing UPR- Arecibo PR Campus
Gustavo A. Mendez	Doctor of Education NSU FL 2020

Faculty Name	Faculty Degree Held
	Master of Science Spanish Language Education NOVA Southeastern University Fort Lauderdale FL 2014
Gustavo Martinez	Master Certificate in Project Management George University Washington DC 1999 Master in Engineering & Technology Cornell University NY 1996.
Gustavo Velez	Master of Business Administration Technology Management University of Phoenix PR 2001
Hamilton Cruz Rosa	DBA Management Universidad Turabo- Gurabo PR MA Economics UPR- Rio Piedras BBA Accounting UPR- Bayamon Campus
Hector Miranda Ortiz	MA Teaching of Mathematics Universidad Interamericana- Metro Campus BA Accounting- UNE- Carolina PR
Hector M. Ortiz Rivera	Ed.D Organizational Leadership, NOVA Southeastern University MSN Nursing Sciences with a Specialty in Medicine and Surgery and Role in Education NUC University, PR BSN Nursing Sciences, Generalist Interamerican University of PR, Bayamón Campus
Hector Pérez-Segnini	Master of Business Administration Instituto de Estudios Superiores de Administracion Caracas Venezuela. Masters of Arts Psychology –organizational Columbia University
Hector R. Flores Muñoz	Phd Educational Sciences Universidad de Granada, Spain, 2020 MA Labor Relations Interamerican University of Puerto Rico, PR, 1993 BA Secondary Education-Spanish University of Puerto Rico, PR, 1986
Hector Rocafort	Master of Business Administration Major: Marketing Universidad de Puerto Rico PR 2004
Hector Vientos Perez	MSW Social Work University of Puerto Rico- Rio Piedras Campus BA Social Work University of Puerto Rico- Rio Piedras Campus
Henry Fernandez	Doctoral Degree in Education Education Leadership University Central of Ashdod Golda Mier College of Education Chicago Illinois 2013 Master of Science Math Education NOVA University Fort Lauderdale 2013 Master of Arts in Education Argosy University Phoenix AZ 2010 Master Health Service Administration Florida National University Miami FL 2015
Hiram Montalvo Ruiz	Master's Engineering Management Polytechnic University of Puerto Rico, PR BS Computer Engineering University of Puerto Rico, PR
Heydi Betancourt	Doctor in Medicine Ministerio Educación Superior De Ciencias Medica Habana Cuba 1997
Hugo G. Portocarrero	MBA Business Adm University of Maryland- Adelphi MD MS Accounting University of Maryland- Adelphi MD BA Economics I G De la Vega University- Lima Perú
Ida Calderon Garcia	MA Business Education Interamerican University of Puerto Rico, PR, 1997 BA Secretarial Sciences and Licency Pedagogy Commercial Education University of Puerto Rico, PR, 1979
Ida L. Rosado Figueroa	Ed.D. Teaching Curriculum Universidad del Turabo- Gurabo PR MA Curriculum University of Phoenix- Guaynabo PR BA Education UPR- Rio Piedras Campus

Faculty Name	Faculty Degree Held
Idania R. Rodriguez Ayuso	PhD Public Health-Epidemiology Walden University, MN MS Epidemiloy University of Puerto Rico, PR BS Biology University of Puerto Rico, PR
Ignacio Prieto	Master of Science in Criminal Justice, South University, Tampa FL 2019
Ileana Martinez Fraticelli	MBA Computerized Inf System Universidad el Turabo- Gurabo, PR BBA Computer Science Interamerican University of PR- Metro Campus, PR
Ineris Davila Villanueva	MBA Management Universidad del Turabo- Gurabo PR BBA Administrative Assistant minor Management- UNE- Carolina PR
Ines B. Velez Torres	PhD History of PR and the Caribbean Center for Advanced Studies of Puerto Rico and the Caribbean- San Juan PR MA History Pontifical Catholic Univ of PR- Ponce PR BA Education UPR- Cayey Campus
Ines M. Centeno Rivera	EdD Guidance and Counseling University of Puerto Rico, PR MEd Interamerican University of Puerto Rico, PR BA Psychology University of Puerto Rico, PR
Iraida Peña	Massage Therapy Certification, Florida College of Natural Health, 2004
Iris E. Rosa Torres	M.Ed Special Education Universidad Metropolitana- Cupey PR B.Ed. Special Education UPR- Rio Piedras Campus
Iris M. Rios Soto	EdD Educational Administration Dowling College, NY
Irma L. Alvarado Zayas	PhD Entrepre Mgmt Dev Int Business Univ Interamericana PR- Bayamon Campus MBA Human Resources Interamerican University- San Juan PR BBA Marketing Pontifical Catholic Univ of PR
Irma Matos	Master of Business Administration-International Business Keiser University FL 2016 B.S For Science in Electrical Technology Instituto Superior Pedagógico Cuba 1994
Irma Ortiz Torres	M.Ed. Curriculum Instruction: Reading TESL Grand Canyon University 2006 (Over 50 credits at doctorate level in Education)
Irma Zender	Master's in educational technology National University of California 2003 B.A. Business Administration EAFIT Colombia 1979
Irvin E. Cintron Ortiz	Juris Doctor Hostos School of Law Puerto Rico BA Social Sciences UPR- Rio Piedras Campus
Isaac Kravetz	Medical Doctor National Autonomous University of Mexico 1983 Master of Business Administration in Management University of Phoenix 2004
Isaac Martinez	Master of Science in Information Technology, Cybersecurity, Capella University, 2023 Bachelor of Sciences in Information Technology, Programming Technology, Stayer University, 2020
Isabel C. Shehadeh Micolta	MS Public Health UPR- Medical Science Campus BS Home Economics UPR- Rio Piedras Campus
Isaura Rodriguez Castillo	MSS Criminology Pontifical Catholic Univ of PR- Ponce PR Juris Doctor Pontifical Catholic Univ of PR- Ponce PR BSS Political Science Pontifical Catholic Univ of PR- Ponce PR
Isidro Mancera	PhD Literature of Puerto Rico and the Caribbean Centro de Estudios Avanzados

Faculty Name	Faculty Degree Held
Paredes	de Puerto Rico y el Caribe, PR MEd Educational Administration and Supervision Universidad Ana G. Mendez, PR BEd Elementary School (4-6) Universidad Ana G. Méndez, PR
Ivan J. Escalante Claudio	MBA Management & Strategic Leadership UMET- San Juan PR MA Science Teaching and Curriculum Interamerican University- San Juan BA Science Education UPR- Cayey Campus
Ivan M. Borja Borja	PhD International Development Texas A&M University MS Agricultural Economics Texas A&M University BS Agricultural Economics Zamorano University- Tegucigalpa Honduras
Ivette Bossolo Pérez	Juris Doctor / Florida State University Tallahassee FL 2005
Ivette M. Soto Velez	PhD Organizational Studies Universidad de Malaga Spain MA Communication UPR- Rio Piedras Campus BA Communication UPR- Rio Piedras Campus
Jack Catheline Galarza	MBA Computerized Inf System UAGM- Gurabo PR BBA Information Systems UAGM- Gurabo PR
Jacqueline Castro	Montclair State University May 2015 M.A. in Counseling, Student Affairs/Counseling in Higher Ed. Concentration, Montclair State University June 2009 B.A. – Family and Child Studies concentration in Early Childhood Education, Hudson County Community College May 2006 A.A. – Liberal Arts, Early Childhood Education
Jacqueline Figueroa Lozada	Master's in Education Universidad Ana G. Méndez, PR BBA Computerized Information Systems Universidad Ana G. Mendez, PR
Jacqueline Saldaña	Doctor of Management in Organizational Leadership University of Phoenix, Phoenix AZ 2014 MBA University of Phoenix AZ 2007
Jaqueline Viera	Dual Master of Arts Degree, Human Resources Management, Human Resources Development, Webster University, 2011
Jaime Espinoza Ferrando	Master en Métodos de Analisis de Sistemas de Salud Universidad Claude Bernard Lyon Francia 1990 / Médico y Cirujano Instituto Politécnico Nacional México 1979
Jaime Morales	Ed.D Curriculum & Teaching, University of Puerto Rico, 2023 Master of Arts; Humanities, University of Puerto Rico, 2009
Jaime L. Torres George	PhD Entrepren Mgnt Dev Int Business Univ Interamericana PR- Metro Campus MBA Finance Interamericana PR- Metro Campus BBA Finance Interamericana PR- Metro Campus
Jaime Santiago Roman	PhD Administration eCommerce Northcentral University- California MBA E-Business University of Phoenix- Arizona BA in Psychology Interamerican University- San German PR Campus
Janet Carrasquillo Aguayo	PhD Social Work administration and Social Policy University of Puerto Rico- Rio Piedras MA Social Work UPR- Rio Piedras Campus MSW Rehabilitation Counseling UPR- Rio Piedras Campus BA Social Work UPR- Rio Piedras Campus
Janet Otero	Doctor of Philosophy Spanish Florida International University, FL, 2011

Faculty Name	Faculty Degree Held
Jany Gonzalez	Doctor of Nursing Practice, Barry University FL 2019
Jason Dragoni Rosado	MS Environmental Science Interamerican University of PR- San German Campus MSc Food Science UPR- Mayaguez Campus BS Microbiology Interamerican University- San German Campus
Javier A. Aleman Iglesias	PhD American History Inter American University of Puerto Rico San Juan Campus BA Education UPR- Humacao Campus
Javier Ramos	Master of Science in Mathematics, NOVA Southeastern University FL 2006. Master of Education in Special Education, San Buenaventura University Colombia 1992
Javier J. Perez Perez	MBA Human Resources Universidad Ana G. Méndez, PR BBA Human Resources Universidad de Puerto Rico, PR
Jayleen Gorritz Perez	MA Counseling Psychology Interamerican University- Recinto Metropolitano BA Psychology Interamerican University- Recinto Metropolitano
Jeannette Alvarado Agosto	MBA Human Resources Univ del Turabo- Gurabo PR BA Office Systems Administration Interamerican University- Guayama Campus
Jennifer Hanley	Doctor of Nursing Practice, The University of Tennessee, Memphis TN, 2008
Jenny Mujica Silvestriz	PsyD Clinical Psychology Carlos Albizu University, PR, 2005 BA Secondary Education-History University of Puerto Rico, PR, 1989 BA Art History
Jeriel Ortiz	Doctor of Education, Concentration Instructional Leadership, Nova Southeastern University, 2013 Master of Education in Curriculum & Instruction: Instructional Technology, Grand Canyon University, AZ, 2008
Jesenia Sánchez	BS Nursing Universidad del Turabo-Ana G. Méndez University 2015 Medical Assistant Career Training Institute 2001
Jessica M. Marrero Rivera	BA Graphic Arts Atlantic University College, PR, 2006
Jessica Mendez Peña	Galiano Career Academy-Medical Assistant 2005 A.R.M.A. Medical Assistant Certificate MedCA Phlebotomy Tech Certified 2022
Jessica Molina Cruz	Ed. D. Education Nova Southeastern University- Florida MA Commercial Education Inter American University of PR- San Juan PR BA Office Systems Inter American University of PR- Bayamon PR
Jessika N. Olivo Maldonado	MBA Global Management University of Phoenix Bachelor in Communications Universidad Sagrado Corazón, PR
Jesus Garcia Oliveras	MC Mental Health Counseling University of Phoenix BSS Criminal Justice Universidad del Este
Jesus M. Hernandez Torres	MBA Accounting University of Phoenix, AZ, 1997 BBA Accounting American University, PR, 1994
Jesus Sanchez	Master Social Work Ana G. Mendez University, FL, 2020
Jimmy Rivera Viena	MBA Finance, Interamerican University of Puerto Rico, 2010 MHSA Health Care Administration, University of Puerto Rico, 1989 BS Natural Science, Biology, University of Puerto Rico, 1978
JoanVeronika Valedon	Juris Doctor University of Florida Gainesville FL 2002

Faculty Name	Faculty Degree Held
Joanne Muniz	DBA Advanced Accounting Northcentral University San Diego CA 2019 MAcc Keller Graduate School of Management Miami FL 2015 BS Accounting Elizabethtown College Elizabethtown PA 1990
Joel De la Cruz Oller	DHA Doctor of Health Care Administration Walden University, MN, 2020 Medical Doctor Universidad Católica Nordestana San Francisco de Macorís, DR, 2014 MHA Master of Health Care Administration Walden University, Minneapolis, 2016 BA Mathematics Harvard University, 1991
Joel U. Sevilla Palma	PhD Social Sciences Communications and Economics Universidad Rey Juan Carlos- Madrid Spain Ph.D Economics and Business Universidad Europea de Madrid- Madrid Spain MBA Business Administration Monterrey Technological Institute/Centro American Technological University- Monterrey Mexico/ Tegucigalpa Honduras BS Agricultural Business Louisiana State University
Johanna Vivoni Suarez	Ph.D Curriculum and Teaching/ English University of Puerto Rico- Rio Piedras Campus M.Ed. TESOL/ English University of Puerto Rico- Rio Piedras Campus BA English as a Second Language University of Puerto Rico- Rio Piedras Campus
Johannes Abreu	Ph. In Economics University of Havana Cuba 2013 Master of Accounting and Financial, Keller of DeVry University Illinois 2018 Master's in Business Administration University of Havana Cuba 2008
Jorge D. Espinosa	PhD Physics West Virginia University, WV, 2007 MSCondensed Matter Physics West Virginia University, WV, 2005
Jorge E. Ortiz Fernandez	Ed.D. Curriculum & Teaching University of Puerto Rico- Rio Piedras Campus M.Ed. Curriculum and Teaching University of Puerto Rico- Rio Piedras Campus BA Mathematics Industrial University of Santander- Bucaramanga Colombia
Jorge Guadalupe	Master Business Administration in Accounting Universidad Metropolitana FL 2014
Jorge L. Rodriguez Colón	DBA Management Universidad del Turabo Gurabo PR MBA Global Management University of Phoenix Guaynabo PR BBA Management UPR Bayamon Campus ABA Management UPR Bayamon Campus
Jorge M. Torres Colon	Ed.D Education- Mathematics Interamerican University of Puerto Rico, PR, 2019 MA Teaching Mathematics Interamerican University, PR, 2002 BA Mathematics Interamerican University, PR, 2000
Jose Rojas	Doctor of Medicine Higher Institute of Medical Sciences of Havana, Havana, Cuba 1995 Master of Sciences in Nursing. University of Phoenix
Jose A. Colon Figuero	PhD History of Americas Inter American University of Puerto Rico, PR, 2018 MAE Curriculum History Caribbean University, PR, 2005 BA Sec Educ Teaching of History Inter American University of Puerto Rico, PR, 1995
Jose A. Flecha Ortiz	DBA Marketing Argosy University- Arizona MS-Web Analytics Universidad de Barcelona- Spain MBA International Trade UAGM- Cupey PR Campus BBA Marketing UAGM- Gurabo PR Campus
Jose A. Guzman	MD Medical Science Universidad Iberoamericana- Santiago Dominican

Faculty Name	Faculty Degree Held
Tavarez	Republic M.P.H. Epidemiology UPR- Medical Sciences Campus PR BS Microbiology UPR- Arecibo PR Campus
Jose A. Jorge Pagan	DBA Management, Information Systems Ana G. Méndez University, Gurabo Campus, PR, 2015 MS Open Information Systems Interamerican University of Puerto Rico, PR, 2003 BA Interdisciplinary Studies (Architecture and Graphic Arts) University of Puerto Rico, PR, 1996
Jose A. Martinez Rivera	MAE Curriculum History Caribbean University, PR BA Social Studies and History University of Puerto Rico, PR
Jose A. Martinez	Master of Business Administration, Finances, Wake Forest University, North Carolina, 1994
Jose A. Lopez Martinez	PhD Management/ Human Resources Walden University- Minnesota Mphil Management/ Human Resource Walden University- Minnesota MBA Human Resource Management Universidad del Turacos BBA Management Columbia Central University
Jose A. Rivera Jimenez	Ed.D Curriculum and Teaching Pontifical Catholic University of PR- Ponce Campus M.Ed. Curriculum Spanish Instruction University of Phoenix- Guaynabo PR BA Spanish Teaching Education UPR- Rio Piedras Campus
Jose A. Ruiz Marquez	Master Degree in Information Security and Cybercrime BS Education Universidad Sagrado Corazón, PR
Jose A. Valdes Rijos	MBA Accounting Inter American University of Puerto Rico, PR MBA Finance Inter American University of Puerto Rico, PR BBA Accounting Inter American University of Puerto Rico, PR
Jose Alvarez	Master in Business Administration-Accounting Carolina University FL 2020
Jose C. Andrades Velazquez	PhD Clinical Psychology Carlos Albizu University, PR MS Clinical Psychology Carlos Albizu University, PR BA Psychology University of Puerto Rico, PR
Jose C. Roman Rodriguez	PhD Marketing and Management Univ Alas Peruanas- Lima Perú MBA Marketing BBA Purchasing Management American University PR
Jose D. Guadalupe Torres	Ph.D Clinical Psychology Pontifical Catholic University of PR- Ponce PR MS Counseling University of Phoenix- Guaynabo PR BA Mental Health and Psychology UPR- Ponce PR Campus
Jose E. Maldonado Rojas	Ed. D. Curriculum & Teaching Interamerican University PR- Metro Campus MEd Educational Management and Leadership Interamerican University PR- Metro Campus BS Biology Sagrado Corazon University- San Juan PR
Jose E. Penso Arcieri	MS Communication Florida International Univ- Miami FL MA Marketing Webster University- Jacksonville FL BBA Business Universidad Autonoma- Barranquilla Colombia
Jose Fabian Muñoz	Master of Business Administration Major in Accounting Universidad Ana G. Mendez Tampa FL 2021
Jose H. Irizarry	MS Legal Studies: Law and Public Policy/Concentration in Homeland Security, California University of Pennsylvania, 2009
Jose H. Massari Hance	MBA Information Systems Electronic Data Processing College of PR BBA-Computer Information Systems UPR- Rio Piedras Campus

Faculty Name	Faculty Degree Held
Jose L. Bernuil Quintanar	Doctor in Medicine Universidad Autónoma de México Guadalajara México 1979
Jose L. Cabrera Rivera	MBA Human Resources Universidad Ana G. Méndez, PR BBA Management Universidad Ana G. Méndez, PR
Jose L. Cruz Caliz	PhD Human Resources and Management Pontifical Catholic Univ of PR- Ponce PR MBA International Business Administration Specialization Human Resources Interamerican University of PR- Ponce Campus BBA Marketing and Management UPR – Ponce Campus
Jose L. Jimenez Negrón	Ed. D. Educational Management Pontifical Catholic Univ PR MBA Project Management UAGM- Santa Isabel PR M.Ed Special Education Caribbean University- Ponce PR B.Ed Education K-6 UPR- Ponce PR
Jose L. Marchant Melendez	Ed.D. Management and Leadership Interamerican University of PR- Metro Campus MA Educ Teaching of Science Interamerican University of PR- Metro Campus MA School administration University of Phoenix PR BS Biology Interamerican University of PR- San German Campus
Jose L. Pacheco Velazquez	MEM Engineering Universidad Politecnica de PR- San Juan PR MBA Accountability University of Phoenix- Guaynabo PR BS Electric Engineering Universidad Politecnica PR- San Juan PR
Jose Leduc Rivera	Doctor of Medicine Universidad Central Del Este (UCE) DR.
Jose Luis Mercader	Master of Business Administration Business Administration University of South Carolina Columbia 1985
Jose M. Rodriguez	Master of Divinity Pastoral Studies Southern Baptist Theological Seminary KY 2009
Jose O. Cruz Rodriguez	PhD Business Management and Management Development Universidad Internacional Iberoamericana (UNINI), MX
Jose R. Ferreras Duran	EdD Instructional Technology & Distance Education Nova Southeastern University, FL MAEd Instructional Technology Univesidad del Sagrado Corazón, PR BAC Communications Universidad del Sagrado Corazón, PR
Jose R. Mora Grana	PhD Industrial Organizational Carlos Albizu University MS Industrial Relationships Universidad Mundial, PR BA Business Universidad de Puerto Rico, PR
Jose R. Nieves Moya	EdD Higher Education Inter American University of Puerto Rico, PR MBA Human Resources Inter American University of Puerto Rico, PR MEd Teach Curriculum Mathematics Inter American University of Puerto Rico, PR Bachelor's in Office Systems University of Puerto Rico, PR
Jose R. Vega Rivera	Ed. D. Inst Tech and Distance Education Nova Southeastern University- Fort Lauderdale FL ISA in Information Systems Auditing EDP University of PR- San Juan Campus MIS Management Information Systems EDP University of PR- San Juan Campus BS Science University of PR- Cayey Campus
Jose Rosa Rivera	MBA IT Security/ Accounting UAGM- Carolina Campus BBA Accounting/Finance University of PR- Mayaguez Campus
Jose Y. Montañez Agosto	MSW Interamerican University of Puerto Rico, PR BSW University of Puerto Rico, PR

Faculty Name	Faculty Degree Held
Joshua Torres	Master in Social Work Social Work Direct Services Inter American University 2016
Joshua S. Pantoja Ocasio	Master's General Cultural Studies Universidad Ana G. Méndez, PR, 2021 BA European History University of Puerto Rico, PR 2018
Josue E. Ortiz Cintron	PhD Health Science Alas Peruanas University, Peru MS Enviromental Health University of Puerto Rico, PR BS Biology University of Puerto Rico, PR
Jovennes R. Louis	MBA Accounting UAGM- San Juan Campus MBA Human Resources UAGM- Carolina Campus BBA Finances University of PR- Carolina Campus
Juan Arroyo	Master of Arts in Labor Relations Universidad Interamericana Puerto Rico 2006
Juan B. Valera Marquez	Ph.D Computer Science University of PR- Mayaguez Campus MSc. Electrical Engineering Universidad de Carabobo, Venezuela
Juan C. Musa Wasil	Ph. D Marine Science University of PR- Mayaguez Campus MS Biology University of PR- Mayaguez Campus BA Forestry Engineering Universidad Nacional de Santiago del Estero
Juan C. Rivera Diaz	Ph.D Accounting/ Management of Engineering Technology Northcentral University- Arizona MBA Accounting University of Phoenix- Guaynabo PR BS Mechanical Engineering Interamerincan University of PR- Bayamon PR
Juan C. Sanchez Pabon	MA Forensic Sciences Universidad Ana G. Méndez, 2019 BA Criminal Justice Forensic Investigation Interamerican University of Puerto Rico, 2016
Juan C. Santiago Torres	BSEE Electrical Engineer, Interamerican University of PR MBA Business Administration, Universidad del Este, PR
Juan Collado	Doctor of Education in Organizational Leadership NOVA University FL 2010 Master of Science in TESOL Nova University FL 2006
Juan Fret	Master of Business Administration in Accounting Universidad Interamericana Puerto Rico 1980
Juan G. Rivera Ortiz	DBA Management Universidad del Turabo- Gurabo PR MBA Human Resources Universidad del Turabo- Gurabo PR BA Physical Educ Secondary Universidad del Turabo- Gurabo PR
Juan Mauricio Moreno	Diploma Massage Therapy, World of Beauty Academy, 2015
Juan Quintana Quintana	Ph.D Conseling Psychology Newport University MA Instructional Systems and Educational Technology Sagrado Corazón University- San Juan PR MA Education/ Counseling University of PR- Rio Piedras Campus BA Psychology University of PR- Rio Piedras Campus
Julio A. Cruz Rodriguez	EdD Management & Educational Leadership Interamerican University of Puerto Rico, PR, 2018 MA Counseling Interamerican University of Puerto Rico, 2014 BA Psychology University of Puerto Rico, PR, 2012
Julio C. Hernandez Correa	PhD Applied Economics Western Michigan University, MI MA Economics University of Puerto Rico, PR BA Economics University of Puerto Rico, PR

Faculty Name	Faculty Degree Held
Julio M. Ruiz	Certificate Massage Therapy, Sandford-Brown Institute Tampa FL, 2012
Karelin Lopez Sanchez	Ed.D Education Instituto Universitario Internacional de Toluca, Mexico, 2021 MA Mediation for equal opportunities in social participation in employment Fundación Isonomía para la Igualdad de Oportunidades Universidad Jaume I de Castellón, Spain, 2009 M.Sc Clinical Psychology Universidad de La Habana Cuba, 2007 BA Psychology Universidad de La Habana, Cuba, 2001
Karla Gonzalez	Masters in social work, Barry University, Fl, 2015
Karola P. Ramirez Arango	MA Instructional System and Educational Technology Sagrado Corazon University- San Juan PR BA Educational Psychology Pontificia Universidad Catolica del Ecuador- Ecuador
Kathalin Carvalho	Juris Doctor Stetson University School of Law Tampa FL. Master of Arts in Criminology University of South Florida Tampa FL 2001
Katia Gil De Lamadrid	PhD History Centro De Estudios Avanzados- San Juan PR MA Geography Universidad de la Habana- La Habana Cuba BA Geography
Kayra Delgado Baerga	Ph.D Global Business Keiser University MBA Business Admistration University of Phoenix BBA Finance University of PR- Rio Piedras Campus
Kelvin Merced Vega	EdD Guidance and Counseling Inter American University of Puerto Rico, PR 2008 MA Guidance and Counseling Inter American University of Puerto Rico, PR 1998 BA Sociology Catholic University of Puerto Rico, PR 1996
Kemley M. Rhodes Russell	DNP Doctor of Nursing Practice, Aspen University MSN Nursing Science, Aspen University BSN Nursing, Caribbean University of PR
Kevin Negrón Vazquez	EdD Education Leadership & Intr Online Inter American University, PR M.Ed Leadership Education, NUC University, PR BA Education K-3, Interamerican University of PR
Keren Canales Quiles	MA Information Technology for Education EDP University of PR BA Natural Sciences UMET- San Juan PR
Lady Romero	Master in Education, Social and Community Service, Ana G. Mendez University, 2023 Bachelor in Science, Psychology, Ana G. Mendez University, 2019
Laylannie Torres Gonzalez	Ed. D. Education Nova Southeastern University- Fort Lauderdale FL MA Education Interamerican University of PR- Metro Campus BA Education University of PR- Humacao Campus
Lelis Maldonado	Master of Public Health, Grand Canyon University, Phoenix, AZ 2019
Leonides Perez Martinez	Ph.D Education Nova Southeastern University- Davie FL MA Library Science University of PR- Rio Piedras Campus MA Music Lynn University- Boca Raton Florida BA Music Puerto Rico Conservatory of Music- San Juan PR
Lester Gonzalez Torres	Doctor of Education Nova Southeastern University 2022 Master's in Health Administration Universidad del Este PR 2017
Lester I. Lopez Nieves	PhD Puerto Rican and Caribbean History Centro de Estudios Avanzados de Puerto Rico y el Caribe, PR MA History Centro de Estudios Avanzados de Puerto Rico y el Caribe, PR BA Liberal Arts State University of New York, NY

Faculty Name	Faculty Degree Held
Lilliam B. Suarez Ocasio	MAE Master Arts Education, Caribbean University, PR MA Educational Administration and Supervision, Universidad Metropolitana, PR BA Graphic Arts, Escuela de Artes Plasticas de PR
Lilliam Cedeno Marcial	MBA Accounting Universidad Ana G. Méndez, PR BBA Accounting Universidad de Puerto Rico, PR
Liliana Ponce	Master of Science Fischer School of Education and Human Resources Spanish Language Education Nova University Florida 2009 Master of Arts Social Anthropology in the Faculty of Social Science University of Kent at Canterbury 1983
Lillian R. Soto Marengo	MPA Forensic Sciences Universidad Ana G. Méndez, PR, 2009 BA Criminal Justice University of Puerto Rico, PR, 2003
Lillianie T. Millan Nieves	Ph.D Curriculum Instruction and Assessment Walden University MA Curriculum Instruction and English UNE- Carolina PR BA Teaching English as a Second Language University of PR- Cayey Campus BA Social Science and Investigation University of PR- Rio Piedras Campus
Linda S. Miranda Ortiz	M. Psy Psychological Counseling Universidad Ana G. Mendez, PR, 2007 BA Arts- Sociology University of Puerto Rico, PR, 1993
Lisette Bedu	Doctor of Business Administration Argosy University FL. 2010 Master of Administration Marketing Jacksonville University FL. 1993
Lisette Duarte	Master of Science in Nursing, Florida National University, FL 2019
Lisette Ocasio	Master of Business Administration in Accounting Ana G. Mendez University System FL. 2012
Lisette Perez Figueroa	Ph.D Org Industrial Psychology Interamerican University of PR, MA Industrial/Organiz Phycology BA Psychology, Universidad Central de Bayamón, PR
Litz A. Principe Ramirez	DBA (in progress) Entrepreneurial Development and Management, Interamerican University of PR MBA Global Management, University of Phoenix, PR BBA Marketing, University of Central Oklahoma, USA
Litza G. Melendez Ramos	DBA Business Administration and International Trade Universidad de Extremadura- Bajadoz Spain MBA Operations Management University of PR- Rio Piedras Campus BBA Management University of PR- Cayey Campus
Lizeth Hoepp	Bachelor in Pharmacy Santa Maria University 2004
Lizannette Morales Crespo	JD Inter American University of Puerto Rico, PR BS Natural Science University of Puerto Rico, PR
Liznerie Floran Lugo	MSS Rehabilitation Counseling University of PR- Rio Piedras Campus BA Sociology University of PR- Rio Piedras Campus
Lizzette Bermudez Melendez	M.A. Ed Curriculum & Mathematics University of Phoenix- PR BA Mathematics University of PR- Rio Piedras Campus
Lorna Martinez Toledo	Ph.D Educational Leadership Universidad del Turabo- Gurabo PR MA Administration and Educational Supervision UMET- San Juan PR BA Hispanic Studies/ Liberal Arts and Humanities University of PR- Rio Piedras Campus
Lourdes Collazo	Juris Doctor Interamerican University of Puerto Rico, School of Law Master of Laws (LLM), Interamerican University of Puerto Rico
Lourdes del C.	DBA Leadership Studies Pontifical Catholic University of PR Ponce PR

Faculty Name	Faculty Degree Held
Morales Figueroa	MBA Industrial Management Interamerican University of PR- San Juan PR
Lourdes Echevarria Garcia	PhD Environmental Science Universidad Del Turabo- Gurabo PR MS Science Environmental Managements Specialty Handling and Evaluated Risk UAGM- San Juan PR BS Biology minor in Chemistry Pontifical Catholic University of PR
Lourdes M. Baez Rosario	PhD Puerto Rican & Caribbean Literature Centro De Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR Post Doctoral-high performance sports specialist Universidad de Castilla de la Mancha – Toledo España M.Ed. Teaching of Fine Arts Universidad del Turabo- Gurabo PR BA Physical Education University of Puerto Rico- Rio Piedras Campus
Lourdes Santiago-Gely	Psy.D in Clinical Psychology, Carlos Albizu University, 2015 Master of Science in Clinical Psychology, Carlos Albizu University, 2006
Lourdes Valverde	Doctor of Philosophy in Education Varona Institute, Cuba, 1976
Loyda Lopez Rosario	MA Educational Computing Inter American University of Puerto Rico, PR Bachelor's in Computer Programming Science University of Puerto Rico, PR
Lucia Martinez	Master of Education in Curriculum & Teaching Universidad Autónoma Latino Americana, 2009 Specialist in Software Engineering, Universidad Distrital Francisco Jose de Caldas, Bogota Colombia, 2001
Luis A. Reyes Rosario	EdD Educational Leadership Universidad Del Turabo, PR MPHE Public Health Education, University of Puerto Rico, PR BA Humanities/ Philosophy Universidad Central de Bayamon, PR
Luis A. Rosario Arroyo	EdD Educational Leadership Universidad Del Turabo, PR, 2012 MPHE Public Health Education, University of Puerto Rico, PR, 1994 BA Humanities/ Philosophy Universidad Central de Bayamon, PR, 1990
Luis Aldana	Master of Science in Math Education Nova University FL 2010
Luis Alicea Perelez	Ed. D. Education Nova Southeastern University- Florida MA Education/Mathematics Interamerican University of PR- San Juan PR MBA Human Resources Management Universidad del Turabo- Gurabo PR BA Education/Mathematics University of PR- Rio Piedras Campus
Luis Concha	BS Technical Management DeVry University 2010
Luis M. Colon Colon	DBA Economics Universidad CEU San Pablo, Spain, 2016 MBA Human Resources Pontifical Catholic University of Puerto Rico, PR, 1999 BBA Management Pontifical Catholic University of Puerto Rico, PR, 1992
Luis Gonzalez	Master of Science Broadcasting Boston University, Boston 1987
Luis Noguero	PhD. Of Management in Organizational Leadership & Information Technology University of Phoenix AZ, 2016 Masters in Mathematics University of Holguin Oscar Lucero Moya Cuba, 1998
Luis R. Rivera Valentin	PhD Accounting Northcentral University- San Diego California MBA Operations Management UAGM- Gurabo PR BBA Accounting University of Puerto Rico- Aguadilla Campus
Luis Roqueta	Doctor of Medicine Higher Institute of Medical Science of Villa Clara Cuba 1983 Master of Business Administration-Leadership for Manager

Faculty Name	Faculty Degree Held
	Keiser University FL 2016
Luis Serrano	Doctor of Nursing Practice, DNP, Ana G. Mendez University, FL, 2023 Master of Science, FNP, Miami Regional College, FL, 2019
Luisa Pacheco Maurer	PsyD Clinical Psychology Carlos Albizu University, FL, 2003 MS Psychology Carlos Albizu University, FL, 1997 BA History & Political Science Immaculada College, PA, 1967
Luz Elena Arango	Master of Social Work Barry University FL 2018
Luz D. Miranda Vazquez	MA Clinical Social Work Interamerican University of PR- Metro Campus BA Social Work University of Puerto Rico- Humacao Campus
Luz E. Nieves	PhD Public Health Epidemiology Walden University Minneapolis Minnesota, 2019 MPH University of Puerto Rico Graduate School of Public Health- Rio Piedras Campus, 1992 BSN University of Puerto Rico Medical Science Campus
Luz E. Rodriguez Irene	MA Curriculum & Instruction Spanish Universidad Del Este- Carolina PR BA Education/ Spanish University of PR- Rio Piedras Campus
Luis F. Rodriguez Cotto	MHR Human Resources, Universidad Metropolitana de PR MBA Management, Universidad Metropolitana de PR BBA Marketing, Interamerican University of PR BA Administration, Interamerican University of PR
Luz I. Morales Collazo	Ph.D Entrepreneurial Mgmt Dev Human Resources, Interamerican University of PR MPA Personal Administration, University of PR, Rio Piedras Campus BA Secretary Science, University of PR, Bayamón Campus
Luzviminda Boyonas	DNP, Doctor of Nursing Practice, Grand Canyon University, 2022, MSN/Ed, Master of Science in Nursing/ Healthcare Education, University of Phoenix, 2015, BSN, Bachelor of Science in Nursing, Remedios Trinidad Romualdez Medical Foundation, 1992
Lydia E. Iglesias Cordero	MBA Human Resources Interamerican University of Puerto Rico, PR, 2005 BBA Human Resources Management University Of Puerto Rico, PR, 2000
Lydia Perez Vega	EdD Teaching Universidad Ana G. Méndez, PR
Madeline Carrero Nieves	PhD Clinical Psychology Carlos Albizu University Of PR MS Clinical Psychology Carlos Albizu University Of PR MA Organizational Industrial Psychology Centro Caribeño- San Juan PR BA Communications/advertising Sagrado Corazón University of PR- San Juan PR
Madeline Fontanez	Master of Social Work University of Southern California, Los Angeles, CA, 2019
Magaly Mojica Rohena	PhD Management of Health and Nursing Education Universitam University of Technology, MX EdD Education Nova Southeastern University, FL MSN Nursing University of Puerto Rico, PR
Magaly Pacheco	Doctor of Education in Counseling and Guidance Universidad Interamericana Puerto Rico 1994 Master of Public Administration Universidad de Puerto Rico 1982
Magda Demerritt	Doctorate in Social Work, Walden University, FL, 2021, Master in Social Work, Florida International University, FL 2006, Bachelor of Social Work, Florida International University, FL 2005

Faculty Name	Faculty Degree Held
Manuel Madalena	Pharmacy Technician Certification Board
Manuel Perez Muñiz	JD Law University of PR- Rio Piedras Campus MS Demography University of PR- Rio Piedras Campus BA Sociology University of PR- Rio Piedras Campus
Manuel Robayna	Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana 2012 Tampa FL
Marcel Andino	Doctor of Philosophy and Information in Technology Universidad De La Habana Cuba 1981 Máster of Automatic Control Universidad De La Habana, Cuba 1974
Marcelo Torres	Doctor of Medicine Catholic University of Santiago de Chile Guayaquil 1992
Marcos A. Velez Rivera	PhD History of Americas Interamerican University of Puerto Rico, PR
Marco Eguia	Master of Science in Computing in Open Information Universidad Interamericana Puerto Rico 2007
Marcos Gracia Rodriguez	DNP Educational Leadership Post University -American Sentinel College of Nursing & Health Sciences, 2022 MSN Nursing Columbia Central University Caguas Campus PR, 2013 BSN Nursing Colegio Sagrado Corazon Ponce PR, 2011
Marga Bolivar	MSEM Master of Engineering Management University of South Florida FL 2004 BSIE Bachelor of Science Industrial Engineering University of Carabobo Venezuela 1986
Maria A. Capecchi	Master of Science in Nursing Family, Miami Regional University, Miami FL 2020
Maria A. Carioni	Ph.D. Management/ Leadership Barry University- Miami Shores MS TESOL and Technology Barry University- Miami Shores BA Major in Communication Studies Minor in Journalism Colegio Universitario de Periodismo- Cordoba Argentina
Maria De Los A. Talavera Hernandez	PhD Literature of Puerto Rico and the Caribbean, Centro de Estudios Avanzados de PR y el Caribe 2013 MBA University of Puerto Rico- Mayaguez Campus 2004 BA Hispanic Studies University of Puerto Rico- Mayaguez Campus 2001
María De Lourdes Rolón	Master in Social Work InterAmerican University, San Juan, PR, 2007
Maria Del C. Rios Camacho	MA Business Education Interamerican University of PR- Metro Campus BA Office Systems University of PR
Maria del C. Harper	Master of Media Design Management Sanford Brown College Tampa FL 2010
Maria Del Negro	Physician Surgeon Universidad Central de Venezuela Venezuela 1985. Master of Science Degree in Medical Science Universidad Central de Venezuela Venezuela 1991
María E. Veguilla	Master in Business Administration, Universidad Ana G. Méndez (ACCSB Accredited), Bachelor in Science of Industrial Engineering, Universidad Ana G. Méndez
María Elena Tudela	Master of Science in Spanish Language Education, Nova Southeastern University, FL 2008
María Espino	Doctor of Medicine, De La Salle University Health and Medical Sciences Institute, Philippines, 1994
Maria Francis	Master of Linguistics & Master online in ESOL and Spanish University of Basque County Spain 1993 Master's Degree in Psychology Universidad de Barcelona 1990

Faculty Name	Faculty Degree Held
Maria Garaitonandia	Master of Sciences in Management and Organizational Development, Alliant International University, 1997
Maria I. Ortiz Rosado	Ed. D. Curriculum & Teaching Pontifical Catholic University of PR- Ponce PR MA School Administration Caribbean University- Ponce PR MA English as a second language Findlay University- Findlay Ohio BA Elementary School Teacher Interamerican University of PR- Ponce PR
Maria I. Puerta Riera	PhD Social Sciences Universidad De Carabobo- Carabobo Venezuela MA Political Science Universidad De Carabobo- Carabobo Venezuela BA Political Science Universidad Fermin Toro- Lara Venezuela
Maria I. Rivera Fraticelly	MSN Science in Nursing with Specialty in Medical-surgical and role in Education National University College BSN Science in Nursing John Dewey- San Juan PR
Maria Landaeta	Master in Business Administration Instituto de Estudios Superiores en Administración Venezuela 2005 Juris Doctor Universidad Rafael Beloso Chacín Venezuela 2002
Maria M. Alonso Alonso	Post- Doc Educational Investigation Instituto Universitario Internacional de Toluca- Mexico DSc Social Communications Universidad De La Habana-Cuba BA Psychology Universidad De La Habana-Cuba
Maria M. Velez Velazquez	DBA Management Pontifical Catholic University of PR- Ponce PR BA Management Pontifical Catholic University of PR- Ponce PR BBA Management Interamerican University of Puerto Rico- Ponce Campus
Maria Neuman	PhD Human Sciences Universidad del Zulia Venezuela 2008 MSC Technology Management Universidad del Zulia Venezuela 1995 BA Mass Communication Universidad del Zulia Venezuela 1977
Maria R. Davila Macias	MBA Marketing American Intercontinental University- Weston FL BBA Business Administration Universidad de Valle- La Paz Bolivia
Maria S. Mangual	EdD Counseling Interamerican University of Puerto Rico, PR, 2009 Master's Counseling University of Phoenix, PR, 2001 BS Nutrition and Diet University of Puerto Rico, PR, 1970
Maria Useche Araujo	Doctor in Sciences Law Universidad Central de Venezuela 2005-equivalent to Ph.D in Law / Attorney Universidad Catolica Andres Bello 1974-equivalent to Bachelor
Maribel Ortiz Soto	PhD Entrepreneurship Development and International Business Interamerican University of PR- San German Campus MBA Marketing Universidad del Turabo- Gurabo PR BA Pedagogy and Social Worker University of Puerto Rico- Rio Piedras Campus
Maricel Whelan	Registered Medical Assistant American Medical Technologists, Rosemont IL, 2005
Maricelly Alomar	Master of Arts in Education Guidance & Counseling Universidad Interamericana de Puerto Rico 1992
Marieli Rios Perez	Ph.D Industrial Psychology Pontifical Catholic University of PR- Ponce PR MS Industrial Psychology Pontifical Catholic University of PR- Ponce PR BA Social Science University of Puerto Rico-Mayaguez Campus
Marielis E. Rivera Ruiz	Post-Doctoral Research University of Puerto Rico- Medical Science Campus PhD Biochemistry and Nutrition University of Puerto Rico- Medical Science

Faculty Name	Faculty Degree Held
	Campus BS Microbiology University of Puerto Rico-Humacao Campus
Marimer Martinez Aponte	MA Museum Studies Caribbean University- Bayamon PR Professional Diploma Interior Design San Juan School of Interior Design- San Juan PR BBA Business Administration with major in Management University of Puerto Rico- Humacao Campus
Mario Villalobos	Doctor of Philosophy in BA/Spec. Financial Management Northcentral University 2017 Master of Business Administration Spec. Financial Management Rutgers University NJ 1983
Marisel Pacheco Schweitzer	Doctor of Education Educational Leadership Northern Arizona University 2016
Marisol Batiz Cartagena	Ed. D. Inst Tech and Distance Education Nova Southeastern University- Florida M.Ed. Commercial Education and Office Systems Pontifical Catholic University- Ponce PR BA Secretarial Sciences Interamerican University of Puerto Rico- Ponce PR
Marisol Navas	MA Health Administration, University of Phoenix FL 2009 MSN Science of Nursing, University of Phoenix FL 2009 BSN Science of Nursing, University of Puerto Rico, Arecibo PR 2003 ASS Science of Nursing, Hahnemann/MCP University (Now Drexel University), Philadelphia PA, 1996
Maritza Centeno	Master in Education Counseling Universidad del Turabo 2018
Maritza Sostre Rodriguez	Ph.D. Curriculum & Teaching major in English University of Puerto Rico- Rio Piedras Campus MA Bilingual Education University of Phoenix- PR Campus BA in Education Major in English Universidad Central- Bayamon PR
Marta E. Castillo	Master of Education English Second Language Minor in Counseling UAGM Orlando 2019
Maritza Ortiz Ayala	MBA Human Resources, Universidad del Turabo, Gurabo PR 2008 BBA Management, Universidad del Turabo, Gurabo PR 2003
Marlon J. Gonzalez Villacruces	JD Law, Interamerican University of Puerto Rico, 2019
Martha L. Landron	Ph.D Education with Specialty in Research Universidad Internacional Iberoamericana de Puerto Rico M.Ed Education Universidad de León- Spain BA Modern Languages Universidad Santiago de Cali- Cali Colombia
Mary Ann Martinez Santiago	Ed.D Educ Guidance and Counseling, Interamerican University of PR MA Educ Guidance Counseling, Interamerican University of PR BA Secondary Education- Spanish, Universidad del Turabo, PR
Mary A. Toledo Pitre	Ed. D. Education Technology Argosy University Online-Phoenix AZ MEd Curriculum and Teaching/ English Caribbean University- Vega Baja PR BA Humanities/ major English University of Puerto Rico- Rio Piedras Campus
Mary L. Canting Cordero	Ed.D Educational Organizational Leadership, University of PR, Rio Piedras Campus MA Supervision and School Administration BA Secondary Education- Spanish
Mary Ortiz	Master of Science in Nursing, Gerontology. Caribbean University, 2014, PR

Faculty Name	Faculty Degree Held
Mary Jane Zaborsky	Master of Science in Nursing, Universidad de Puerto Rico, 1983
Marylind Arroyo	Doctorate in EducationTeaching Universidad Ana G. Mendez, PR 2014 Master Arts Education Curriculum English, Caribbean University PR 2003
May Li Pena	Master of Sciencein Psychology, Carlos Albizu University FL 2018
Mayra M. Aguilar Perez	PhD History Centro de Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR MA History Centro de Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR BA Psychology University of Puerto Rico- Rio Piedras Campus
Mayra Morales Rivera	Educational Specialist – School Psychology UCF 2002 Master of Education Educational Media & Technology Boston University 1992
Melissa Lamboy Diaz	MBA Marketing UAGM- Gurabo Campus BBA Marketing University of Puerto Rico- Rio Piedras Campus
Meliza Guilliani Jimenez	BA Psychology University of Puerto Rico- Rio Piedras Campus
Melissa Villafañe	MA Counseling, School Counseling, Caldwell University, NJ, 2016, BA Psychology, Caldwell University, NJ, 2014, AA Psychology, Hudson County Community College, NJ, 2012
Mely Z. Gonzalez Madera	DSW Clinical Social Work Inter American University of Puerto Rico, PR Master's in Social Work University of Puerto Rico, PR
Mercedes Chaves	Bachelor of Business Administration Universidad Laica Vicente Rocafuerte Guayaquil Ecuador 1992
Mercedes D. Ruiz	EdD Leadership in higher Education Gwynedd Mercy University -PA 2019 MAED Education Capella University- Minneapolis MN BA Global Management University of Phoenix- Plantation FL 2002 MA Organizational Management University of Phoenix- Plantation FL BA Professional Studies /Human Resource Management
Michael McCarthy	Master's in Business Administration INCAE Managua Nicaragua 1977
Michelle Velez	Master of Business Administration-Finance University of Puerto Rico PR 2006
Miguel A. Delgado Fernandez	MA Teaching Mathematics Interamerican University of Puerto Rico- Metro Campus MA Criminal Justice Interamerican University of Puerto Rico- Metro Campus BA Criminal Justice Interamerican University of Puerto Rico- Fajardo Campus
Miguel A. Rivera Rivera	MA Teaching/ Mathematics Cambridge College- PR Campus MA Material Management UAGM- Caguas PR Campus BS Industrial Engineering Universidad Politecnica de PR- San Juan PR
Miguel Hurtado	Doctorate in Medicine University of Sciences Arts & Technology Montserrat 2018 Master in Public Health in Medical Sciences School of Public Health 2017 Pharmacy Technician Certificate Ponce Paramedical College PR 2008
Miguel Melendez	Master of Arts in English, Universidad de Puerto Rico San Juan PR 2019
Miguel Torres	Ph.D., Doctor of Philosophy in Clinical Psychology Carlos Albizu University, 2020 M.S., Industrial Organizational Psychology, Carlos Albizu University, 2008
Miguel Sosa Jimenez	DBA Finance University of Puerto Rico- Rio Piedras Campus MBA Finance University of Puerto Rico- Rio Piedras Campus

Faculty Name	Faculty Degree Held
	BBA Management University of Puerto Rico- Bayamon Campus
Milagros M. Colon Amaro	MS Nursing University of Puerto Rico- Medical Science Campus BSN Sciences in Nursing University of Puerto Rico- Medical Science Campus
Milca V. Martinez Vazquez	MS University of Puerto Rico- Medical Science Campus BSN University of Puerto Rico, PR
Mildred Rodriguez	Master of Science Social Work Columbia University New York, 1988
Milton Guzman	M.A. in Public Management (Summa Cum Laude), Johns Hopkins University. Washington D.C. MSc. in Economics, Pompeu Fabra University (Universitat Pompeu Fabra). Barcelona, Spain. Bachelor's Degree in Economics, Universidad Central de Venezuela. Caracas, Venezuela.
Monica Brotons Davila	DBA Strategic Leadership and Innovation, In Progress MA Worksite Psychology and Human Resources Management, Universidad Complutense de Madrid, Spain, 2018 BA Industrial-Organizational Psychology, University of Puerto Rico, Arecibo Campus, 2014
Monica Cruz	MBA Human Resources, Lynn University, Boca Raton FL 2020 JD Law, Whittier Law School, Costa Mesa, CA, 2013 BA Political Sciences, University of Miami, FL 2007
Monserate Bayron Figueroa	JD Law, University of Puerto Rico, 2010 MBA System Information Management, University of Sacred Heart, PR, 1988 MS Science and Math-Grad, University of South Carolina, 1979 BS Mathematics, University of Puerto Rico, Mayaguez Campus, 1968
Myra Velez	Master of Arts in English University of Central Florida, FL 1993
Myriam De Jesus	Master of Science in Nursing Education, University of Phoenix, Tampa, FL 2014
Myriam E. Medina Miranda	Ed.D Education/ Teaching UAGM-Cupey Campus MS Biology Curriculum and Teaching University of Phoenix- PR Campus BS Biology Teaching University of Puerto Rico- Rio Piedras Campus
Myrna Y. Gonzalez Crespo	PhD Puerto Rican and Caribbean Literatures Centro De Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR M.Phil Hispanic and Luzo-Brasilian Literatures and Languages The Graduate Center City University of New York- NY MA Spanish Literatures Arizona State University- Tempe AZ BA Humanities/ Modern Languages University of Puerto Rico- Rio Piedras Campus
Naida Cruz	DSW Capella University MN 2021 MSW Florida International University FL 2005 BA Stetson University FL 2005
Nancy Arcelay	Doctor of Health Science Keiser University FL 2014 Doctor of Education Argosy University CA 2014 Master of Education In Instructional Technology American Intercontinental University FL 2004 Master in Public Health Universidad de Puerto Rico 1994
Nancy C. Woelki	DNP Chamberlain University IL 04/2017 APRN- FNP Ana G Mendez FL 05/2014 BSN University of Sacred Herat PR 06/2011 ASN University of Sacred Herat PR 06/2007

Faculty Name	Faculty Degree Held
	Obesity Specialization Post-Grade Favaloro Medicine University Bs As Argentina 12/2000 Bachelor of Science in Food Nutrition Barcelo Medical Science University 2018 BS AS Argentina 12/1998 Training for Yong Clinicians IMO Bs. As. Argentina 1985 Doctor of Medicine Degree of Physician U.B.A. Medical Science University Bs As Argentina 06/1983
Nancy M. Santos De Jesus	DBA Finance, Interamerican University of PR MBA Finance, Interamerican University of PR MBA Accounting, Interamerican University of PR BA Finance, University of New Orleans
Nannette Mendez Lopez	MBA Gastronomic Tourism, Universidad Ana G. Mendez, Carolina PR Campus, 2022 MBA Marketing Minor Internationa Business Universidad Ana G. Mendez, Cupey PR Campus, 2007 BA Hotel and Restaurant Management, University of Puerto Rico, Carolina PR Campus, 2004 ASS Baking and Pastry, Johnson and Wales University, Providence RI, 2001
Nashalie Rodriguez	Master of Science in Nursing, The University of Tampa, Tampa, FL 2021
Natalie Y. Matias Rivera	JD Law, Interamerican University of PR, 2017 BS Criminal Justice Concentration in Forensic Psychology, University of Puerto Rico, Carolina Campus, 2014
Nayda I. Soto Jimenez	Ed.D Educ Curriculum Teaching, Interamerican University of PR MA Preshool Education, Norhan College, San Juan PR BA Preschool and Elementary Education, University of PR, Bayamon Campus
Nayeli González	MBA Finances, Universidad Ana G Mendez, PR, 2021 BBA Accounting, Universidad Ana G Mendez, 2019
Naylu Martinez Nuñez	MSW Clinical Social Work Universidad Ana G. Méndez, PR
Nelson Fred Ramos	PhD History Interamerican University of Puerto Rico – Metro Campus M.Ed. Education University of Phoenix- Guaynabo PR
Nelson Mena	Master of Business Administration University of South Florida Tampa FL 2008
Nelson Torres	Doctor of Educational Leadership University of Central Florida FL 2006 Master of Education in Elementary Education Marymount University VA 1994 Master Business Administration in Logistics Management Florida Institute of Technology 1980 Master of Arts in Educational Psychology Ball State University IN 1977
Nicholas Natalizio Manzano	MBA Logistics Universidad del Turabo- Gurabo PR BBA Management and Research Universidad del Turabo- Gurabo PR
Nichole Figueroa	Doctorate of Chiropractic, Palmer College of Chiropractic, 2019 Master in Public Health, Universidad de Puerto Rico, PR, 2016
Nilda Laguna	Master in Psychology, Carlos Albizu University, 2017
Nollyris Algarin	Ph.D. Inst Design and Tech Education Nova Southeastern University- Fort Lauderdale FL MA Library and Information Sciences University of Puerto Rico- Rio Piedras Campus BA Hispanic Studies University of Puerto Rico- Rio Piedras Campus
Nora Colon	Educational Specialist in Bilingual and Bicultural Education, Seton Hall

Faculty Name	Faculty Degree Held
	University, NJ 1997 Master of Education in Teaching, Curriculum and Learning Environment, Harvard University, MA 1991
Norma J. Dávila Torres	MBA Marketing, Universidad del Turabo, PR BBA Marketing, Universidad del Turabo, PR
Odette Gomez	M.Ed Education Instruction Design, Western Governors University, UT, 2018 BA Healthcare Informatics, Western Governors University, UT, 2017
Olga Jácome Utreras	Doctorate in Education Science Major in Spanish and Literature Universidad de Guayaquil Ecuador 2004
Omar Villafane Carrión	JD: Law University of PR 2016
Omayra Borrero	Pharmacy Technician Centro de Estudios Multidisciplinarios Humacao PR 1983
Oribel Estevez	Doctor of Education in Higher Education Leadership Nova Southeastern University Tampa FL 2016
Orlan Albear	Master of Science in Nursing, Family Nurse Practitioner, Walden University, MN, 2021
Orlando Felix Rodriguez	DBA Management Universidad del Turabo- Gurabo PR MBA Technology Management Accounting and Human Resources Management University of Phoenix- Guaynabo PR BBA Computerized Information Systems and Accounting Universidad del Este- Carolina PR Technical Grade Data Entry MBTI Business Training Institute- Santurce PR
Orlando Lugo	Master of Project Management, DeVry University, Tampa FL 2003
Oscar J. Torres Blay	DBA Business Administration Pontifical Catholic University of PR- Ponce Campus MBA Management UAGM – San Juan PR BBA Marketing Interamerican University of PR- Metro Campus
Osvany Caro	Diploma Massage Therapy Life-Line Med Training Miami, FL 2016
Pablo Andrade	Master of Arts in Applied Economics, University of Central Florida, 2000
Pablo L. Rivera Rivera	PhD Philosophy/ History of Puerto Rico and Caribbean Center for Advance Study of Puerto Rico and the Caribbean- San Juan PR MBA Human Resources Management University of Phoenix- San Juan PR BBA Management University of Puerto Rico- Carolina PR
Pablo L. Martinez	Doctor of Education in Educational Leadership, Florida Southern College, Lakeland, FL 2022 Master of Arts in International Relations Troy University Tampa Fl. 2012
Pablo Paez	Master of Business Administration University of Pennsylvania PA 1975
Pablo Puello Diaz	Doctor of Philosophy in History Interamerican University San Juan PR 2018
Patricia Cordero	Bachelor Science; Health Services Administration University of Central FL 2021 Associate Degree Arts Lake Summer State College Pharmacy Technician
Paul Fericelli Castillo	PhD Education (in progress), Ana G. Mendez University (UAGM) PR, MSW Social Work Admin, Interamerican University of PR BASW Generalist Social Work, University of PR, Rio Piedras Campus
Pedro Alvarez	Master of Science Spanish Language Nova Southeastern University Florida 2014
Pedro L. Torres	Doctor of Podiatric Medicine, New York College of Podiatric, 1981 Bachelor of Arts in Biology, Herbert H. Lehman College, 1975

Faculty Name	Faculty Degree Held
Pedro L. Vizcarrondo Nazario	MBA Human Resources Universidad Interamericana de Puerto Rico
Rachel Quintana	Bachelor of Science f Nursing, BSN, Florida International University, 2020
Radaisa B. Flores Medina	MBA Management Universidad del Turabo-Gurabo PR BS Chemical Engineering University of Puerto Rico- Mayaguez Campus
Rafael A. Perez Ramirez	DBA Business and Entrepeneurship- Major Management MBA Operations Management, University of PR BS Computer Engineering, University of PR
Rafael Del Río	Master in Global Management University of Phoenix 2011 Master Marketing University of Phoenix PR 2012
Rafael E. Padilla Vega	DBA Information Systems Universidad del Turabo- Gurabo PR MBA Marketing Universidad del Turabo- Gurabo PR BS Mathematics- University of Puerto Rico- Rio Piedras Campus
Rafael E. Fuentes	Master of Science in Mental Health Counseling, Springfield College, Springfield MA, 2006
Rafael I. Salas Seguin	MRP Regional Planning Cornell University- Ithaca NY BA Economics University of Maryland at College Park- College Park MD AA Business Administration Montgomery College- Rockville MD
Rafael Matos Rodriguez	MBA Global Management University of Phoenix- Phoenix AZ MAC Public Relations Sagrado Corazón University of PR- Santurce PR BA Public Communications University of Puerto Rico- Rio Piedras Campus
Rafael Mercado Jimenez	PhD Criminal Justice Southwest University- New Orleans Louisiana MA Criminal Justice Interamerican University of Puerto Rico- Metro Campus BA Criminal Justice with specialization in Criminal Investigation Interamerican University of Puerto Rico- Aguadilla Campus
Rafael Perez Ortiz	MBA Management Universidad del Turabo- Gurabo PR BBA Marketing Universidad Metropolitana- San Juan PR
Rafael Rios McConnell	Doctor of Medicine Iberoamerican University School of Medicine DR.2011 Master of Sciences in Public Health Health Systems Administration UPR 2019
Rafael Rodriguez Fuentes	EdD Education Leadership Univesidad Ana G. Méndez, PR, 2018 MPA Human Resources Drake University, IA, 2006 BBA Management University of Puerto Rico, 2004
Ramon Fores Pons	Doctor of Nursing Practice, Barry University, Miami FL 2022 Family Nurse Practitioner, South University, 2019
Ramon J. Pagan Mercado	M.Ed Curriculum & Teaching Universidad Del Turabo Gurabo PR BA Education Interamerican University of Puerto Rico- Ponce Campus Associate Degree Criminal Justice Police Academy of PR- Gurabo PR
Ramon Torres	MS Psychology, Purdue University, 2018
Ramon Torres Morales	DBA Business Administration Pontifical Catholic University of Puerto Rico Ponce PR, 2010 MBA Logistics Florida Institute of Tech- Melbourn FL, 1990 MSE Industrial Engineering California State University- Northridge CA, 1988 BS Physics Pontifical Catholic University of Puerto Rico Ponce PR, 1983
Raquel Cabrero Torres	DBA Business Administration Pontifical Catholic University of Puerto Rico Ponce PR, 2018 MBA Industrial Management and Human Resources Interamerican University of PR- San German Campus, 2008 BBA Management University of Puerto Rico- Aguadilla Campus, 2003

Faculty Name	Faculty Degree Held
Raquel Marrero Torres	MA Mathematics Caribbean University Bayamon PR, 2013 BS Natural Science University of Puerto Rico- Cayey Campus, 1987
Raquel Ralat Martínez	Master in Clinical Social Work Universidad del Este Orlando Florida 2020
Rebecca Martínez Ruiz	Doctorate of Education in Educational Leadership Universidad del Turabo - PR 2014 MA Elementary Education, Caribbean University, 2011, MA, Educational Administration, Caribbean University, 2011, BA Elementary Education. InterAmerican University of PR, PR 2009
Reinaldo Quiñones Lopez	MA Communications Advertising Universidad Del Sagrado Corazón, 2016 BS Intl. Tourism & Hospitality Management Major in Food and Beverage Minor In Culinary Arts Universidad Ana G. Méndez Carolina Campus PR, 2012
Rene Berrios Rivera	MBA Management, Universidad Metropolitana, PR, 2006 BBA Management, University of PR, Cayey Campus, 1996
Rene R. Bargez Perez	DBA Administration Pontifical Catholic University of Puerto Rico- Ponce PR MBA Marketing Pontifical Catholic University of Puerto Rico- Ponce PR BBA Advertising Pontifical Catholic University of Puerto Rico- Ponce PR BBA Business Communications with a Minor in Publics Relations Pontifical Catholic University of Puerto Rico- Ponce PR
René Reyes Santos	Master of Arts in History Education Universidad De Puerto Rico PR 1992
Ricardo Araujo	Master of Business Administration-International Business University of Miami FL 2007
Ricardo Torres Muñoz	DHSc Global Health Nova Southeastern University- Fort Lauderdale FL Ed.D Inst Tech and Distance Educ Nova Southeastern University - Fort Lauderdale FL MIHMEP (MHA) Global Health Management Economics and Policy Bocconi University- Milan Italy JD Law University of Puerto Rico School of Law
Roberto C. Ledesma Santiago	MS Programming of Interactive Technologies Atlantic University College- Guaynabo PR BS Networking Technologies and Software Development NUC University- Bayamon PR Technical Certificate Computer Programming Universal Career College- Manatí PR Technical Certificate Computer Repair and Maintenance Universal Career College- Manatí PR
Roberto L. Diaz Diaz	M.Ed Teaching/ Mathematics Interamerican University of Puerto Rico- San Juan Campus BA Pure Mathematics University of Puerto Rico- Mayaguez Campus
Roberto Morejon	Master of Science in Nursing-FNP Turabo University, FI 2012
Rocio Del Mar Tonos	Doctorate College Education, UPR 2020 Master General Education, University of Massachusetts, 2009
Rolando Bruno	MA University Teaching, Interamerican University of PR, 2020 M.ED Curriculum and Teaching/ Special Education, American University of Puerto Rico, 2020 BA Secondary Education in Social Studies and History
Rolando Frometa	Master Business Administration UCF 2020

Faculty Name	Faculty Degree Held
Rolando Rivera Guevarez	Ph.D Business and Economics Law Universidad Internacional Iberoamericana-Campeche Mexico JD Law Interamerican University of Puerto Rico- San Juan Campus MA Criminal Justice University of Puerto Rico- San Juan Campus BBA Business Administration University of Puerto Rico- Mayaguez Campus
Ronald G. Hernadez Maldonado	MSA Accounting, Ana G. Mendez University, 2020 DBA Business Administration, Pontifical Catholic University of Puerto Rico, 2019 MBA Finance, Pontifical Catholic University of Puerto Rico, 2015 BBA Finance and International Business, Pontifical Catholic University of Puerto Rico, 2013
Romelis A. Guzman Lima	Ed. D. Inst Tech and Distance Educ Nova Southeastern University- Fort Lauderdale FL MIS Management Information Systems EDP University- San Juan PR ISA Information Systems Audit Certificate EDP University- San Juan PR BS Computer Engineering Pontifica Universidad Catolica Madre y Maestra- Santiago Dominican Republic
Rosa Berlingeri Bruno	MA Labor Relations Economics Interamerican University of PR- San Juan Campus BA Politics Sciences University of Puerto Rico- Rio Piedras Campus
Rosa Musi Rodriguez	Master in Cultural Mediation Università degli Studi Roma Tre, Roma, Italia, 2003 BA Modern Languages University of Puerto Rico, 2001
Rosa N. Cordero Rivera	MA Educational Adm and Supervision, Ana G. Mendez University, Cupey Campus BS Physical Therapy
Rosaliz Santiago Ortega	DBA Management UAGM Gurabo Campus MBA Human Resources University of Puerto Rico- Rio Piedras Campus BA Communications Sagrado Corazón University of PR- Santurce PR
Rosmer Mena	Master of Social Work University of South Florida Tampa FL 2011
Saidi Porta	Master of Business Administration in Management NOVA University FL 2004
Samir Saleh	Doctor in Pharmacy, University of Florida, 2015
Samuel Matos	Master of Public Health in Global Health Practice, University of South Florida, Tampa FL, 2011 Doctor of Medicine, Universidad de Los Andes, Merida, Venezuela, 2007
Sandra Mena Candelaria	Ph.D. Finance Ph.D. Accounting Universidad de León Spain MBA Accounting with an additional Specialization in Human Resources and Technology Management University of Phoenix BS Computer Science University of Puerto Rico- Arecibo Campus
Sandra Ruiz Correa	Ph.D English/ Linguistics University of Puerto Rico- Rio Piedras Campus MA English/ Linguistics University of Puerto Rico- Rio Piedras Campus BA Teaching English as a Second Language for Elementary and Secondary Levels American University- Manatí PR
Sandra Torres	Master in Finance, Universidad Metropolitana PR, 2016 Pharmacy Technician, Centro de Estudios Multidisciplinarios PR 2006
Sandra Urbina Rodriguez	EdD Guidance and Counseling University of Puerto Rico, PR, 2009 MEd Guidance and Counseling University of Puerto Rico, PR, 1995 BA Secondary Education University of Puerto Rico, PR, 1989

Faculty Name	Faculty Degree Held
Santiago Lazo Vilella	DBA Management Information Systems Universidad del Turabo- Gurabo PR MBA Management Information Systems Pontifical Catholic University of PR- Ponce PR BBA Information Systems Universidad del Turabo- Gurabo PR
Sergio Asturias	Master of Business Administration in Health Care. St. Leo University FL 2013
Sharon L. Diaz Ruiz	Ph.D Instructional Design University of West Florida- Pensacola FL MAEE English University of Puerto Rico- Mayaguez Campus 2011 BA English/Linguistics University of Puerto Rico- Rio Piedras Campus
Shawanda Moore	Master of Science in Nursing,NOVA Southeastern University Ft.,Lauderdale, FL 2020
Sherly Soto	Master of Education in ESOL Universidad del Turabo PR 2004
Sigrid E. Vazquez Tirado	PhD Psychology (Forensic) Walden University- Minneapolis MN MA Forensic Psychology Marymount University- Arlington VA BA Communications Universidad Metropolitana- Cupey Campus
Silvia Gutierrez	Master of Social Work Florida International University FL 2019
Silvio Tracanelli	Doctor of Management Sciences Rafael Beloso Chacin Private University Cuba 2007
Simon E. Ramos	EdD/DBA Nova Southeastern University Ft. Lauderdale FL 2005
Solangel Miranda	Ed.D Guidance and Counseling University of Puerto Rico- Rio Piedras Campus M.Ed Guidance and Counseling Universidad del Universidad del Turabo Gurabo PR BA Secondary Education in Spanish University of Puerto Rico- Rio Piedras Campus
Sonia Abele Cisneros	M.Ed Curriculum Development for Teaching English as a Second Language Interamerican University of Puerto Rico BA Teaching of English Secondary Level Interamerican University of Puerto Rico BA Elementary Education Instituto Nacional de Profesorado Alejandro Carbó- República de Argentina
Sonia Bruno	PhD Adult Education- Universidad Iberoamericana México (present) MA Lenguas Extranjeras- Catalan y Castellano- Universidad Pontificia de Salamanca 2020 MA Bilingual Education- UAGM South Florida 2011
Sonia Crespo	Master of Chemistry Universidad Central De Quito Quito Ecuador 2006
Sonia Rivera	Registered Pharmacy Technician Med Tech College San Juan PR 1997
Stanley Tapia Rivera	MBA Business Administration Management Universidad del Turabo, 2011 BBA Management Universidad del Este, 1997
Stephanie Jimenez Torres	Ed. D. Leadership and Instruction in Distance Education Interamerican University of PR- Ponce Campus, 2021 MBA Marketing UAGM Cupey Campus, 2013 BA Communications Sagrado Corazon University PR, 2008
Steven Diaz	Master of Science in Mathematics Education, Nova Southeastern University, 2004 Bachelor of Science in Mathematics, University of Puerto Rico, 1995
Steven Lopez	Master of Business Administration in Management, Southern New Hampshire University Manchester NH, 1996
Sue Ellen Cabrera Camacho	CLSW (MSW) Pontifical Catholic University of PR- Arecibo Campus BA Social Work

Faculty Name	Faculty Degree Held
Suheily Fontanez	Bachelor's in business administration Interamerican University PR 2007
Sulynet Torres Santiago	Ed. D. Inst Tech and Distance Educ Nova Southeastern University M.Ed Scholastic's Library Administration UAGM Gurabo PR Campus BA Political Science Interamerican University of Puerto Rico- San German Campus
Suzette Mirabal	Post Graduate Degree, Mind Brain and Teaching, John's Hopkins University, Maryland USA Ed.D Educational Management, Pontifical Catholic University of PR MA Guidance and Counseling, Pontifical Catholic University of PR BA Criminology, Pontifical Catholic University of PR
Sylvia Y. Cosme Montalvo	MBA Statistics Economics University of Puerto Rico- Rio Piedras Campus MS Mathematics/ courses approved University of Puerto Rico- Rio Piedras Campus BS Mathematics University of Puerto Rico- Rio Piedras Campus
Tamara Salgado	Master of Education Interdisciplinary Studies National Louis University. IL 2001
Tanya I. Ayala Rivera	MEd Teaching English Second Language Universidad Ana G. Méndez, PR BA Education University of Puerto Rico, PR
Teresita Rodríguez Báez	Master of Arts in Education Governors State University IL 1986
Ulises J. Mendez Vega	DBA Global Business Keiser University- Fort Lauderdale FL Graduate Certificate in Community Development Public Administration Rutgers University- Camden NJ MBA Global Management University of Phoenix- Guaynabo Campus BA Journalism Sagrado Corazon University- San Juan PR
Vanessa Guzman Torres	MA Business Education Univ Interamericana PR BBA Business Administration University of Puerto Rico Rio Piedras Campus
Vanessa M. Ortiz Lopez	Ed.D Inst Tech and Distance Educ, Nova Southeastern University, FL MS Curriculum, Instruction and Technology, Nova Southeastern University, FL MPH Public Health, Universidad del Turabo, PR 2023 M.Ed Guidance and Counseling, Universidad del Turabo, PR 2007 BA Health Sciences Education, Universidad del Este, PR
Vanessa S. Rawlins Castro	M.Ed Curriculum & Teaching UAGM Cupey Campus BA Secondary Spanish Interamerican University of Puerto Rico- Fajardo Campus
Velia V. Cardona Pantojas	MBA Finance Inter American University of Puerto Rico, PR BBA Accounting/Marketing Bayamon Central University
Veronica Cruz-Monge	Master of Education in English Curriculum Caribbean University Puerto Rico 2010
Veronica Guzman Correa	MBA Human Resources UAGM- Cupey Campus Graduate Certificate Document and Archive Manager University of Puerto Rico- Rio Piedras Campus BA Education/ History and Geography University of Puerto Rico- Rio Piedras Campus
Veronica Santos	Graduate Certificate in Visual Design, Full Sail University, FL 2020 M.ED Instructional Design and Technology (Education, Media Design, and Technology), Full Sail University, FL 2011 BBA Management, University of Turabo, FL, 2010 ABA Business Administration, Interamerican University, Aguadilla, PR 2020

Faculty Name	Faculty Degree Held
Veronica Santiago Beauchamp	Ed.D. Teaching and Curriculum Interamerican University San German PR Campus MPHE Public Health Education University of Puerto Rico Rio Piedras Campus BA Secondary Education in Family Ecology and Nutrition University of Puerto Rico Rio Piedras Campus
Victor Colon Arvelo	Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana Puerto Rico 2012 Master of Business Administration in Finance Universidad Interamericana Puerto Rico 1999 BBA Accounting Interamerican University of Puerto Rico- San Juan Campus PR, 1996
Victor A. Menendez Bruno	EdD Education/ Organizational Leadership, Nova Southeastern University- San Juan PR Campus MPHE Public Health Education, University of Puerto Rico- Medical Sciences Campus BSPH Public Health, Universidad del Este- Carolina PR Campus Associate Degree Plant Protection and Integrated Pest Management, University of Puerto Rico- Utuado PR Campus
Victor M. Garcia Suarez	Post Doc Research in Education Instituto Universitario Internacional de Toluca México PhD Social Communication Sciences Universidad De La Habana Cuba MA Communication and Marketing Universidad De La Habana Cuba MA Business Administration and Marketing Escuela Superior de Estudios de Marketing de Madrid- Madrid España BA Information Sciences Universidad De La Habana Cuba
Victor Penna	Doctor in Medicine Universidad Central del Este San Pedro de Macorís República Dominicana 1985
Victor Vila	Master of Arts Comparative Sociology FIU, Miami 2009 Master of Science Psychology FIU, Miami 2017
Victoria Casas	Master of Science in Nursing, FNP, Universidad Ana G. Mendez, FL 2022 Bachelor of Science in Nursing, BSN, Universidad Ana G. Mendez, FL 2020
Vielka Buchanan	Master of Business Administration in Management, Kaplan University FL 2008
Vilma Petrash	Master of Public & International Affairs University of Pittsburg Pennsylvania 1988
Violeta Roldán	Master of Arts, Mathematics Education, Middle School Math Track UCF, Florida 2007
Virgin A. Dones Gonzalez	PhD International Business Interamerican University- San German Campus PR MBA Marketing Universidad del Turabo Gurabo PR BBA Marketing Universidad del Turabo Gurabo PR
Vittoria Cianciulli	Master of Science Psychology-Counseling NOVA Southeastern University FL 2017
Vivian Badillo	Master of Arts in Labor Relations, Inter American University of Puerto Rico, San Juan, PR 1995
Viviana Barrabia Terrero	Ed.D. Educational Leadership Universidad del Turabo Gurabo PR MA Administration and Educational Supervision Universidad Metropolitana Cupey Campus PR BA Education Universidad del Este Carolina Campus PR
Waldemar Rivera Ramos	Master of Guidance & Counseling Nova Southeastern University Tampa FL 2010.

Faculty Name	Faculty Degree Held
Waleska Flores Suarez	Ph.D Business and Management Sciences/ International and Interregional Business, Interamerican University PR, 2016 MBA Management, Interamerican University of PR, 1997 MBA Human Resources, Interamerican University of PR, 1996 BSN Biology, University of Puerto Rico, 1992
Walter A. Plaza Rey	MBA Information Systems Universidad del Turabo Gurabo PR BBA Information Systems Universidad del Turabo Gurabo PR
Wanda I. Santana Monserrate	MBA Business Administration Universidad del Turabo Gurabo PR BBA Business Administration with Secretarial Science
Wanda Martinez Lozada	MA University Teaching Internet Interamerican University of Puerto Rico, 2016 BA Early Childhood Preschool level
Wanda R. Caldas Diaz	JD Juris Doctor, Interamerican University of PR MA Foreign Languages, George Mason University, Virginia BA Education- Spanish, University of PR
Wilberto Silva	M.Ed Counseling, Ana G. Mendez University, PR MA Criminal Justice and Criminology, Ana G. Mendez University, PR BA Criminal Justice, Interamerican University of PR
Wildaliz Caro Gonzalez	Ph.D Clinical Psychology, Carlos Albizu University, PR Master Clinical Psychology, Carlos Albizu University, PR BA Psychology, University of PR, Rio Piedras Campus
Wilfredo Estrada	Master of Education in Teaching English as a Second Language, Turabo University FL, 2012
Wilma Zapata Ramirez	Ed.D Curriculum and Instruction, Interamerican University MA Science Teaching BA Biology
Wilnelia Rivera Melendez	Professional Certificate Medical Billing Coding ICD-10 CPT, Billing for Medical Office, Electronic billing Audit, Interamerican University of PR, 2023 BA Administration in Office Systems, Interamerican University of PR, 2013 ASS Arts in Secretarial Sciences, Interamerican University of PR, 1998 Professional Certificate Medical Plan Billing, D'marts Institute Barranquitas PR, 1998
Yadira Guilliani Jimenez	MC / MFCC Counseling, Marriage and Family Counseling, University of Phoenix BA Psychology
Yadira Ortega	Master of Science in Communication, Florida International University, Miami FL, 2002
Yarisbel Agosto Collazo	DNP Chamberlain University MSN South University, GA IL BSN University of PR
Yasmin Fonseca Fontanez	MS Mathematics University of Puerto Rico Rio Piedras Campus BS Mathematics University of Puerto Rico Rio Piedras Campus
Yeidy Rivera Vazquez	Ed.D Educ Curriculum Instruction, Interamerican University of PR MA Criminal Justice, Interamerican University of PR

Faculty Name	Faculty Degree Held
	BA Social Sciences, University of PR
Yeralyn D. Yan Cornelio	MD Medicine Univ Central Del Este -Dominican Republic, 2010
Yessica Albino Basco	Ed.D Educ Curriculum Teaching, Interamerican University of PR M.Ed Teach Eng Second Language, Ana G. Mendez University, Gurabo Campus MA Instructional Design, Ana G. Mendez University, Online Campus BA Secondary Education- English, University of PR, Cayey Campus
Yessicca Fargas Gonzalez	E.D. Inst Tech and Distance Educ Nova Southeastern Univ MCEA Comercial Education Interamerican University of Puerto Rico BBA Office Systems University of Puerto Rico Bayamon Campus
Yohanis Carrera	Ph.D TESLA (Technology in Education and Second Language Acquisition) University of South Florida- Main Campus ABD (All but Dissertation) University of South Florida- Tampa FL MA Spanish Literature and Culture University of South Florida- Tampa FL MA Education University of Tampa BA English Language and Literature University of Havana- Havana City Cuba
Yomara G. Salcedo Santiago	Ed.D Guidance and Counseling, University of PR MC Counseling, University of Phoenix (PR) JD Interamerican University of PR BA Secondary Education – Spanish, University of PR
Yoniel Arroyo Muñiz	PhD Enterprise and Mgmt Development Interamerican University of PR MBA Human Resources
Zaimara Rodriguez	Master in Clinical Social Work, Ana G. Mendez University, 2021
Zitszurie Nieves	Master’s Degree Major in Finance, Polytechnic University of Puerto Rico 2020 BA, Universidad Ana G. Méndez, 2015
Zoraida Santiago	Doctor of Education in Special Education Interamerican University of Puerto Rico PR 2009. Master of Arts in Special Education Interamerican University of Puerto Rico PR 2001
Zoraida Santiago Rios	Ed.D. Education Administration Inter American University MA Teaching Spanish Language & Culture MA Special Education & Vocational Evaluator BS Special Education and a Certification in Communication Certifications –Professional Certificate Exceptional Student Education K-12/Autism/Spanish K-12/Educational Leadership ESOL Endorsement (all levels) BS Arts Special Education Concentration in Special Education and Certification in Communication Universidad del Turabo Gurabo PR
Zuania Pagan Franceschi	MA Communications, Universidad Sagrado Corazón, PR, 2014 BA Communication, Interamerican University, Bayamon Campus, PR, 2007
Zulma A. Martell Rodriguez	MBA Accounting with a second in Finance, Pontifical Catholic University of Puerto Rico Mayaguez Campus, 2008 BBA Accounting, Pontifical Catholic University of Puerto Rico Mayaguez Campus, 1989

Course Descriptions

ACCO 111 Introduction to Accounting I

Credits – 4

This course introduces the basic principles of accounting theory and practice, emphasizing the sole-proprietorship form of business. Primary areas of study include nature of a business, the accounting equation, the theory of debit and credit, preparation of financial statements, adjusting process, the accounting cycle, special journals, accounting for merchandise business, inventory, internal control for cash procedures, and receivables.

ACCO 112 Introduction to Accounting II

Credits – 4

Study the accounting for fixed assets and intangible assets, current liabilities, with an emphasis in payroll accounting system. The course discusses how partnerships and corporations are structured and formed. Describe the cash flow activities reported in the statement of cash flows.

ACCO 113 Introduction to Accounting I

Credits – 3

Fundamentals of accounting. Analyzing and recording business transactions, the accounting cycle and preparation of Financial Statements. Includes accounting for cash, accounts receivable and inventories.

ACCO 114 Introduction to Accounting II

Credits – 3

Tangible and intangible assets, current liabilities and the payroll system, application of accounting principles to partnerships and corporations, investments and bonds.

ACCO 201 Intermediate Accounting I

Credits – 4

The accounting process and a review of the accounting cycle. Development of accounting theory and practice, preparation of financial statements including Statement of Cash Flows. Problems related to the control, valuation, presentation, and recording of cash; accounts receivable; Cost flow and special valuation methods of inventories.

ACCO 202 Intermediate Accounting II

Credits – 4

Control methods, valuation, income determination, record and presentation of assets classified as property, physical plant, equipment, intangible assets, short and long-term investments and short and long-term debt. The course includes the study of the characteristics of a corporation, record, presentation and analysis of shareholders' equity, paid capital and retained earnings.

ACCO 203 Cost Accounting

Credits – 4

Fundamentals and basic concepts of cost accounting systems for the accumulation of costs, job costing, procedural cost, joint costs and standard cost. It includes the discussion of the nature of quantitative aspects of indirect costs of the departmental overhead, and the relationship of the accounting systems with the decision-making process.

ACCO 205 Taxes of Puerto Rico

Credits – 3

The history and the purpose of income tax; concepts and methods to determine the net taxable income of individuals and corporations, and the preparation of income tax returns according to the Internal Revenue Code of Puerto Rico as amended.

ACCO 250 Computerized Accounting

Credits – 3

The use of accounting software to record business transactions and operational data to generate accounting records, financial statements and other reports. It includes the generally accepted accounting principles and emphasis on the use of electronic sheets is reinforced.

ACCO 295 Managerial Accounting

Credits – 3

Use of accounting information in the managerial functions of planning, control and decision-making. Includes funds analysis, cost ratio, volume, budget preparation and standard costs, analysis of short-term decisions and capital budget.

ACCO 297 Funds and Government Accounting

Credits – 3

The accounting principles applicable to the control, registration, and presentation of the financial information of the government and non-profit institutions, as well as preparation of the required financial statements. The principles that apply to the accounting of the different government funds, universities, and voluntary health and charity entities.

ACCO 304 Auditing

Credits – 3

Generally Accepted Auditing Standards (GAAS). Includes the external auditor's reports, internal controls, ethical and legal responsibility, evidence, planning and audit documentation, audit program, sampling techniques and internal controls of the accounting systems.

ACCO 306 Accounting Information Systems

Credits – 3

This course covers the most recent updates in Accounting Information Systems (AIS). It includes how developments in IT affect business processes and control and the effect of recent regulatory developments on the design and operation of accounting systems. AIS concepts consist of the knowledge that accountants need for understanding and using information technologies and for knowing how an accounting information system gathers and transforms data into useful decision-making information.

ACCO 308 Contemporary Accounting

Credits – 3

Analysis and interpretation of generally accepted accounting principles (GAAP). The conceptual framework that provides the basis for the preparation and presentation of financial statements. Develop and review current status of financial accounting theories and analysis of the Financial Accounting Standards Board (FASB) Statements and Accounting Principles Board (APB) opinions.

ACCO 320 Federal Income Tax

Credits – 3

Study of the historical development and purpose of the federal tax system, basic tax concepts, types of income, determination of taxable income, and preparation of the federal income tax return for individuals, partnerships, and corporations.

ACCO 402 Advanced Cost Accounting**Credits – 3**

The course includes the importance of costs and the decision-making process in a manufacturing company. Also, it covers different strategies to measure the cost-benefit of an operation.

ACCO 450 Advanced Accounting**Credits – 4**

Generally accepted accounting principles as applied to business combinations, Investment in Common Stock, partnerships, and consolidated financial statements. Overview of the accounting principles that apply to government funds. Control, recording process, and reporting of financial information of government units.

ACCO 500 Financial Accounting**Credits – 3**

This course is an introduction to financial and managerial accounting for non-business graduate students. It gives the student an overview of transaction analysis and basic elements of the accounting cycle for service and merchandising business. It also covers the preparation of financial elements: income statement, balance sheet, cost of manufacturing and cash flows, and inventory costing methods.

ACCO 503 Managerial and Financial Accounting**Credits – 3**

This course covers accounting concepts and techniques. The course focuses on the use of accounting in the preparation and analysis of financial statements, management decision-making with an emphasis on planning, and performance evaluation. It includes the following topics: accounting as an information system, fundamentals of financial accounting and analysis of financial information, costing methods for products and services, budget control and analysis, inventory control and valuation. It also covers the study of cost behavior, cost-volume-profit relationships, job order, process and activity-based costing, short-run and long-run decisions, budget, and variance analysis. This course includes the use of electronic spreadsheets.

ACCO 504 Accounting for Decision Making**Credits – 3**

The course studies the accounting of the managerial processes of planning, control, and decision making, financial requirements in businesses and the analysis of financial statements and decisions related to investments. Special topics in cost accounting, capital investments, budget formulation, benefit controls, taxes, and inventory will be examined.

ACCO 505 Accounting Information Systems**Credits – 3**

This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Topics to be covered include the software development life cycle, contemporary technology and applications, control concepts and procedures, auditing of information systems, internets, intranets, electronic commerce, and the role of information systems in a business enterprise. This course will cover accounting information systems—both computerized and non-computerized—with particular emphasis on internal controls.

ACCO 602 Taxation**Credits – 3**

Students will be exposed to the various types of federal taxes and learn the basics of federal income taxation as it applies to businesses and individuals. Emphasis is placed on the study of the basic income

tax formula, including income inclusions, exclusions, deductions, and the tax consequences of property transactions.

ACCO 612 Fraud and Forensic Accounting

Credits – 3

Students will identify the resources for detecting fraud, evaluate the conditions that encourage fraud, and design effective fraud detection and prevention plans. Focus is on the perspectives of public, internal, and private accountants. Discussion covers the principles and standards for proactive and reactive investigation, as well as detection and control of fraud.

ACCO 613 International Accounting

Credits – 3

This course deals with a comparative analysis of accounting concepts and practices in different countries and the convergence of international accounting standards. It focuses on the problems associated with accounting in multinational corporations, including the transfer of funds and income measurements, consolidation problems, issues in transfer pricing, and policies appropriate for international mergers and company valuation for acquisitions.

ACCO 615 Corporate Financial Reporting: Operations

Credits – 3

This course focuses on financial accounting rules for corporations. It includes application and use of financial accounting in a decision-making framework and emphasizes corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. The course examines issues related to the environment and theoretical structure of accounting, the accounting cycle, financial statements and disclosures, income determination, valuation and accounting for current and non-current assets, and current liabilities and contingencies. Within these content areas, the course also explores the differences between financial statements prepared in accordance with U.S. Generally Accepted Accounting Principles (GAAP), and those prepared in accordance with International Financial Reporting Standards (IFRS).

ACCO 616 Corporate Financial Reporting: Financial Transactions

Credits – 3

This course focuses on financial accounting rules for corporations. It includes application and use of financial accounting in a decision-making framework and emphasizes corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. The course examines issues related to investments, non-current liabilities, equities, the statements of cash flows, and the accounting for changes and error corrections. Within these content areas, the course also explores the differences between financial statements prepared in accordance with U.S. Generally Accepted Accounting Principles (GAAP), and those prepared in accordance with International Financial Reporting Standards (IFRS).

ACCO 702 Financial Accounting and Reporting I

Credits – 3

The content of the course will cover the basic theory of accounting and practice, as well as the discussion of standard procedures established in the accounting profession. Study of the bodies that produce the generally accepted accounting principles (GAAP), the regulations of the Securities and Exchange Commission (SEC), the Public Company Accounting Oversight Board (PCAOB) and other governmental entities that establish procedures and reports. The course will emphasize the understanding and preparation of financial statements. In addition, it will include a detailed analysis of assets, liabilities, income, expense and capital accounts; as well as: cash and cash equivalents, accounts receivable, inventory, property, plant and equipment, investments, intangible assets, goodwill, current liabilities,

long-term debt, capital accounts, income and expense recognition, compensation and benefits and accounting for income taxes.

ACCO 703 Financial Accounting and Reporting II

Credits – 3

The course will cover complex accounting transactions, the difference between accounting principles generally accepted in the United States and international financial reporting standards. The rules and principles of government accounting and non-profit institutions will be discussed. On the other hand, complex accounting transactions will be studied like accounting changes and error corrections, business combinations, contingencies, derivatives and hedge accounting, international monetary exchanges, leases, research and development, programming costs, subsequent events and fair market value.

ACCO 706 Auditing and Attestation

Credits – 3

In the course, the processes of planning and risk assessment will be discussed. It will include the study and evaluation of the internal control structure, how the audit will be conducted, and how the auditor obtains and documents the evidence. The formation of the auditor's opinion will be analyzed, according to the different types of reports required. The aspects of professional ethics will be discussed.

ACCO 707 Federal Income Tax

Credits – 3

Discussion and analysis of the federal income tax law and the practices of the federal Internal Revenue Service and its procedures. Discussion of income tax principles for individuals and business entities. Application of legal provisions to prepare tax returns and how to represent clients before the Federal Internal Revenue System.

ACCO 711 Forensic Accounting and Fraud Examination

Credits – 3

Includes the study of investigative accounting procedures and techniques used in litigation support. Covers the basic theories and principles of forensic accounting and their application. Topics to be covered include financial reporting fraud, employee fraud, income reconstruction methods, testifying as an expert witness, evidence management, cybercrime, and business valuations. Forensic accountants help prevent and investigate corporate fraud. From tracking terrorist funding, to helping organizations stay compliant with Sarbanes-Oxley, to exposing money laundering, tax evasion and embezzlement.

ACCO 711-O Contemporary Assurances and Audit Services

Credits – 3

This course defines and discusses the role of the audit and assurance services in financial markets. It focuses on the ethical and legal obligations of audit professionals, practice standards, risk assessment and the evaluation of internal controls, audit evidence, levels of assurance, attestation requirements, and the impact of information technology on audit practice.

ACCO 712 IFRS and Governmental Non-profit Entities

Credits – 3

This course introduces core concepts and tools of IFRS and accounting and financial reporting including governmental and nonprofit organizations. Topics include transaction analysis, financial statement analysis and interpretation, compliance issues, and operational and cash budgeting. In addition, the impact of standards such as those promulgated by the IASB, GASB, and the Federal Accounting Standards Advisory Board (FASAB) are investigated and evaluated.

ACCO 720 Accounting Capstone**Credits – 2**

This content area capstone course applies advanced accounting concepts to improve organizational effectiveness within the framework of financial and accounting regulations. Students apply existing professional standards and theories to an applied topic.

ACCO 724 Accounting Research and Communication**Credits – 3**

Discussion and analysis of the techniques, strategies and basic tools of investigation in the area of accounting, auditing and taxes. Development of oral and written communication skills in the business environment.

ACCO 728 Business Environment and Concepts**Credits – 3**

This course provides an overview of all the knowledge and skill that professional accountants and auditors must demonstrate when performing professional services. This course will present five diverse subject areas. These content areas are corporate governance, economic concepts and analysis, financial management, information technology, operations, and cost management.

ACCO 730 Business Law and Regulations**Credits – 3**

Discussion of legal aspects of the business including the effect and implications of the principal and agent, contracts, relationship of debtor and creditor, business regulations and the different legal alternatives of the business structure. In addition, the principles of ethics and the duties of the accountant will be discussed.

ACCO 731 Internal Auditing**Credits – 3**

The course will introduce students to the field of internal auditing. They will be able to understand the internal auditor's role as a trusted advisor to management as well as a compliance professional. The course will discuss in detail the International Professional Practice Framework (IPPF) of the Institute of Internal Auditors, the Internal Control Integrated Framework and the Enterprise Risk Management Integrated Framework of the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

ACCO 733 Information Systems Auditing**Credits – 3**

The course covers management's role in controlling information technology and addressing the major risks related to technology. Topics include information security, contingency planning, desktop computer controls, systems development controls, computer center operation controls, assurance of information related to on-line, client-server, web-based, internet, and other advanced computer systems. Students will learn approaches to evaluating and addressing technology risk throughout the organization from the perspective of internal and external auditing in addition to the view of every end user.

ACCT 101 Principles of Managerial Accounting**Credits – 3**

Accounting for business information requirements with cost accounting concepts and relationships, statement of cash flows, financial statement analysis, cost-volume-profit analysis, variance analysis, budgeting, pricing decisions, capital expenditure decisions, and managerial accounting analysis for decision-making.

ACCT 110 Computer Systems Applied to Accounting I**Credits – 3**

Introduction to use of computers to process and organize accounting information. Includes analysis of transactions, data entry, and preparation and analysis of computer-generated financial statements and reports.

ACCT 111 Computer Systems Applied to Accounting II**Credits – 3**

Introduction to use of spreadsheets in accounting. Students use spreadsheets to complete the accounting cycle, prepare financial statements and reports, and perform financial analysis.

ADMI 500 Managing Organizations**Credits – 3**

This course studies the evolution of diverse perspectives on management and introduces the student to basic philosophies, techniques, policies, structures and operations of businesses. The course emphasizes the dynamics and complexity of establishing, handling and developing a competitive business.

ADMI 506 Business Ethics**Credits – 3**

The course Ethics in Business Administration discusses the ethical values that should guide management. It explains how ethics impacts the planning, organization and management processes of a company, and in turn the environment in which it is located. It presents management cases with the purpose of developing the student's analysis and decision-making skills.

ADMI 595 Knowledge Integration in Business Administration**Credits – 3**

This course is designed to provide students the opportunity to review the approaches, practices, and trends used in the formulation, establishment, evaluation and control of the actions needed to develop and sustain the competitive advantage of an organization. Practical, interdisciplinary and integrated application of business concepts using case studies and other research methods that allow the integration of knowledge of functional areas of the company. The student will have the opportunity to develop leadership, decision making, and teamwork skills in a multidisciplinary and multicultural environment with a strategic vision. Will use research techniques developed through the program to analyze complex situations that enable the organization to maintain a competitive stance.

ADMI 598 Knowledge Integration in Hispanic Marketing**Credits – 3**

This course will help students contextualize all of their learning throughout the program, offering students a practical overview of marketing to Hispanics. Participants will deepen their analytical skills by applying the knowledge acquired in previous courses, skills and values to specific business topics.

BIOL 103 Biology for Health Sciences**Credits – 3**

This course prepares the student with the fundamental concepts of Biological Sciences. The characteristics of matter, cell, tissues, Human Anatomy and Physiology and the fundamental concepts of genetics are discussed. The student is made aware of ethical behavior in relation to respect for physical and psychological integrity of the human being. This course is offered to students as a general introduction of sciences for multiple careers.

BIOL 105 Microbiology**Credits – 3**

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.

BIOL 105L Microbiology Lab

Credits – 1

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.

BIOL 116 Anatomy and Physiology I

Credits – 3

This course is an in-depth study of the structures, functions and interrelationships of human systems. Course content will include discussion of the biological levels of cellular organization of the human body, and the structures and functions of the systems involved in support and movement, and integration and coordination. In the inquiry-based laboratory portion of this course, students will investigate, through hands on and simulated laboratory experiences, the histology, structures and functions of these systems.

BIOL 116L Anatomy and Physiology I Lab

Credits – 1

In the inquiry-based laboratory portion of Anatomy and Physiology I course, students will investigate, through hands on and simulated laboratory experiences, the histology, structures and functions of these systems.

BIOL 117 Anatomy and Physiology II

Credits – 3

This course is a continuation of the study of the structure, functions and interrelationships of human body systems. Course content will include discussion of the digestive, respiratory and genitourinary systems as well as the transport function of the cardiovascular and lymphatic systems. Concepts related to human growth and development will also be addressed.

BIOL 117L Anatomy and Physiology II Lab

Credits – 1

In the inquiry-based laboratory course, students will investigate, through hands on and simulated laboratory experiences, the histology, structures and functions of the digestive, respiratory and genitourinary systems as well as the transport function of the cardiovascular and lymphatic systems.

BIOL 150 General Biology I

Credits – 3

An introductory survey of current biological concepts for undergraduate students. Emphasis will be placed on topics which include characteristics of living things, scientific method, biologically important compounds and molecules, cells, energy and metabolism, genetics, evolution and ethical aspects related to technology and scientific research.

BIOL 151 General Biology II

Credits – 3

This course includes the following topics: biodiversity, basic concepts of anatomy and physiology of plants and animals, ecology and ethical aspects related to technology and scientific research.

BIOL 153 General Biology I

Credits – 4

An introductory survey of current biological concepts for undergraduate students. Emphasis will be placed on topics which include characteristics of living things, scientific method, biologically important compounds and molecules, cells, energy and metabolism, genetics, evolution and ethical aspects related to technology and scientific research. Includes a documentary research lab component.

BIOL 154 General Biology II

Credits – 4

This course includes the following topics: biodiversity, basic concepts of anatomy and physiology of plants and animals, ecology and ethical aspects related to technology and scientific research. Includes a documentary research lab component.

BIOL 191 General Biology I

Credits – 3

An introductory survey of current biological concepts for students majoring in the sciences. Emphasis will be placed on topics which include characteristics of living things, scientific method, biologically important compounds and molecules, cells, energy and metabolism, genetics, evolution and ethical aspects related to technology and scientific research.

BIOL 192 General Biology II

Credits – 3

General biology course for natural sciences students. Include the following topics: biodiversity, basic concepts of anatomy and physiology of plants and animals, ecology and ethical aspects related to technology and scientific research.

BIOL 300 Microbiology

Credits – 3

Fundamental concepts of microbiology such as: bacteriology, mycology, virology, parasitology and immunology. Emphasis in pathogenic microorganisms and diagnosis of infectious disorders.

BIOL 303 Human Biology I

Credits – 3

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.

BIOL 303L Human Biology Laboratory I

Credit – 1

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 on the ethics principles involved in the study of human biology.

BIOL 320 Microbiology

Credits – 3

In this introductory course students will study the morphology, taxonomy, ecology and the fundamental characteristics of microorganisms (e.g., bacteria, fungi, algae, protozoa and viruses) physiology. It also explores the basic techniques of enrichment, selection, isolation, enumeration and identification of microorganisms. Also, ethical issues will be discussed and analyzed regarding the management, handling of microorganisms and the application of modern techniques and their impact on health, the environment and the economy.

BIOL 340 Genetics

Credits – 3

Study the principles of genetics at the molecular, cytological, organismal and population level. Study of the structure, function and composition of the genetic material and how it is expressed. Also, the study of the factors responsible for genetic variability and how this promotes evolution. Emphasis in the ethical aspects related to the Human Genome Project, clonation, transgenic research and genetic engineering.

BIOL 350 Biochemistry

Credits – 3

Systematic discussion of biological molecules, such as amino acids, proteins, nucleic acids, carbohydrates, and lipid structures. Characterization, physical properties, and method of isolation of these molecules are studied. The pathways for the degradation and biosynthesis of the major class of biological molecules will be discussed. The bioenergetics aspects of metabolism will be discussed first within the context of the whole catabolism and anabolism, individual pathways and enzymatic reactions.

BIOT 106 Anatomy and Physiology

Credits – 4

This course enables students to acquire the fundamentals of the Biological Sciences focused on the characteristics of matter, the cell, the introduction to human anatomy and physiology and genetics.

BUSI 204 Business Law

Credits – 4

Introduction to legal system. History of law. The Constitution of USA. Origin and development of business law. Sources of legal obligations between parties. Civil, business, and criminal cases. Includes the study of civil and business contracts, their formation and validity. Guarantee contracts, such as: mortgages, bonds, guarantees, pound shops contracts, and conditional sales. Business organizations, such as sole proprietorships, partnerships, and corporations. Introduction to negotiable instruments', bankruptcy, patents, and copy rights laws. Applicable laws on contracts performed via Internet, the long arm statutes, the digital signature and obligations between parties. Proceedings of federal cases to sue of citizens of other states.

CHEM 191 General Chemistry I

Credits – 3

Emphasis in this course is aimed to the study of the states of the matter, atomic and molecular structures, nomenclature of inorganic compounds, classification of elements in the periodic table, chemical bond, chemical equations and reactions, stoichiometry. The students will learn the basic knowledge of how to maintain safety procedures.

CHEM 192 General Chemistry II

Credits – 3

Emphasis in this course is aimed to the study of intermolecular forces, properties of solids and liquids, solutions: types and properties, way to express concentration of solutions, chemical kinetics, chemical equilibrium, acid-base reactions, thermodynamics and electrochemistry including discussion of oxidation-reduction reactions.

CHEM 224 Fundamentals of General Chemistry

Credits – 3

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.

CHEM 224L Fundamentals of General Chemistry Lab

Credits – 1

The knowledge of this course contributes to ensure 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. To achieve essential experimental techniques, students will work with measuring instruments as they develop experimental skills that allow them to acquire new knowledge.

CMHC 600 Introduction to Clinical Mental Health Counseling

Credits – 3

This course is an introduction to current practices and trends in the clinical mental health counseling profession. Learners analyze the effects of current issues and public policy on the practice of clinical mental health counseling. The students examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care. In addition, the students review models and strategies of professional consultation and supervision.

CMHC 601 Psychopathology and Diagnosis

Credits – 3

This course is a study of abnormal psychological processes across the lifespan including behavior, etiology, symptomology, diagnosis, assessment, and treatment planning. The students are prepared to use the DSM-5 and other appraisal measures and tools for understanding and responding to client needs in varying settings.

CMHC 602 Advanced Mental Health Counseling Approaches and Interventions

Credits – 3

This course provides advanced study in the use of empirically supported counseling techniques and interventions used in the treatment of diverse pathologies. Students will learn how to synthesize diagnostic, case conceptualization, and treatment planning skills while also becoming familiar with best practices for measuring client outcomes. Digital recordings of practice counseling sessions with "volunteer clinics" will be used to monitor student progress. Learners engage to prepare themselves for the residency experience.

CMHC 603-A Applied Neuroscience and Psychopharmacology for Counselors

Credits – 3

This overview and introduction to the role and function of the central nervous system in psychopathology, and its pharmaceutical treatment, prepare the mental health professional to both have a basic understanding of psychopharmacology, and to work with prescribing physicians to maximize the effectiveness of medication, and to quickly detect adverse effects.

CMHC 603-B Human Sexuality

Credits – 3

This course study sexuality within the broad context of human experience. The student examines a systemic psychosexual approach to development across the lifespan and evaluate the functionality of sexual behavior in individuals, couples, and families. In addition, student explores theory, assessment, treatments, and interventions for various issues associated with sexuality, as well as sexuality-related concerns of diverse populations. Throughout the course, the student is challenged to expand personal awareness of limitations and biases that could impact the therapeutic relationship.

CMHC 604 Counseling Children and Adolescents**Credits – 3**

The course is designed to address both theoretical and practice aspects of counseling children. The course will synthesize concepts from research and practice and will involve students in current methods for helping children and adolescents with specific developmental, social, or behavioral problems. Special issues relative to counseling exceptional children, as well as children attempting to contend with divorce, death, abuse, homelessness, alcoholism, and AIDS will also be addressed.

CMHC 605 Couples and Family Counseling**Credits – 3**

The course introduces to the principles of family systems theory and their applications in family therapy practice. Included are family life cycle development, stages of relationships, premarital assessment, marriage enrichment, intervention strategies, divorce adjustment, and issues such as codependency, single-parent families, and child, spouse, and elderly abuse. Specific techniques for conducting marriage and family therapy will be presented along with considerations of current issues and ethical practices.

CMHC 606 Addictions Counseling**Credits – 3**

The course provides an overview of the strategies, methods, and knowledge necessary for the effective identification and treatment of a broad range of addictive behaviors. The course will examine the biological, psychological, sociological, and behavioral components of addiction. As such, the course will focus on such issues as drug effects, assessment and diagnosis, counseling interventions, effects on family functioning and family interventions, relapse prevention, change maintenance strategies, primary prevention programming, and the related research.

CMHC 607 Practicum in Clinical Mental Health Counseling**Credits – 3 (100 hours)**

The Practicum in Clinical Mental Health Counseling is designed to function as the student's first clinical skills-building experience with particular emphasis on helping each student develop his/her therapeutic skills with a range of client presenting concerns within a clinical mental health setting. Candidates are required to complete a supervised clinical experience that totals a minimum of 200 clock hours, including 80 hours of direct client contact.

CMHC 608 Internship I in Clinical Mental Health Counseling**Credits – 3 (300 hours)**

Internship I in Clinical Mental Health Counseling is a tutorial form of instruction designed to be completed in a counseling facility outside of the university. The internship provides an opportunity for the candidate to perform, within a clinical mental health setting, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. This class requires completion of a 300 hour clinically supervised internship.

CMHC 609 Internship II in Clinical Mental Health Counseling

Credits – 3 (300 hours)

Internship II in Clinical Mental Health Counseling is a tutorial form of instruction designed to be completed in a counseling facility outside of the university. The internship provides an opportunity for the candidate to perform, within a clinical mental health setting, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. This class requires completion of a 300 hour clinically supervised internship.

CMHC 610 Comprehensive Exam

Credits - 0

The exam comprises an evaluation of the theoretical and practical learning the student has acquired through coursework and clinical experiences within the Program. The exam assesses the application of core components of professional counseling preparation and the mental health specialty.

COHE 201 Healthcare Systems, Policy, & Politics

Credits – 3

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.

COHE 202 Health Law and Ethics

Credits – 3

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.

COHE 203 Introduction to Public and Community Health

Credits – 3

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.

COHE 204 Infectious Disease Epidemiology and Prevention

Credits – 3

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.

COHE 205 Health Disparities

Credits – 3

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.

COHE 206 Community Health Work, Education, and Communications

Credits – 3

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.

COHE 207 Community Health Education

Credits - 3

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.

COHE 301 Community Health Leadership

Credits – 3

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.

COHE 302 Behavioral Health Education

Credits – 3

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.

COHE 303 Trauma and Psychological Perspectives

Credits – 4

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.

COHE 304 Instructional Methods and Culturally Competent Community Health Work

Credits – 3

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.

COHE 305 Assessment, Planning, and Evaluation of Health Programs

Credits – 3

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 specific 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 specific populations, and evaluation of program outcomes in minority communities.

COHE 306 Human Sexuality and Reproductive Health

Credits – 4

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.

COHE 401 Health Promotion and Disease Prevention I

Credits – 3

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.

COHE 402 Health Promotion and Disease Prevention II

Credits – 3

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.

COHE 403 Community Health Research Design

Credits – 3

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.

COHE 404 Field Experience Community Health Services

Credits – 6 Credits

This is an integrative field experience course, which helps to fulfill the student's academic performance as a Community Health professional; it also provides a combination of work experience and an opportunity for the application of classroom theories based on health education core competencies. The student is required to work as an intern for 160 hours at a health care organization directed by an approved site supervisor, who as a capable practitioner, will engage the student in preventive health activities and health management in order to gain experience and exposure in the community health field. This experience is designed so that the student can be able to put into practice application of core health education skills, tools, knowledge to the workplace and to test their understanding of core community health program competencies. The field experience hours may be earned in a number of ways, including substantive contributions to projects, community health interventions, observations of the practice, group initiatives and off-site planning and preparation as approved by the site supervisor, field experience facilitator and coordinator. The student is expected to be trained in core competencies during this field experience.

COHE 405 Certified Health Education Specialist (CHES) Certification Preparation

Credits – 3

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.

COIC 101 Introduction to Computers

Credits – 3

In this course, the student will gain knowledge of computer uses, concepts and terminology. Students will explore the role of computers in different settings, professional ethics, hardware, software and fields. The course will cover computer applications such as file management, Microsoft Office Suite, Internet research and email.

COIC 111 Software Applications for Business Administration

Credits – 3

This course develops productivity levels in the use of computers, necessary to perform effectively in a student personal and work environment. Throughout the course, the student will acquire the competencies of a beginner level user, while being exposed to the most recent technological developments. The student will learn applications used to create documents, spreadsheets, audiovisual presentations, electronic mail, and internet searches.

COIS 101 Introduction to Computers

Credits – 3

In this course, the student will gain knowledge of computer uses, concepts and terminology. Students will explore the role of computers in different settings, professional ethics, hardware, software and fields. The course will cover computer applications such as file management, Microsoft Office Suite, Internet research and email.

COIS 110 Introduction to Information Systems

Credits – 4

Introduction to system concepts, information technology and DBMS software. It covers how information is used in organizations and how information technology improves the operations of the organization. Students are provided with solid grounding in business uses of information technology in a rapidly changing environment, and discussion about critical issues surrounding the use of IT in organizations is provided.

COIS 111 Software Applications for Business Administration**Credits – 3**

Study of the fundamental concepts and applications of information systems relating to business. Integration of application programs for business productivity such as: database management system (DBMS), statistical and graphical functions in spreadsheets.

COIS 112 Information System Concepts**Credits – 3**

Introduction to system, information technology and DMNS software. It covers how information is used in organizations and how information technology improves the operations of the organization.

COIS 120 Principles of Computing**Credits – 3**

This course teaches the basic principles of computing. The course focuses on learning the key concepts of programming and terminology used throughout all the computing disciplines including information technology, computer science, software engineering, computer engineering, and cybersecurity. Students engage in discussions and assignments that cover a broad range of topics in computing, including career options, professionalism, and personal cybersecurity safety. A scripting language will be utilized to provide students with hands on experience on basic programming concepts

COIS 121 Introduction to Programming**Credits – 3**

This course introduces students to fundamental programming concepts using the Python programming language. Topics include syntax, variables, data types, dictionaries, lists, input/output, logic and flow, loops, data structures, and functions. The focus is on developing clean, logical, maintainable, and reusable code.

COIS 201 Data Processing Principles**Credits – 3**

Introduction to computerized systems, its uses, and benefits in Business Administration. Study of the basic concepts and technical terms in the field of information systems. The course also provides the opportunity for using applications in word processing, spreadsheets and graphics.

COIS 205 Programming II**Credits – 3**

This course introduces intermediate programming skills and focuses on object-oriented programming. The course will cover topics such as classes, objects, abstraction, methods, method overloading, inheritance and polymorphism, managing exceptions, and using templates. The course includes programming and debugging.

COIS 215 Introduction to Application Development**Credits – 3**

This course develops the skills necessary to create software. It includes software design and the use of a programming language.

COIS 216 Design and Implementation of Desktop Applications**Credits – 4**

Teaches Microsoft Visual Basic programmers, the skills to successfully create and deploy applications and components.

COIS 221 Data Analysis Tools**Credits – 3**

This course is designed to develop skills intermediate-advance skills in the use of spreadsheets for management and data analysis. A spreadsheet lets you work with data tables, graphics, databases, macros, and other advanced applications.

COIS 230 Computer Networks and Architecture**Credits-3**

Students investigate the construction and configuration of computer networks and their components. Common architecture models, the OSI model, TCP/IP, the Internet as a distributed network, network protocols, network architecture, and distributed systems architecture. Next students will also evaluate and analyze the essential aspects of hardware and component security including component design, procurement, testing, and reverse engineering.

COIS 242 Operating Systems**Credits-3**

Introduction to operating systems. Topics include, device drivers, virtual memory and memory management, file systems, process management, security, current operating systems (Windows, Unix/Linux).

COIS 304 Concepts of Hardware and Software**Credits – 3**

A survey of technical topics related to computer systems with emphasis on the relationships between hardware architecture, system software and applications software. Explores the architecture of processors and storage systems and its implications for systems software design are covered including their impact on the development of application programs in the business environment.

COIS 312 Design and Implementation of Distributed Applications**Credits – 3**

Basic principles of how to build three-tier client/server solutions. Designed for Microsoft Visual Basic programmers, who currently build distributed applications that access corporate databases.

COIS 320 Architecture Solutions**Credits – 3**

This course provides the student with the basic skills necessary for the analysis, design and development of information systems. The students will learn how to develop logical and physical database models. It includes database modeling, Structured Query Language (SQL), and database administration. It also includes basic concepts on project management.

COIS 408 Topics in Information Systems**Credits – 3**

This course provides students with previous programming language knowledge, tools to develop desktop applications in C++ language with an emphasis on programs that solve problems in the business world.

COIS 411 Database Development**Credits – 3**

It provides basic skills relating to the design and development of database systems. Students will learn about database system analysis, modeling techniques and database development strategies.

COIS 412 Networking**Credits – 3**

Provides the background necessary to understand technology for local area networks (LANs), wide area networks (WANs), and the Internet.

COIS 424 Web pages and E-Commerce

Credits – 3

This course develops the skills necessary to design, create, implement and maintain electronic web pages. Include experiences with web page designing tools, database management, and transactions processing.

COMM 140 Effective Communications

Credits – 3

Effective Communications is designed to help students develop communication skills necessary for the workforce. Through case studies, students will analyze and discuss the appropriate methods of communicating based on the situation. Students will be required to utilize presentation software to communicate a topic to the class.

COMM 141 Effective Communications

Credit – 4

Effective Communications is designed to help students develop communication skills necessary for the workforce. Through case studies, students will analyze and discuss the appropriate methods of communicating based on the situation. Students will be required to utilize presentation software to communicate a topic to the class. Include a presentation lab.

COMM 205 Communication Theory

Credits – 3

Study of the communication concept, paradigms of human communication and functions of so-called media. Study and analysis of media effects theories and mass communication theories. In addition, analysis of organizational communication, its features, functions and key components, as well as contemporary theories of the New Technologies of Information and Communication (NTIC).

COMM 206 Communication Theory

Credits – 4

Study of the communication concept, paradigms of human communication and functions of so-called media. Study and analysis of media effects theories and mass communication theories. In addition, analysis of organizational communication, its features, functions and key components, as well as contemporary theories of the New Technologies of Information and Communication (NTIC). 15 hours of research lab are required.

COMM 210 Legal and Ethical Aspects of Communications

Credits – 3

This course places emphasis on the analysis of the legislation, regulation and jurisprudence applicable to the communications medium of the country. This course also focuses on the professional responsibility of communications.

COMM 211 Legal and Ethical Aspects of Communications

Credits – 4

This course places emphasis on the analysis of the legislation, regulation and jurisprudence applicable to the communications medium of the country. This course also focuses on the professional responsibility of communications. 15 hours of research lab are required.

COMM 212 Development and Management of Media Enterprises

Credits – 3

This course provides students basic skills in the development and management of a company in the field of communications. Historical and theoretical aspects are studied, and the development of strategies for the audiovisual industries.

COMM 230 Fundamentals of Journalism**Credits – 3**

The course studies the main theories about the origins of journalism, its current concepts and purposes. The essential elements of codes of ethics, law and media, digital journalism, as well as different journalistic genres are also addressed.

COMM 240 Interpersonal and Organizational Communications**Credits – 3**

Interpersonal and organization communications examine perception, interactions and stereotypes found in daily business communications. Students will learn how to assess communication by separating fact and myth statements as well as how to communicate across gender, race, culture and modality.

COMM 250 Digital Journalism**Credits – 3**

In this course, students will develop their skills and knowledge of how to write correctly and journalistically for digital media. The first part of the course teaching conceived changes that digital advances have brought about in journalism. The second part provides a broad writing exercise of writing for digital media, which aims to take the lessons learned from the elaboration, discussion and analysis of journalism texts produced by students and the press and put them into practice.

COMM 305 Writing and Style in Journalism**Credits – 3**

The course studies the definition and structure of the news story, and its value and importance. The basic techniques for writing, interviewing and editing are also addressed.

COMM 307 Writing for Communication's Media**Credits – 3**

Study of the theoretical principles and the technique of scriptwriting for radio, television and cinema. Emphasis on television programs, television spots and dramatic scriptwriting by considering the structure and format of the script. Writing of scripts for short films, spots, documentaries and other communication devices. CELTX will be used for the correct script format for applications pertaining to the cinema and WORD for other media (as television, documentaries and spots).

COMM 311 Photojournalism**Credits – 3**

Study of the digital still photography camera and introduction to the digital moving image camera. Presentations of the technical aspects of photography. Technical consideration of depth of field, composition and perspective in the construction of the photograph. Introduction of the principles still photography and those of the moving image camera. Study of the main areas of photojournalism. Introduction of the technical aspects of data transference from the digital camera (of the still and moving image camera) to the computer. Presentation of basic skills of photographic retouching and study of the principles of a photographer's ethic in relation to photojournalism.

COMM 320 Introduction to Public Relations**Credits – 3**

The study of concepts, features, functions, and other components of the public relations as well as their interrelations with the media and other communication disciplines and / or marketing. Ethics and social responsibility and the main concepts of public relations in organizations are discussed, including crisis management and resolution and public relations planning.

COMM 325 Introduction to Advertising

Credits – 3

The study of advertising concepts, functions and other components, ethics and social responsibility, and the relationship between advertising and other communication and/or marketing disciplines. Critical analysis, planning and creation for advertising is addressed including Internet advertising as well.

COMM 330 Design and Publishing of Electronic Pages

Credits – 3

In this course, students will develop the appropriate skills and knowledge to design and publish web pages. The first part of the course will teach the nature of the cyber network and its interaction with the world of communications, especially journalism. The second part foresees an ample exercise of design and publishing web pages on the internet, and the discussion and analysis of the publications made by students and digital media.

COMM 380 Principles of Radio

Credits – 3

This course will study the radio as a social communication medium: its social and historical context, and the theoretical and practical aspects. Radio programming, strategies for programming and the basic equipment for radio broadcasting are also addressed.

COMM 385 Radio Production and Direction

Credits – 3

This course develops knowledge in the use of audio equipment. Concepts such as: recording and mixing music, multi-level recordings, the creation of scripts for educational, news, and variety programs; and the preparation of commercial and public service announcements and advertising- will be presented and analyzed in class.

COMM 390 Strategic Media Planning

Credits – 3

Theoretical and methodological foundations of strategic media planning in advertising are studied as well as the market and its components. Students will elaborate, with the guidance of the professor, a strategic media plan for advertising presenting at least one of the methodologies used for design, implementation and evaluation.

COMM 400 T.V. Principles

Credits – 3

Study of television as a means of communication. Study of the basic concepts of "Television Studies" as are the television text, the nature of televisual language, the televisual sign, television audiences and the history of television as a communication means. Introduction of television production basic concepts in and/or outside the studio. Basic study of the computer in the process of television production. Basic Study of television locution and speech. Study of the skills for the creation of televisual scripts and proposals.

COMM 420 Writing for Public Relations

Credits – 3

The course studies the definition and structure of the most used texts in the field of public relations, including press releases, blogs, speeches, social networking, press kits and handbook for crisis management. The basic techniques for writing and editing are also addressed.

COMM 430 Journalism Workshop

Credits – 3

This course comprises an advanced journalism workshop. At the end of the course, students will be able to understand the meaning and be able to write news articles, investigative reports, chronicles, and conduct interviews.

COMM 435 Crisis Communication in Public Relations

Credits – 3

Study of fundamental theories of crisis communication as well as the essential elements and the relationship between organizational crisis and media and leadership in crisis management. They will also study historically relevant cases, the communication management of organizational crisis and crisis management of these different types of responses. A plan of prevention and crisis communication in organizations is developed.

COMM 440 Public Relations Campaigns

Credits – 3

Analysis of cases of public relations in organizations. Diagnosis of public relations in organizations, and using this as a basis, students will undertake the design, implementation and evaluation of Public Relations campaigns, with the advice of the professor.

COMM 445 Advertising Campaigns

Credits – 3

Analysis of cases of advertising in organizations. Diagnosis of advertising in organizations, and using this as a basis, students will undertake the design, implementation and evaluation of advertising campaigns, with the advice of the Professor.

COMM 455 Integration Seminar

Credits – 3

Comprehensive, theoretical, conceptual and communicational analysis approach from the perspective of public relations and advertising. This course allows application of knowledge, skills and abilities acquired in previous courses in order to improve the effectiveness and efficiency of communication plan or strategy. Emphasis is placed on research as an essential element, linked to new trends in the discipline of study. The course is based on the analysis of case studies and research.

COMM 510 Contemporary Theories of Communication

Credits – 3

Study of concepts, models and communication epistemology and the history of the theories of communication as foundations of contemporary communication. Application of contemporary paradigms of theories of communication to the communication disciplines. Study of the principal theories of communication in organizations and analysis of applications of the theories studied in multimedia journalism and / or public relations.

COMM 511 Development and Management of Media Enterprise

Credits – 3

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.

COMM 512 Legal and Ethics Aspects of Communications**Credits – 3**

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.

COMM 515 Research Methods in Communication**Credits – 3**

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.

COMM 517 Communications and New Media**Credits – 3**

Study of the concepts of globalization, the information society and that of the postindustrial society as the social context of the new media. Study of the INTERNET as a communication's new media and of postmodernism as the cultural logic of the information society, its postindustrial expression, globalization and the new media. Presentation of the history of the society of information and the turn of the XX Century as the catalytic of the new media and its cultural and social logics.

COMM 520 Advanced Writing for the Media**Credits – 3**

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.

COMM 530 Identity and Corporate Image**Credits – 3**

The course studies the components of identity and corporate image, as well as steps for the development of the brand that distinguishes the organization. The socio-historical development of the image, identity, and reputation is analyzed, as well as its evolution in the digital age. The interaction of the different disciplines that impact and collaborate in the process of building corporate identity and image is studied.

COMM 531 Strategies for Public Relations**Credits – 3**

The course studies the strategies and techniques for public communication. Also analyzes the platforms that exist to disseminate and project messages and efforts of the organizations, their advantages and disadvantages.

COMM 535 Crisis Communication**Credits – 3**

The course studies the public relations crisis experienced by organizations. Also, analyze the causes and steps to create a communication plan to run during crisis and how to learn from past crisis. The course also studies strategies to prevent crisis, including the use of digital platforms as part of the plan.

COMM 537 Strategic Communication in Public Relations**Credits – 3**

The course studies the components for the development of a strategic communications plan for an organization, using research and selecting targets and precise tactics to various audiences, including the media. Also studies how to identify a spokesperson for the organization as well as the skills necessary to be an effective communicator for the entity.

COMM 538 Strategic Management of Public Relations and Digital Convergence**Credits – 3**

Study of the components of public relations and digital convergence. Audits of public relations as a basis for conventional and digital strategic direction. Application of digital techniques and traditional communication in public relations. Design and development of a strategic public relations plan, with emphasis on digital convergence.

COMM 543 Journalism and Public Affairs**Credits – 3**

This course studies the media coverage of public policies of the government. Also studies the Constitution and the political and democratic development. Explore the current challenges for the reporter who covers government sources.

COMM 550 Project**Credits – 3**

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 their graduate studies.

COMP 110 Computer and Software**Credits – 3**

This course introduces students to the current technologies so that they become technologically competent and computer literate. Emphasis is placed on fundamentals and terminology to provide students with working knowledge of operating system use, file management, and security. Students will use the internet as a research and communication tool and apply software to demonstrate fundamental computer skills for personal, academic, and business use.

COMU 203 Audiovisual Communications Media I**Credits – 3**

Study of film language as the principal instrument of the communicative expression of cinema, video and multimedia. Study of the major film language categories as they are related to narrative, style, film form and meaning. Study of the history of film language in relation to the idea of film as art and those of poetic and prose expression in film, video and multimedia. Presentation of postmodernism as a context in which the nature of film language ought to be contemporarily thought. Understanding of the role of professional communications personnel within the history of the language of cinema.

COMU 308 Writing and Style for Audiovisual Communication**Credits – 3**

Teaching of writing and style for the script used in cinematographic communication. Study of the structural dimension of script used in cinematographic communication in its classical, post-classical and experimental expressions. Presentation of the concept of poetics in relation to the script used in cinematographic communication and its structure. Study of the mechanism and practice of the script used in cinematographic communication through the means provided by the software for its writing which are standard in the world cinema industry. Study of the role of scriptwriter as a communications

professional as part of a recognition of the impact of communications media in the development of a global world and the social and cultural development of cinema and audiovisual media.

COMU 313 Cinematography and Camera Operation

Credits – 3

Introduction to the theory of digital cinematography in the "RAW" format for the moving image camera. Study and application of the principal concepts of illumination, composition, depth of field, perspective and lenses for digital cinematography. Study of the concept of plane for thinking the moving image. Study of the instrument of the technical script as part of the role and function of communication professionals within a global world. Study of the creative process as an independent endeavor of communication professionals.

COUN 500 The Counseling Profession

Credits – 3

Overview of the philosophy, basic historical foundations, organization, administration, roles, and specific traits of counselors in various work settings.

COUN 501 Ethical, Legal, and Professional Issues in Counseling

Credits – 3

In this course, the student will examine the application of ethical standards and legal issues in the Mental Health Counseling profession as well as other counseling professional activities.

COUN 502 Theories of Counseling and Psychotherapy

Credits – 3

The purpose of the theories and psychotherapy course is to provide the student with a general perspective on the basic therapeutic differences. During the course, the essential theories of counseling practice will be analyzed on with a focus in general, practical, and ethical areas. At the end of the course, the student will be able to apply a case based on the theories: Psychoanalytic, Adlerian, Existential, Person-Centered, Behavioral, Cognitive-Behavioral, Reality Therapy, Family Systems, Feminist and Postmodern. The theoretical basis will help the student to develop different perspectives when choosing the best therapeutic decision according to the need of his client.

COUN 503 Research Methods and Statistics

Credits – 3

This course introduces applied research methods including qualitative, quantitative, and mixed-methods research designs. Students will develop skills related to formulating research questions, program evaluation, and utilizing research professionally. This course addresses knowledge and skills for becoming critical consumers of research in educational and clinical mental health settings and clinical counseling settings.

COUN 504 Human Growth and Development

Credits – 3

The course is designed to broaden understanding of human growth and development across the life span with emphasis on the interwoven domains of development (biological, neurological, physical, cognitive, social, and emotional) and the contextual factors influencing each. Theoretical, practical, and research perspectives will be examined as they apply to the profession of counseling.

COUN 505 Counseling and Advocacy with Diverse Populations

Credits – 3

This course introduces the theory, research, and models that inform ethical and culturally competent counseling and social justice advocacy in various settings. The students assess how biopsychosocial characteristics and concerns of diverse populations impact access to and utilization of community-based resources, optimal development across the lifespan, and equity. The students also present strategies to address their heritage, attitudes, beliefs, and acculturative experiences in the counseling process. In addition, students identify effective counseling and advocacy strategies with diverse individuals, couples, families, and groups and explore the role of the counselor and advocate in promoting social justice at multiple levels.

COUN 506 Theories and Counseling in Career Development**Credits – 3**

This course introduces theory, research, and models of career development, methods of developing a career information program; and procedures for providing personal, social, educational, and vocational information through career counseling.

COUN 507 Comprehensive Assessment in Counseling**Credits – 3**

This course will introduce the use of comprehensive assessment in counseling. Students will become familiar with various approaches used when conducting comprehensive assessments including, but not limited to- standardized tests, projective methods, self-report, behavioral observation, and clinical interviews. Students will also learn how to select, administer, score, interpret, report, and utilize assessment data in a variety of counseling settings.

COUN 508 Communication Skills, Consultation and Collaboration in Counseling**Credits – 3**

This course study the core dimensions of counseling practice that include verbal and non-verbal skills aimed at establishing an empathic relationship that facilitates the client's exploration of developmental problems and assists the client's transition to awareness and initiating steps toward cognitive/behavioral change. The theory and practice concerning consultation and management is covered to provide the skills needed for clinical consultation to schools, community agencies, and organizations.

COUN 509 Group Counseling: Dynamics and Practice**Credits – 3**

Examines theories of small-group dynamics and membership, and the various roles counselors play in diverse group models, according to the makeup of the group, its setting, and its goals/purposes. Topics include group structure, development of norms, conflict resolution, roles, therapeutic factors and dimensions of group leadership. A significant aspect of this course is found in students' ongoing participation in a group experience. Additional experiential exercises in which students learn group leadership skills are conducted throughout the course.

COUN 510 Crisis Intervention Counseling**Credits – 3**

This course is designed to prepare students to respond effectively in critical situations, and to help individuals, groups, and/or families who are experiencing crisis or traumatic events in their lives. Students will learn that crises interventions are founded on theory and be able to apply that theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crisis in the context of recovery orientation.

CPST 400 General Education Capstone

Credits – 3

This course allows application of competencies acquired in general education courses. Students apply concepts and theories into the construction of a research project as the culminating summative evaluation of General Education Learning Outcomes achievement. This course is based on the analysis of case studies and research.

CPST 401 Program Capstone Course

Credits – 3

Liberal Arts Capstone provides students with the opportunity to summarize, synthesize, and build upon course work in their undergraduate major area, resulting in a research project. Students in this course will demonstrate their achievement of learning outcomes associated with their major area of study as well as the general outcomes of the Bachelor of Arts degree.

CRIM 100 Criminal Law

Credits – 3

Students study and analyze the origin, concepts, source, and characteristics of Criminal Law. The course examines Criminal Law as a complex socio-legal phenomenon. The course specifically studies the relevant general principles in the application of current criminal law.

CRIM 101 Constitutional Protections and Civil Rights

Credits – 3

This course examines the legal, constitutional, and judicial protections and guarantees of citizens, in accordance with Supreme Court decisions. Emphasis will be given to civil rights, the Bill of Rights, and the origins and development of the Constitution of the United States and the corresponding state.

CRIM 102 Criminal Procedures

Credits – 3

The course is an introduction to the understanding and application of criminal procedures and case law, the beginning of judicial action and its development by stages. Emphasis is giving on the rights of the accused.

CRIM 103 Evidence, Case Preparation and Testimony

Credits – 3

This course covers the rules of the law of evidence and the trial process and starts with a description of the basic elements of civil and criminal litigation. It includes an overview of the Federal Rules of Evidence and the Florida Evidence Code. It illustrates how the rules of evidence are applied in actual civil and criminal practice. The student of Criminal Justice will acquire the basic knowledge about the rules of evidence and how they are applied in the trial process.

CRIM 104 Evidence

Credits – 3

Study of the evidence rules and their application in criminal cases. Analysis of the evidence presentation's techniques in criminal cases and court testimony. Study of judicial interpretations of the rules.

CRIM 107 Introduction to Criminal Justice

Credits – 3

This is an introductory course to the field of criminal justice with an emphasis on studying the origins and the development of the schools of thought in the field of criminology throughout history. The course will provide ample discussion of the various theories that contributed to the development of the

scientific field of criminology. The course also focuses on the structure, institutions, and basic functions of the criminal justice system. The course provides an opportunity for the study and analysis of crime in our society, identifying its causes and available options.

CRIM 200 Constitutional Protections and Civil Rights

Credits – 3

This course examines the legal, constitutional, and judicial protections and guarantees of citizens, in accordance with Supreme Court decisions. Emphasis will be given to civil rights, the Bill of Rights, and the origins and development of the Constitution of the United States and the corresponding state.

CRIM 205 Introduction to Criminology

Credits – 3

Study of the criminology field, its development, current status, and areas of specializations. Study of the crime, the offender, and the victims. Study and research of crime statistics.

CRIM 300 Criminal Law

Credits – 3

The course deals with general practices of the criminal code. Topics include types of crimes, penalties, and security measures, as well as comparative study of cases to analyze the elements of crime.

CRIM 300-O General Principles of Penal Law

Credits – 3

Students study and analyze the origin, concepts, source, and characteristics of Criminal Law. The course examines Criminal Law as a complex socio-legal phenomenon. The course specifically studies the relevant general principles in the application of current criminal law.

CRIM 301 Special Laws in Criminal Legislation

Credits – 3

This course examines and analyzes special criminal laws, for example, legislation on minors, domestic violence, and legislation on controlled substances and others. The latter will focus on public health perspectives to the controlled substances abuse problems. Also, the course will review the general principles of criminal law.

CRIM 302 Criminal Procedure

Credits – 3

The course provides an opportunity for the analysis of the various procedural laws that regulate the application of criminal law. Also, the course covers the criminal law judicial process and its stages. Finally, the student has an opportunity to study the constitutional rights available to the accused through criminal investigation and the judicial process.

CRIM 305 Criminal Justice System

Credits – 3

The course is an overview of the criminal justice system. Topics include a comparative approach to the legal framework, the system's structures, functions, procedures, relations to the other institutions, and its role in democracy.

CRIM 306 Comparative Criminal Justice Systems

Credits – 3

This course focuses on the comparative analysis of different legal traditions such as civil law and common law. It looks at similarities and differences of legal, correctional, and penal systems throughout the

world. Different philosophies of justice, equality, punishment, crime, and crime prevention will be discussed in comparison to those of the United States.

CRIM 310 Photography and Forensic Planimetry

Credits – 3

Study and application of methods and photography techniques from a forensic perspective. The study of photography as a graphic objective of the condition in which the crime scene is developed. Study of the crime scene with the purpose of establishing conditions for the evidence found. Study of the diagram or sketch that is elaborated in the crime scene. The course also provides an establishment of specific crime motives where the results become favorable to solve criminal cases.

CRIM 320 Criminal Investigation Techniques

Credits – 3

The course centers on scientific methods of investigation within a legal framework. Case studies are thoroughly analyzed. Observation techniques and evaluation of relevant information will be discussed. Modern methods of locating, obtaining and interpreting information will be presented.

CRIM 325 Juvenile Delinquency

Credits – 3

The course centers on the definition of the problems of juvenile delinquency. Topics include social, cultural, psychological and legal aspects; causes and prevention; prosecution and treatment of the juvenile delinquent.

CRIM 327 Correctional Programs: Administration Principles

Credits – 3

The course deals with the principles of the correctional system: philosophy, legal framework and regulations. Topics include structures, functions and procedures in the administration of penal institutions, the parole program, the adult probation system, the classification program, the diagnosis and treatment of inmates. The area of custody programs and treatment of minors is also discussed.

CRIM 335 Ethical Aspects of Justice

Credits – 3

This course studies the principles and ethical theories that guide the individual decision-making process within the Criminal Justice System. The laws that regulate individual and professional ethical behavior are discussed. This course is carried out by use of conferences and research in jurisprudence.

CRIM 350 The Correctional System

Credits – 3

This course is aimed to study and analyze the Correctional System of Florida. The students will be exposed to the analysis of the philosophy of society protection and rehabilitation of law offenders. In addition, participants will review the legal foundations, the organization and management of the Correctional System. The study of the main components of the Correctional System will also include the analysis of the penal institutions of the state, and all programs related to the correctional system.

CRIM 360 Criminal Investigation Techniques

Credits - 3

This course consists of the study, description, and analysis of criminal investigation techniques, including the collection, identification and preservation of evidence at the crime scene, as well as crime solving methodology and procedures. Students will also explore a variety of prevention strategies through the application of the constitutional rights during the investigations.

CRIM 370 Law of Evidence**Credits – 3**

This course covers the rules of the law of evidence and the trial process and starts with a description of the basic elements of civil and criminal litigation. It includes an overview of the Federal Rules of Evidence and the Florida Evidence Code. It illustrates how the rules of evidence are applied in actual civil and criminal practice. The student of Criminal Justice will acquire basic knowledge about the rules of evidence and how they are applied in the trial process.

CRIM 380 Criminalistics**Credits – 3**

An introductory course to forensic science which consists of the study of the most recent scientific techniques for the collection, identification, treatment, and preservation of evidence used in a criminal investigation, as well as the constitutional principles that guarantee due process to an individual in the handling of the various types of evidence during a criminal investigation. Strong emphasis will be given to the importance and use of evidence in a judicial proceeding and in crime solving.

CRIM 400 Criminal Procedure**Credits – 3**

Study of the criminal procedure rules and its application in the judicial process. Analysis of the criminal procedure rules and its relationship with the constitutional rights of the accused. Study of the judicial interpretation of the rules by the Supreme Court of the United States of America.

CRIM 400-O Human Rights in the Contemporary World**Credits – 3**

This course emphasizes the study of the development of the Human Rights concept. It focuses on the knowledge of human rights and their relation to dignity of the human being.

CRIM 405 Multiculturalism and Crime**Credits – 3**

The primary focus of this course is the interrelation between diversity and crime. It focuses on the impact of culture on human behavior and the interpretation of right and wrong. In addition, the course analyzes how gender, race, nationality, ethnic origin, religion, and other factors that affects the criminal justice system and the distribution of justice in the United States.

CRIM 415 Evidence**Credits – 3**

Study of the evidence rules and their application in criminal cases. Analysis of the evidence presentation's techniques in criminal cases and court testimony. Study of judicial interpretations of the rules.

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

A study of the rules of evidence relating to the judicial process, with emphasis on hearsay and its exception. Students will learn how to prepare an effective presentation of a case before a court, and how to present evidence. Special emphasis will be given to report writing, analysis of legal documents, presentation of testimony, and submission of documents as evidence.

CRIM 427 Therapeutic Jurisprudence and Restorative Justice**Credits – 3**

This course studies the impact that laws and legal processes have on the emotional, social, and psychological well-being of offenders and victims. It focuses on alternative methods that help solve legal

problems creatively and effectively. Emphasis is given to alternative methods for dispute resolution, restorative justice, drug courts, specialized courts, among other topics. Readings draw from sociology, psychology, criminal justice, counseling, among other disciplines.

CRIM 432 Criminal Technology, Fraud, and Cyber Crimes

Credits – 3

This course aims to familiarize students with the term fraud and its definition in the Penal Code, and offenses in which the term applies to fraud in our criminal justice system. Also, consider the terms for the inhabitants of Cyberspace. Students will learn to apply the form of search and tracking of evidence on computers and digital equipment. The students will learn how to properly identify, preserve, package and present such evidence in a legal setting in consideration of the "Chain of Evidence". It includes the study of Federal, State, and International law applied to digital computer fraud.

CRIM 434 Forensic Psychology in the Criminal Justice System

Credits – 3

This course studies the application of psychology to legal proceedings. Integrates different types of psychological analyses to the evaluation of witnesses, evidence, and presentation of evidence in court. Students will learn to use modern techniques of interrogation and psychological interview. They will also apply theoretical knowledge to the evaluation of both victims and offenders.

CRIM 435 Preparation of Cases and Testimonies before the Court

Credits – 3

Study and analysis of procedures stages in the evidence collection process for preparing cases, reports, and presentation of testimony in courts.

CRIM 450 Legal Medicine

Credits – 3

Study of the legal and medical concepts of criminology in the criminal investigation process. Analysis of the forensic and criminological aspects in the legal medicine. Study of cases, theories, and techniques.

CRIM 476 Seminar

Credits – 3

This course is an integration of theory and knowledge and provides an opportunity for students to integrate and apply, laws, methods, principles and procedures of criminal justice through research and analysis of case studies.

CRJU 500 Foundations, Practice and Changes in the Administration of the Criminal Justice System

Credits – 3

Theoretical, judicial and practical principles inherent in the criminal justice system. Students will be involved in problem-solving situations which will permit them to analyze, evaluate and propose alternative solutions to practical administrative problems.

CRJU 520 Philosophy of Punishment

Credits – 3

Meaning on 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.

CRJU 565 Seminar: Program Design and Evaluation in the Criminal Justice Systems

Credits – 3

Various aspects of administrative programming and evaluation will be examined. The course involves theoretical and research concepts and problems analysis related to programming and program evaluation in the criminal justice system. It also includes design and study of evaluation instruments for police, correctional and criminal justice administration programs. Students will engage in analysis and management of strategies for operationalizing objectives, decision-making and problem-solving.

CRJU 575 Criminal Treatment and Rehabilitation Programs

Credits – 3

Analysis of the corrective philosophy and existing public policy regarding the rehabilitation of criminals and the relevant legal and constitutional dispositions. It will also analyze the different treatment and rehabilitation programs currently in effects at the various penal institutions in response to public policy. Treatment and rehabilitation models proposed and or currently operating in the United States and other countries; their expectations, findings, and scientific groundings. Students will also look at trends and reforms in rehabilitation programs for inmates.

CRJU 600 Seminar: Crime, Victims and Society

Credits – 3

Analysis of the responsibility of the state in protecting the life and property of its citizens. It will examine the possibility of the state compensating the victim of a crime for damages resulting from the criminal act. It will also look at the doctrine of restitution, compensation for damages by the offender, as part of a sentence intended to alleviate the impact of the damages and as part of the rehabilitation process of the criminal. Policies and practices regarding this issue in other jurisdictions will be comparatively analyzed.

CRJU 630 Organization and Administrative Techniques of the Police System

Credits – 3

Study of the organization and administration of then police force. Emphasis is given to organizational theory, administrative techniques, procedures, and police administration and supervision programs. It analyzes the alternative objectives, strategies, programs, institutional approaches, roles, perspectives and interagency relations of the police.

CRJU 640 Addiction: Legal and Psycho-Social Aspects

Credits – 3

Study of the medical-legal aspects of drug addiction and alcohol abuse. 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.

CRJU 715 Seminar: Special Situations in the Administration of Correctional Programs

Credits – 3

The course focuses on an analysis of the correctional scenario including the psychological, administrative, and disciplinary perspectives. Students will explore the subculture of the penitentiary and how it is manifested. This course will focus on themes, situations, controversies, and problems inherent in this scenario, scientific findings, programs dynamics and decisions and legislation which impacts the correctional system.

CRJU 730 Criminality, Crime Control and Criminal Justice

Credits – 3

Critical analysis of criminality from a sociological perspective. Emphasis is placed on the relationship of public policy, the criminal justice administration decision-making process, programs implementation, and evaluation of police participation. Students discuss different strategies and models to reduce crime as well as the new tendencies toward privatization of criminal justice services.

CTEC 210 Operating Systems, Installation & Configuration

Credits – 3

This course covers all software components comprising a PC. It provides an introduction to every component and analyses its functionalities and weaknesses. It analyses the role of each component in supporting an application and the user functional goal. It presents the PC as a package of matched components and dissects all of its internals individually and integrally. Some of the software components are the operating system and its sub-components, data communications software components, DOS components, peripheral administration components, Windows Systems architecture, disk operating software, essential user applications, memory management software, software upgrades management. It covers in detail software problems.

CTEC 220 Fundamentals of Computer, Peripherals and Operating Systems

Credits – 3

This course covers all components and ancillary systems comprising a personal computer. It introduces every component and analyses its functionalities and weaknesses. It presents the PC as a package of matched components and dissects all its internals individually and integrally. Also, this course covers all software components comprising a PC. It analyses the role of each component in supporting an application and the user functional goal. Some of the software components are the operating system and its subcomponents. It covers in detail software problems.

CTEC 220L Fundamentals of Computer, Peripherals and Operating Systems Laboratory

Credits – 1

This laboratory course provides students with theoretical concepts and practical skills in using personal computers and peripherals. It discusses the concepts of "motherboard", input and output ports, power supplier, update, and preventive maintenance, among others. The issues are addressed to the operating principles, selection and specifications for personal computers.

CTEC 230 Fundamentals of Intermediate Programming

Credits – 3

This is an intermediate-level course in computer programming. It provides a wealth of current, real-world applications, and examples drawn from the scientific and engineering fields. It allows students to fully exploit the potential uses of C and C++ programming languages. This course includes problem analysis and design of algorithms, programming structures, modular programming, sorting, searching, pointers, multidimensional arrays, string processing, structures, and file processing.

CTEC 240 Programming for the Web

Credits – 3

This course provides the student with a basic understanding and skills to program for Web Sites. It covers the basics of Data Base manipulation techniques using MySQL and PHP. It covers matters such as configuration for DBA systems on the Web, PHP scripts, performance and error handling. Finally, the students are presented with a live example of a simple Web Based DBA control application. The course then focuses on one of the most important suite development suite/environments today. The Macromedia Dreamweaver. It covers the complete development cycle using these tools from plan to publish and maintenance. Matters such as DreamWeaver workflow, formatting for the Web, cascading style sheets, dimensional tables, forms, frames, templates, layers, animation and others are covered. It also covers Fireworks image and text manipulations, working with objects, effects, creating buttons, backgrounds, hotspots, sliced images, rollovers, integrating Fireworks images with HTML applications and finally auditing and publishing your website and the post-publishing practices.

CYBR 501 Network Security I

Credits – 3

Introduces basic concepts of network security with a strong emphasis on cryptography and cryptographic techniques. Topics to be covered include classical encryption, data encryption standard, advanced encryption standard, symmetric key ciphers, public and private key cryptography and key management. Introduction to number theory concepts needed to understand public key cryptography.

CYBR 502 Computer Security I

Credits – 3

The fundamental tools and techniques for computer security are discussed in the context of the pervasive role and impact that computer technology has over the individual, the enterprise and on society-at-large. Topics covered include computer viruses, operating systems, program security, database security, legal, privacy and ethical issues.

CYBR 521 Network Security II

Credits – 3

Introduces advanced concepts of network security with an emphasis on hashing functions and algorithms and their applications to network security. Topics to be covered include message authentication, digital signatures, kerberos, electronic mail security, pretty good privacy, s/mime, IP security (IPSEC), secure socket layer (SSL), transport layer security (TLS), wireless security (WEP,WPA,WPA2), intrusion detection systems (IDS), intrusion prevention systems (IPS) and firewalls.

CYBR 522 Computer Security II

Credits – 3

Selected advanced topics in computer security are discussed in the context of the pervasive role and impact that computer technology has over the individual, the enterprise and on society-at-large. Core topics to be covered include penetration testing with Kali Linux which will take up the first half of the course. Other selected topics will vary from time to time and will typically include information assurance, data backup and redundancy, digital rights management, botnets, risk analysis and identity theft.

CYBR 600 Cyber Security Forensics

Credits – 3

Introduction to computer forensics. Overview of evidence acquisition and archiving. Locard's Exchange Principle and the order of volatility (rfc 3227). Preservation of volatile and non-volatile data. Analysis of data files including graphics files, email, executable and non-executable files. Report writing, expert testimony and ethics. Case studies and forensic software tools. Overview of DOS File System.

CYBS 110 Introduction to Cybersecurity

Credits-3

Provides an introductory overview of the cybersecurity discipline and introduces students to some of the principles, practices, and methods used by cybersecurity professionals in securing systems and networks. This course will cover topics such as security and risk management, asset security, ethical considerations, security assessment, physical and operational security, and best practices.

CYBS 210 Network Security

Credits-3

This course explores network security principles and management techniques essential for protecting an organization's data and infrastructure. Participants will learn to securely configure web services, file/print services, databases, and communication systems like email and voice services. The course provides hands-on experience in configuring and securing access channels, employing network management services, and understanding their impact on network operability. Event management

techniques such as SNMP and Syslog to monitor network availability will be explored. Other areas of focus will be the development and analysis of network documentation, application of physical security methods, backup and recovery strategies, high availability and troubleshooting. The course will also delve into identifying and mitigating various types of cyber threats, employing network hardening techniques, and improving network performance through precise metrics.

CYBS 230 Linux System Administration and Security **Credits-3**

Provides an in-depth examination of the core features and functions of the Linux operating systems. Students learn how to install, configure, and maintain Linux-based systems, with a deep focus on the security aspects of the system. The course also covers vulnerabilities, patching and patch management, configuring web servers, access and user management, and typical administration tasks associated with Linux.

CYBS 250 Digital Forensics and Incident Response **Credits -3**

This course provides an overview of the principles and practices of digital forensics and incident response. Throughout the course, students will analyze and apply techniques for performing digital investigations, collecting digital evidence, and protecting the digital chain of custody. Topics also include the limitations of digital evidence, ethical considerations, key laws, policies, and procedures that impact digital investigations, the role of the forensic examiner, and best practices in collecting, preserving, and analyzing digital evidence.

DESI 121 Drawing I **Credits – 3**

In this studio course students will be introduced to the basic drawing skills required for the representation of objects, figures and spaces. The importance of sketching as a means of recording and demonstrating concepts and processes will be emphasized. Black and white media, in particular pencil pen and marker will be emphasized. The development of fundamental drawing skills and standard manual product illustration skills will be stressed.

DESI 285 Digital Photography **Credits – 3**

This course develops a creative vision of what is the necessary photography composition to apply in the design world. Beginning with the necessary basic knowledge in the photography field and ending in the digital world. The students will work with different digital images formats. They learn how to work with the most useful software in the digital images industry, as a tool for managing and manipulating digital images.

DESI 315 Ethic and Legislation in Design **Credits – 3**

This course introduces students to legal and ethical issues that affect the design. Topics of examination include intellectual property, freedom of expression and contract law. The basic legal issues of contract and property law, within the creative context, will be examined: agreements, copyright, trademark, and patents. Students will learn how to protect their rights, and as importantly, how to lead the legal debate with the identification of legal concepts and terms which applies to the practice of design. In addition, the course will approach other ethical issues: free speech, obscenity, pornography, libel, privacy and their damages. The course will introduce the student to the ability of distinguish poor or good ethical justifications. We will be seeing legacy, moral and ethics principles.

ECED 173 Introduction to Early Childhood /Primary Education**Credits – 3**

This course offers an overview of the field of early childhood and primary education. Aspects such as history, state and federal legislation, public policy, philosophy, programs, curricula and the early childhood profession are analyzed. A proper understanding of the rationale, importance, and objectives of early childhood and primary education in contemporary society and in the next decades are addressed.

ECED 207 Theories of Child Development and Learning**Credits – 3**

The purpose of this course is to introduce the theories, which represent the main standpoints of progressive education. Implications of child development and learning processes on teaching approaches are examined.

ECED 308 Management of the Early Childhood/Primary Education Environment**Credits – 3**

The purpose of this course is to provide a strong foundation on the design, management, and interpersonal relationships within the learning environment. The relationship between the classroom environment and significant learning is addressed. The course provides an overview of early childhood standards as they relate to the learning environment.

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

This course studies the theories on the development of the human brain. It covers current research related to this field. Educational implications of these theories on the processes of child development and learning, as well as their impact on modern pedagogy are analyzed.

ECED 311 Cognitive and Logic – Mathematical Development**Credits – 3**

The purpose of this course is to provide the knowledge and tools to understand the cognitive development – structures and processes - of preschool and primary education children, including logic-mathematical development. This course also provides the knowledge and skills to plan developmentally appropriate instruction and activities in math for children in early childhood and primary grades.

ECED 322 Health, Nutrition and Preventive Medicine**Credits – 3**

This course focuses on the standards related to health, nutrition and creating healthy habits for the well-being of students in early childhood and primary grades.

ECED 329 Nature and Needs of the Exceptional Child**Credits – 3**

This course covers the psychological, social, historical and philosophical foundations of teaching children with disabilities in early childhood and primary education.

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

This course is designed to develop awareness among future teachers on the importance of the family in the educational scenario of children. It also addresses diversity aspects of families of families (their beliefs acceptance degree, multiculturalism, gender, respect, socio-economical level, among others) to consider when engaging families to participate in the education of their child or children.

ECED 402 Creative Expression in Early Childhood/Primary Education**Credits – 3**

In this course, students learn how to develop the creative expression of children in early childhood and primary grades.

ECED 405 Language Development in the Context of Reading/Writing**Credits – 3**

This course covers the study of oral and written language development from birth to age eight. Theories and recent research are presented. Students will use planning and instructional delivery models that promote language development with emphasis on phonics, phonological awareness, shared reading and guided reading across different content areas.

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

This course covers the fundamentals of teaching reading and writing to English language learners. It focuses on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking skills for English language learner who have linguistically and culturally diverse backgrounds and/or other individual needs.

ECED 442 Practice Seminar in Early Childhood and Primary Education**Credit – 1**

This course covers a discussion, analysis, and evaluation of the responsibilities and situations arising in Early Childhood Education and Primary Education Student/Teaching Practice. It is designed to enrich and complement the day-to-day practicum experience as required in the state. This course is taken concurrently with ECED 443 during the last semester of the program of study.

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

This course is the final requirement in the early childhood and primary teacher education program. It is the field experience in which the candidate assumes the duties and responsibilities a teacher performs in a preschool and the primary education environment, as required in the state. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies during the last semester of program of study.

ECON 123 Introduction to Economics (Compendium)**Credits – 3**

It provides the student with theoretical and applied knowledge about the fundamentals of economics. The student will learn fundamental principles and theories for micro and macroeconomic analysis. Emphasis on developing application skills in situations and problems faced by public and private companies.

ECON 207 New World Order Economy**Credits – 3**

The course includes a diagnostic view of the contemporary economic forces and their social, environmental and political effects. It also includes the fundamental economic perspectives for future societies.

ECON 253 Economic Development of Puerto Rico

Credits – 3

Characteristics and trends in Puerto Rico's economic history, economic structure, agriculture, banking, transportation, communications, industrial development, public policy toward business, and international trade. Emphasis on contemporary ideas, issues, and policies are addressed.

ECON 325 Introduction to International Trade**Credits – 3**

Introduction to International Business Systems and their effect on the commercial behavior of countries. Emphasizes the relationships between business enterprises, government, and the financial sectors and their involvement in international business activities. Corporate policies and strategies in global operations.

ECON 363 Global Economic Trends**Credits – 3**

Study of the economic, social, population, political, cultural and geographic environment that affects economic development of the nations and regions of the world. Special emphasis on modern economic trends amid diversity.

ECON 400 Managerial Economics**Credits – 3**

Analysis of modern theory of the firm and its applications: consumer behavior, price, production, costs, markets and economic efficiency. Allocation of the productive resources and the equilibrium theory.

ECON 401 Macroeconomic Theory**Credits – 3**

Determination of national income, price systems, employment, fiscal and monetary policies in economic growth, analysis of expenses, savings, investment and money.

ECON 403 Environmental Economics**Credits – 3**

Problems of the environment: pollution, government functions and market techniques to stop pollution. Economic analysis of cost and benefits of environmental quality. Analysis of government control measures and international efforts to protect the environment.

ECON 420 International Economics and Finance**Credits – 3**

The economy and international trade, the international monetary system, balance of payments, trade barriers, commercial policies and international financial institutions.

ECON 505 Business Economics**Credits – 3**

Study of the application of microeconomic theory and the tools of analysis of decision sciences to achieve efficient solutions in an organization. In order to understand the dynamics of a business and to project its future operations, it is necessary to understand the nature and mechanisms of economic processes. Microeconomics theory provides tools for analysis that integrate the knowledge of statistics, mathematics, and economic theory. These tools are particularly useful in the decision-making process.

ECON 519 Managerial Economics**Credits – 3**

This course studies the use of economic tools in management decision-making to maximize the company's profit. It covers the analysis of demand, income, production, cost, markets, and the relationship between companies and the public sector.

ECON 760 Economic Analysis

Credits – 3

In the first part, basic concepts of international macroeconomics will be discussed. Specifically, topics such as national accounts, balance of payments, exchange rate, capital mobility, monetary policy, and fiscal policy will be explained. The second part of the course will discuss the decision-making under Asymmetric Information and Uncertainty and discuss basic notions of Game Theory. The third part will discuss the Optimization Theory using the Linear Programming. Finally, the fourth part of the course will discuss The Gravity, Comparative Advantage, and Economies of Scale Models.

EDAG 640 Development of Leadership in Education, Theories, and Application

Credits – 3

This course studies the origin and development of the theories and focal points of administrative and general supervision practices. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The course covers the differences between various leadership styles. It also covers the importance of vision, communication, motivation, teamwork, and partnerships with community and stakeholders.

EDAG 641 The Leader and the Learning Communities

Credits – 3

This course analyzes the role of educational as an analysis of the formation and development of leaders in the development of learning communities of educators. It also covers a discussion of the theories and current models of leadership and supervision and includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem-solving and decision-making is incorporated and applied to real-life scenarios. Students will be involved in the development of a shared educational vision.

EDAG 644 Technology for School Administrators

Credits – 3

This course prepares students to apply technology to the areas of administration, instruction, and educational institutions.

EDAG 650 Human Relations, Organizational Climate and the Learning Environment in Educational Institutions

Credits – 3

This course studies the development and evolution of the framework and theories of human relations and organizational climate. It examines the challenges and trends that affect educational organizations as open systems. It also includes analysis of individual, interpersonal, group and organizational behavior and how this influences performance of effective academic leadership. It differentiates between organizational climate and culture. It covers importance of human resources in organizations and strategies for the development of positive organizational climates.

EDAG 651 Public School Law, Labor Relations, and Ethical Leadership Education

Credits – 3

This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, in the United States. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are

incorporated in the course. Analysis of legal cases and corresponding jurisprudence in the United States are addressed.

EDAG 652 Budget and Financial System Educational Organizations at the School Level

Credits – 3

This course studies the concept, methods, practices, and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning is studied.

EDAG 657 Human Resources Management and Development in Educational Leadership

Credits – 3

This course is designed to introduce students to the area of school personnel administration. The course emphasizes in making ethical decisions the processes of planning recruitment, selection, retention evaluation and termination.

EDAG 662 Multicultural Education for School Administrators

Credits – 3

This course explores multicultural education and its theoretical framework. Students will learn to lead transformation change of systems to meet the dimensions of multicultural educations.

EDAG 663 Conflict Resolution for Educational Leaders

Credits – 3

This course assesses the issues involved with problem identification, problem-solving, change enabling, and accountability in relation to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change.

EDAG 670 Internship-Practice in Educational Administration Leadership

Credits – 3

In this course, the student will participate in a supervised field experience to gain experience and apply the competencies expected of educational leaders in an actual K-12 setting.

EDUC 104 Human Growth and Development

Credits – 3

The course centers on the study of psychological thought related to growth and development from birth through adolescence, and its implications for the teacher and the school. Changes that occur in human beings from the moment of conception and throughout the different stages of life, such as prenatal, infancy, childhood, adolescence and adulthood, are studied from the physical, psychomotor, social, psychological, and moral viewpoints.

EDUC 110 Introduction to Teaching Profession: Theory and Practice

Credits – 3

Historical, philosophical, and sociological foundations of education, current programs, educational/care practices and legal and ethical issues. Includes the study schools and society, school and community/parent relationships, and school/classroom organizational patterns.

EDUC 115 Learning Theories

Credits – 3

Application of learning theory and cognitive organization and process. An overview of the development of learning theory and cognitive models in the beginning of human learning and mental processes. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined.

EDUC 120 Curriculum, Planning and Assessment**Credits – 3**

An introduction to the systematic process of planning for effective classroom instruction and assessment in context of standards-based education. Theories, methods, and procedures underlying the development and design of curriculum, instruction, assessment and their interrelatedness. Researched based practices designed to improve student learning; develop 21st Century Skills in the classroom; alignment of learning theory and learner variables; removal of barriers to student achievement; and inclusion to meet diverse student needs are discussed. Students will learn how data driven decision-making can lead to improved student achievement.

EDUC 125 Classroom and Behavior Management**Credits – 3**

Overview of basic principles of classroom organization and management of instruction, including theoretical knowledge about the art and science of classroom management. Behavior management from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general education. A broad range of techniques is presented with attention to social, cultural and gender differences and parent/teacher conferences as factors important to effective classroom management. Code of ethics and standard practices for educators including professional and ethical practices and conduct toward colleagues and students, social media, anti-bullying, suicide and mental health issues are also discussed. 10 hours of Field Experience required.

EDUC 135 Philosophical, Sociological and Psychological Foundations in Education**Credits – 3**

The course Philosophical Foundations of Education is an introductory course to the knowledge, skills and professional competencies required for the educational preparation of teachers at all levels. It is geared towards the study of the psychological, sociological and philosophical principles in the field of education.

EDUC 171 Human Growth and Development**Credits – 3**

A comprehensive introduction to human growth and development, covering theories, research, and real-world applications. Emphasis on the physical, cognitive, social/emotional, and personality development in the following periods of life: prenatal, infancy, toddlerhood, early childhood, middle childhood, and adolescence. An examination of varying environmental and cultural backgrounds on child/adolescent growth and development. 10 hours of Field Experience required.

EDUC 172 Educational Psychology**Credits – 3**

This course offers a wide overview of concepts related to learning and intelligence and their relationship with human development. Topics discussed are psychometric techniques, styles and theories of learning, emotional development, moral development and ethical conduct, as well as the development of personality, mental and physical health. The course examines the relationship of these theories to educational practice and the role of the teacher.

EDUC 172-O Human Growth and Development II**Credits – 3**

Interdisciplinary study of human development from adolescence through adulthood. The course integrates the physical, cognitive, socio-emotional and moral dimensions of the individual and their implications for educational practice. It analyzes the development from cases that are contextualized in

the socio-historical, cultural and educational context. The course is developed through case analysis and observations of the developing person.

EDUC 202 Teaching Materials and Learning Devices

Credits – 3

This course combines graphic and instructional media processes for education and training purposes. Techniques for integrating media into instruction are examined. Student will develop instructional material taking into consideration principles of communication, appropriate and effective design, and the use and evaluation of these materials.

EDUC 202-O Technology and Materials for Teaching and Learning

Credits – 3

This course covers the application of the design of instruction applying 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.

EDUC 204 Education for Children with Exceptional Needs and Inclusion

Credits – 3

This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners.

EDUC 205 Introduction to Assistive Technology

Credits – 3

This course provides general knowledge about assistive technology for persons with disabilities. Analysis of legal foundations and theoretical considerations in which equipment availability and assistive technology services are the resources to promote the participation of independent living at home, school, or work or community. This course also covers the identification, description, and classification of assistive technology equipment with the purpose of improving the functional capacities in order to improve their quality of life. Field and laboratory experiences are required.

EDUC 219 Teaching Strategies and Differentiated Learning Strategies

Credits – 3

Examine the processes, methods, and techniques for teaching mathematics, social studies, and natural sciences in classrooms that serve diverse student populations. In addition, strategies to incorporate in learner centered curriculum for the diverse population in the elementary classroom. 10 hours of Field Experience required.

EDUC 220 Technology Integration in the Classroom

Credits – 3

Examination of ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning. 10 hours of Field Experience required.

EDUC 225 Teaching Reading and Writing across Content Areas

Credits – 3

This course focuses on the interrelationship of reading and writing in the academic content areas of math, social studies, and science. The development of reading comprehension is a major means by which ideas are understood, expressed, and shared, and this course prepares for the skills and strategies necessary to teach reading comprehension in all content areas. Students will develop an understanding of the benefits, challenges, and essential components of effective integrated reading comprehension instruction. 10 hours of Field Experience required.

EDUC 230 Legal, Ethical and Safety in Schools**Credits – 3**

The role of education in children's lives through the analysis of legal, ethical and safety standards and practices that promote children's physical and mental well-being and maintenance of safe learning environments. 10 hours of Field Experience required.

EDUC 320 Literacy Development and Instruction**Credits – 3**

Exploration of literacy development from the acquisition of language to critical thinking skills, including the science of teaching reading. Technique for teaching literacy and study strategies in a range of disciplines that help students construct meaning and become more effective readers in the content areas; using appropriate reading levels, adaptation of materials in content areas and assessment procedures including RTI. Emphasis on diversity, differentiation, and assessment tools and practices in effective literacy instruction includes English Language Learners, multicultural literature, dyslexia and other reading disorders. 20 hours of Field Experience required.

EDUC 323 Literature for Children**Credits – 3**

Criteria for analysis and evaluation of children's literature in terms of interests, needs, and abilities of children. 10 hours of Field Experience are required.

EDUC 325 Literacy Assessment, Evaluation and Remediation**Credits – 3**

An investigation of the needs of individual learners in reading instruction. Survey of informal and standardized instruments for assessing and analyzing students' reading strengths, weaknesses, and disabilities with an emphasis on appropriate strategies to remediate individual student needs, including dyslexia, for promoting optimum reading growth. 10 hours of Field Experience required.

EDUC 330 Cross-Curricular Literacy Materials and Resources**Credits – 3**

Examines plan for and implementation of literacy instruction across the content areas. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies, which support independent reading and writing in the content areas.

EDUC 335 Social Studies in Elementary Education**Credits – 3**

Pedagogical approaches and methodology in social studies. Emphasis on effective instructional strategies and best practices in social studies to teach for students understanding using technology, manipulatives and aligning curriculum to state assessments. 10 hours of Field Experience required.

EDUC 340 Mathematics in Elementary Education**Credits – 3**

This course will address pedagogical content knowledge for teaching whole number concepts and operations, integer concepts, rational number concepts, measurement, geometry and algebraic reasoning. 10 hours of Field Experience required.

EDUC 345 Science in Elementary Education

Credits – 3

Pedagogical approaches and methodology in science. Emphasis on effective instructional strategies and best practices in science to teach for students understanding using technology, manipulatives and aligning curriculum to state assessments. 10 hours of Field Experience required.

EDUC 351 Art, Music and Movement: Pedagogy, Strategies and Management

Credits – 3

Overview of techniques and pedagogy designed to foster development of creative expression in children and adolescents through integrating play, art, music, literature, and movement across the content areas. 10 hours of Field Experience required.

EDUC 363 Curriculum Planning and Design

Credits – 3

The curriculum planning and design course prepare the future teacher to study curricular theories, types of curricula, their organization, models, curricular designs, and concepts. In addition, future teachers will have the opportunity to design and integrate study skills and clarify concepts of the topics discussed in the course to grasp and internalize their responsibilities and commitment to students. Lesson planning and classroom organization are also discussed.

EDUC 403 Curriculum Design

Credits – 3

This course focuses on the evaluation and practice of the methodologies, techniques, and approaches to curriculum design at the school level. It also discusses curriculum design models. The course covers the study and analysis of the curriculum guide, the expectations, and standards that make up the school curriculum. It reflects upon the skills of critical thinking and creative construction of knowledge in the domains of competencies, skills, and attitudes.

EDUC 409 Learning Evaluation and Planning

Credits – 3

This course introduces the principles and foundations of evaluation and measurement, means and techniques for quantitative, as well as qualitative evaluation. The course includes the application, interpretation, and analyses of results within the learning process.

EDUC 410 Interdisciplinary Pedagogy and Methods: Construction

Credits – 3

This course complements the field-based experience so that students can further explore standards-based curriculum design with the alignment of state curriculum and standards. Students will have opportunity to use of research-based teaching strategies, developmentally and culturally appropriate teaching methodologies and pedagogies and reflect on their practice. They will use curricular development models and instructional methods to integrate reading/writing across the curriculum and technology. They will develop lesson plans applying research-based methods and strategies for areas such as learning centers, stations, and formative assessments.

EDUC 410-O Teaching Math at the Primary Level

Credits – 3

This course focuses on the principles, foundation, and methods of teaching math at the primary level. It incorporates the analysis of required math standards. The course includes research-based practices to teach math effectively to impact student achievement. The course incorporates the requirements for math state assessment.

EDUC 411 Teaching Sciences at the Primary Level

Credits – 3

This course focuses on the principles, foundation, and methods of teaching science at the primary level. It incorporates the analysis of required science standards. The course includes research-based practices to teach science effectively to impact student achievement. The course incorporates the requirements for science state assessment.

EDUC 414 Language Arts at the Primary Level

Credits – 3

This course will study and analyze the curriculum guides and standards of language arts at the primary level (K-3). The course will give emphasis in grammar and oral practice, reading and writing skill for the primary levels.

EDUC 415 Internship I

Credits – 3

The Student Teacher will fulfill the state's requirement of a clinical, supervised student teaching experience by completing Internship I and Internship II in the last two semesters of the program of study. This course of study is designed for pre--service teachers to gain further understanding of the nature of teaching and the overall management of classrooms in a field experience. The primary focus is to prepare interns to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, and with university faculty and supervisors in a public or accredited private school setting.

EDUC 421 Interdisciplinary Pedagogy and Methods: Differentiation

Credits – 3

This course complements the field-based experience so that students can further explore curricular design to include alignment of state curriculum to state assessments with an emphasis on differentiated instruction. An emphasis on the use of differentiated activities such as in centers and stations to support instruction as well as activities for community engagement and field trips will be addressed as effective approaches to differentiation. Students will also address technology and the fine arts in creating learning activities that are developmentally appropriate.

EDUC 425 Internship II

Credits – 3

The Student Teacher will fulfill the state's requirement of a clinical, supervised student teaching experience by completing Internship I and Internship II in the last two semesters of the program of study. This course of study is designed for pre--service teachers to gain further understanding of the nature of teaching and the overall management of classrooms in a field experience. The primary focus is to prepare interns to become aware of the central concepts and structures of teaching through regular and frequent interaction with students, classroom teachers, parents, and with university faculty and supervisors in a public or accredited private school setting.

EDUC 435 Interdisciplinary Seminar

Credits – 3

This course is a professional seminar blending socio-humanistic and scientific academic knowledge that students have developed during their teacher preparation courses. Discussion and analysis of trends,

methods, and innovations related to fundamental knowledge and communication competencies of the future teacher in his/her local and global context as required in the state. Emphasis in case studies, problem-solving, themes discussion and application of technology are incorporated.

EDUC 436 Pedagogical Integration Seminar

Credits – 3

This course integrates academic and professional knowledge obtained throughout the course of study of future teachers. Innovations in education, methods, techniques, and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher's certification examination requirements in the state.

EDUC 501 Principles and Development of Curriculum

Credits – 3

This course presents the theory, practice and the roles of the major participants in the design and development of curriculum for English learners. Students will use different models of curriculum development.

EDUC 512 Educational Innovations and Strategies in ESL

Credits – 3

The graduate student will analyze and evaluate educational innovations and best practices in teaching and learning English as a second language that meets the needs of English learners in the 21st century. Students will explore innovative strategies and techniques in the areas of curriculum, assessment, evaluation, and teaching, including integrating technology.

EDUC 550 Second Language Acquisition

Credits – 3

This course analyzes the theories related to the process of language development, language learning, language acquisition and the practice to impact student achievement. It also includes the methodologies, approaches and techniques for English language acquisition for learning and literacy.

EDUC 551 Reading Processes in a Second Language Setting

Credits – 3

This course includes the study and analysis of current theories, approaches, and techniques to develop literacy for English learners. Students will explore literacy standards within ESL language program models (primary, secondary, adult).

EDUC 553 ESOL Curriculum and Materials Development

Credits – 3

This course is designed for students to be able determine developmentally and linguistically appropriate resources and materials for the purpose of curricular planning, instruction, and assessment. Students will determine alignment to standard expectations so that English learners in ESL program meet language and content expectations on assessments.

EDUC 555 Development of Communication Skills in English

Credits – 3

This course will focus on the identification of activities that promote second-language acquisition in each language domain of listening comprehension, speaking and writing. Students will explore developmentally and linguistically appropriate approaches and techniques to develop English language learners' level of proficiency in each domain.

EDUC 564 Applied Linguistics for ESOL Teachers**Credits – 3**

This course focuses on addressing the practical issues in the fields of language acquisition, language teaching and literacy as they relate to English learners. Students will determine the resources, training, practice methods and techniques to best solve the difficulties related to teaching English as a second language. Students will determine the practical application of linguistic theories to presenting solutions to address concerns in the teaching and learning of English learners.

EDUC 566 Methods of Teaching English as a Second Language**Credits – 3**

This course examines the various methods for teaching English as 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.

EDUC 567 Cross-Cultural Communication and Understanding**Credits – 3**

In this course, students will examine their personal cultural and linguistic awareness to be able to evaluate what cultural and linguistic considerations need to be taken in the teaching and learning in the ESL classroom. Students will examine the existing language and content to be able to retool content, approaches, methods and techniques to better prepare English learners for the many environments that include cross-cultural interactions.

EDUC 569 Testing and Evaluation of ESOL**Credits – 3**

This course introduces future teachers to second language acquisition and learning classroom-based assessment methodologies to determine proficiency in listening speaking, reading and writing skills. Students will examine state or program language expectations to plan backwards so that English learners meet content and language proficiency standards and to determine if there are needed linguistic accommodations.

EDUC 576 Introduction to School Counseling**Credits – 3**

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.

EDUC 580 Education Psychology: Human Growth and Development**Credits – 3**

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.

EDUC 582 Legal and Ethical Issues in Professional Counseling**Credits – 3**

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.

EDUC 584 Individual Counseling Techniques**Credits – 3**

Study and analysis of theories, techniques, and the process of counseling in different settings will be explored. This course includes the study and discussion on establishing effective counseling relationships with clients, interaction processes, ethical and professional issues.

EDUC 585 Group Counseling Techniques**Credits – 3**

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.

EDUC 586 Career Counseling**Credits – 3**

This course examines studies and analyzes foundations, theories and principles of career counseling.

EDUC 588 Instruments and Techniques for Measurement and Assessment**Credits – 3**

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.

EDUC 600 Educational Research Methods in ESOL**Credits – 3**

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.

EDUC 604 Knowledge Integration Seminar in ESOL**Credits – 3**

In this course, students will continue to examine issues, public policy, trends and other factors related to the field of English language teaching.

EDUC 617 Research Seminar**Credits – 3**

Research course based on the development of a pedagogical intervention focused on the teaching and learning of English as a second language of English learners (ELs). The intervention will be a contribution to the field of teaching English as a second language as it applies to educational systems, classrooms, schools, districts, or the community in general.

EDUC 618 Counseling for Children and Adolescents**Credits – 3**

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.

EDUC 632 Multicultural Counseling

Credits – 3

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.

EDUC 633 Counseling Theories

Credits – 3

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.

EDUC 635 Educational Research Methods

Credits – 3

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.

EDUC 636 Development and Management of Counseling Programs

Credits – 3

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.

EDUC 637 Practicum in School Counseling

Credits – 3

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. The practicum must include 40 direct service hours in individual and group interventions and other counselor related activities. It focuses on the development competencies in individual and group counseling in the school interacting with parents, students, and school personnel.

EDUC 638 Internship in School Counseling

Credits – 3

This course requires the student to complete 600 hours 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.

EDUC 645 Counseling in Schools

Credits – 3

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 profession with emphasis in the cognitive, emotional, affective, academic, and social areas in children and adolescents.

EDUC 714 Historical and Philosophical Perspectives in Education

Credits – 3

This course is an examination of the historical and philosophical bases of education in the context of the United States and other countries, and how they relate to the decisions taken by leaders in educational institutions. Students will examine their personal philosophy of education as they identify the philosophies that permeate in the different institutions represented by the participants in the class.

EDUC 715 Social, Cultural and Political Dimensions of Educational Organization

Credits – 3

This course will examine the social, cultural, political and any other current factors that impact educational organizations. Students will have the opportunity to use inquiry and research skills to understand the influence of these factors on their leadership role and meeting expected outcomes.

EDUC 716 Contemporary Problems and Issues

Credits – 3

Students will identify and examine the current and emerging issues and trends in the field of education. Students will explore topics based on current national trends to identify, describe, analyze and develop action plans to address issues and trends as an educational leader.

EDUC 717 Legal Issue in Education

Credits – 3

This course examines educational governance, policy and legal issues that impact education environments and the role of the educational leader in addressing them strategically and effectively.

EDUC 718 Ethics and Education

Credits – 3

This course examines current and emerging ethical issues and dilemmas in the educational environment. Students review their professional and ethical standards as educational leaders to address ethical dilemmas by building awareness of what is at stake, employing reasoning skills to examine cases and implementing strategies to solve them.

EDUC 720 Contemporary Theories of Child Development

Credits – 3

The study of the complexity of child development through examining physical, and social theories, as well as empirical studies from conception to early years. The emphasis is on the development theories and the importance for the learning process in the child; there will be pertinent literature search, discussion and critique.

EDUC 721 Teaching at the Pre-School/Primary Level 3: Trends and Innovations

Credits – 3

This course examines the mainstream and innovative thought in Child Education for the 21st Century. How are we thinking about teaching, how do we put it into action in order to prepare the students for the challenges to come and how can we translate all this into an efficient curriculum. There will be lectures in a seminar setting that will provide the doctoral candidate with a solid base to analyze the different and newer tendencies in the field. This setting will also allow the student to develop their own positions, to defend them as well as appreciate and utilize viewpoints different from their own.

EDUC 722 Qualitative Research in Children's Education

Credits – 3

Students will explore trends, issues, strategies, methods and/or approaches leaders are addressing in today's early childhood classrooms to transform them into more equitable, inclusive and responsive environments to diversity and promote learning for all students. This course will reinforce academic writing, APA guidelines, topic selection strategies, research critique and advanced research skills necessary for the dissertation process.

EDUC 723 Organization and Governance on Higher Education

Credits – 3

This course has been designed for doctoral students who work or intend to work in higher education institutions. Themes to be discussed and analyzed will be the organizational structure, and governance procedures used in higher education. To be discussed will be the duties and responsibilities of the different governing positions and bodies; and how the incumbents are appointed. The role of accrediting agencies will be examined Research activities related to both academic and administrative governance will be required.

EDUC 724 Student Services in Higher Education Institutions

Credits – 3

The course focuses on the analysis of theories, origin and practices related to student services in higher education institutions. The theoretical background, roles and responsibilities of student services personnel, organizational structures and relevant issues of this field are some of the topics to be analyzed.

EDUC 800 Higher Education Leadership and Administration

Credits – 3

This course, Higher Education Leadership and Administration, will explore leadership in higher education and considerations related to the future status of higher education. The primary focus of the course is the study of the complexity of governance and structures in Higher Education. Contemporary issues affecting Higher Education will also be addressed. The examination of characteristics of successful leaders will occur through readings and personal interactions.

EDUC 801 Project Management in Education

Credits – 3

This course was developed to provide the students the group of knowledge, skills and techniques in the project management field. With this body of knowledge, the students can help educational organizations to meet their goals and expectations by the use of strategies to manage the process of planning, development and control of projects.

EDUC 802 School Finance

Credits – 3

This course was designed to examine topics in areas of the school finance, strategic planning and budgeting processes in education and financial management. The student will have the opportunity to research topics to examine the current trends and issues in school finance as a process in which planning, budgeting and administration are integrated in order to achieve the organizational goals.

EDUC 803 Evaluation of Instructional Programs: Theory and Application

Credits – 3

This course examines evaluation strategies, techniques and models applicable to the evaluation of instructional programs that educational leaders must plan, implement, monitor and evaluate to improve learning and teaching. The course allows students to analyze and design appropriate strategies for evaluating curriculum.

EDUC 804 Leadership: Models and Strategies

Credits – 3

This course is a comprehensive study of the theory base for leadership, analysis of leadership and management processes, exploration of individual assets and liabilities of leaders, examination of leadership in groups.

EDUC 805 Instructional Leadership

Credits – 3

This course focuses on leadership for the improvement of instruction. It covers current research on school and teaching effectiveness, instructional methodologies, staff development and school climate.

EDUC 806 Leading Organizational Change

Credits – 3

Study and analysis of change theories and the role of the educational leader in initiating, developing, managing, and balancing change process in educational institutions. Emphasis will be placed on developing leadership skills for crafting a vision, mission, and strategic plans for change.

EDUC 807 Leadership, Community Relations, and Partnerships

Credits – 3

In this course, student explore how educational leaders leverage community, professional and family partnerships and collaborative efforts to share knowledge, experience and resources to promote the shared vision and goal of quality learning for all students.

EDUC 808 Educational Technology

Credits – 3

The course examines research, trends and challenges in educational technology to find solutions that make improvement in learning and instruction. Students will explore areas of leadership, curriculum and instruction and assessment or program evaluation to solve an advanced problem of practice, challenge or complex phenomenon in the field.

EDUC 809 Instructional Systems Design

Credits – 3

Students will explore and examine different models of instructional design for the purpose of analysis, design, development, implementation and evaluation of materials and activities to be able to effectively lead the development of effective and efficient instruction in schools/organizations. Students will explore trends, issues, strategies, methods and/or approaches leaders are addressing in today's classrooms to transform teaching and learning so that it is equitable, inclusive and responsive to diversity and promotes learning for all students through the process a systematic approach. This course will reinforce academic writing, APA guidelines, topic selection strategies, research critique and advanced research skills necessary for the dissertation process.

EDUC 810 Technology and Media in Education and Training

Credits – 3

In this course, students will examine how educational technology is integrated in meaningful and relevant ways into the learning environment to promote effective teaching and learning. Students will explore

trends, issues, strategies, methods and/or approaches leaders are addressing in today's classrooms to transform technology plans into equitable, inclusive and responsive tools to diversity and promote learning for all students. This course will reinforce academic writing, APA guidelines, topic selection strategies, research critique and advanced research skills necessary for the dissertation process.

EDUC 811 Theory and Practice of Distance Education

Credits – 3

Study of the theory and practice of distance education and its application to the planning, development, utilization and evaluation of distance education systems in educational environments.

EDUC 812 Teaching, Learning and Cognition

Credits – 3

This course examines the theoretical and empirical research on human learning and information processing. It emphasizes current perspectives on the nature of mind, brain-based learning, academic learning, and implications for teaching. Analysis will center on processes underlying cognition.

EDUC 813 Models and Styles of Teaching and Learning

Credits – 3

This course examines research findings related to effective teaching practices. Students analyze the instructional models and strategies of teaching and probe the theories and research applicable to the different models. They also consider how students' diverse learning styles can be affected by the dichotomy between the research of teaching and the practice of teaching.

EDUC 814 Curriculum Theory and Design

Credits – 3

Discussion and analysis of theoretical assumptions underlying curriculum designs. To be discussed are decision making skills needed to determine a curriculum design, problems related to curriculum design, strategies for constructing, developing and implementing curriculum that is consistent with specific theoretical principles.

EDUC 815 Curriculum Planning and Development

Credits – 3

This course is designed to analyze the influence of contemporary society and government agencies on curriculum planning and development. The historical context in which curriculum is developed and modified is examined as well as theories related to the purposes of education and curricular expectations. Other themes to be discussed and analyzed are learning theories as related to curriculum development and evaluation, the environmental factors as they influence curriculum planning, and the impact of technological innovations on curriculum development.

EDUC 816 Creating Learning Environments for Diverse Students

Credits – 3

Examination and discussion of the complexities of teaching. Discussion of the powerful impact of classroom environment behavior and maturation upon learning. The course examines topics such as student perceptions about the classroom and their learning necessary for anticipated learning to occur, ways teachers use to learn about their students, approaches to student motivation, and the concept of effective classroom instruction.

EDUC 817 Behavior Modification in the Classroom

Credits – 3

Study and analysis of approaches management and motivational strategies that will enhance student behavior and performance. Topics to be discussed include applied behavior analysis, behavior analysis

techniques, criteria and procedures for selecting, defining and measuring behavior, and behavior modification. Technology as a tool for behavior management is discussed and applied.

EDUC 818 Early Identification of At-risk Students

Credits – 3

This course delineates at-risk behaviors of youth of today, including substance abuse, teen pregnancy, delinquency, violence, and youth suicide. Data on the five at-risk categories, treatment approaches and prevention strategies that focus on the family, the school and the individuals are presented. Legal issues and concerns for human service professionals are also to be examined.

EDUC 819 Language Development Issues in the Curriculum

Credits – 3

This course will focus on a range of issues related to the teaching and learning in schools that host language programs. It will analytically examine education paradigms, language teaching methodologies, policies, and practices, as compared to bilingual education models in the United States and other parts of the world. The course will also examine language teacher education and teacher training in addition to the sociopolitical climate for language teaching.

EDUC 820 Teaching in Multicultural Environments

Credits – 3

The course focuses on issues related to cultural diversity and the implications for curriculum development within a multicultural dimension of culture, essential historical and sociopolitical backgrounds represented by the school populations and language. The appropriate use of instructional strategies for integrating language teaching within the content areas will also be emphasized.

EDUC 821 Research on Second Language Acquisition and Bilingualism

Credits – 3

Discussion and analysis of theoretical assumptions and research literature in the processes of ESL writing. The nature of writing, as well as the linguistic and cognitive problems faced by ESL writers, are examined in this course. Teaching implications and research issues in ESL writing are also discussed.

EDUC 822 Electronic Databases and Information Systems

Credits – 3

This course is designed to cover theoretical foundations of online searching, databases and search interfaces. Students may study available databases systems in different areas of education to analyze how essential these systems are to producing "business insight" that enhances the management of schools/organizations and improves the results of operations, learning and teaching.

EDUC 823 Advance Organization of Bibliographical Resources

Credits – 3

Study of information resources organization in automated environments. Different classifications system and cataloging processes will be studied and analyzed using automated library systems and electronics resources.

EDUC 824 Seminar: Special topics in Library and Information Sciences

Credits – 3

Discussion of advanced topics trends and problems in library and Information services. Students will be required to investigate selected topics related to their field and the education.

EDUC 825 Anthropological and Cultural Concepts

Credits – 3

Study and analysis of the most outstanding themes of cultural anthropology, folk arts and their relationship with the elementary and secondary school curriculum. Emphasis will be given to themes related to culture, religion, religious beliefs, myths, time and space, and the occurrence of these themes in folk arts.

EDUC 826 Research in Folk Arts and Fine Arts Education

Credits – 3

The course is designed to provide doctoral students tools to develop research projects in themes related to the use of folk and fine arts in teaching other subjects, such as ethnomusicology, new discoveries of the effects of teaching arts on cognitive learning, folk arts as teaching strategies, the aesthetic and educational quality of artistic expressions, implications of high technology for teaching arts, and others. The student will design and complete a research paper related to one of the areas discussed in the class.

EDUC 827 Artistic and Cultural Expressions in Latin American and Caribbean Education

Credits – 3

Study of one or more cultures of the Caribbean and/ or Latin America from the perspective of popular arts and their effect on the education of each country studied.

EDUC 828 Seminar and Practicum in University Curriculum and Teaching

Credits – 3

This course is designed to provide students the opportunity to demonstrate mastery of competencies and learning objectives through a field experience. Students will apply theory learned in a supervised Higher Education setting.

EDUC 900 Research Seminar

This course is designed to assist in the preparation of the concept paper before preparing the dissertation proposal for formal defense. The concept paper is an abbreviated version of Chapters 1, 2, 3, which will eventually form the dissertation proposal. It is also used to engage potential dissertation committee members. Students will develop their general ideas about their dissertation topic into a structure, research strategy and drafting the framing of the first three (3) chapters of the doctoral dissertation. Students will address feedback and revise the concept paper. To continue to Dissertation I, each part of the concept paper must score 80 or better on the concept paper rubric.

Credits – 3

EDUC 901 Research Methods in Education

Credits – 3

Concepts, methods, and problems in educational research are considered: discovering the periodicals in one's fields, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.

EDUC 902 Statistical Methods in Education

Credits – 3

The course is designed to equip doctoral students with the essential statistical concepts for developing statistical designs in their own research. In addition to the fundamental principles of descriptive and inferential statistics, students will learn to use computers to compute data and to interpret computer-generated results produced by statistical software (SPSS). Course topics include measurements of central tendency, variability, relative position, and correlation; sampling and probability distributions; tests of significance; t-tests; analysis of variance; chi-square tests; and regression analysis. Analysis of data with SPSS.

EDUC 903 Qualitative Research Methods

Credits – 3

This course focuses on the principles, theories, structure and processes of qualitative research. Different research methods such as focus groups, case studies, ethnographical and phenomenological studies are analyzed. In depth discussion of techniques for collecting and analyzing data for qualitative research is emphasized.

EDUC 904 Quantitative Research Methods**Credits - 3**

The course focuses on the structure and process of quantitative research in education. Concepts of probability, cause and effect, internal and external validity, sampling techniques, data gathering and analysis and methodology for quantitative research are discussed in this course. Topics related to computerized applications for data analysis and ethical considerations are also discussed.

EDUC 905 Dissertation I**Credits – 3**

This course is required as part of the doctoral dissertation process for doctoral students. The main objective of the course is the development and oral defense of a research proposal based on the review of recent scientific literature. The research proposal will consist of chapters I, II, and III of a dissertation in the discipline of Education. The dissertation committee will supervise the development of the proposal and will ensure the ethical conduct of the candidate and the academic rigor of the document to be prepared.

EDUC 906 Dissertation II**Credits – 3**

This course is designed to provide continuity to the student's doctoral dissertation. Doctoral students will submit the application to the University's Institutional Review Board (IRB). The doctoral students will then implement the approved research methodology. They will complete chapters IV and V of the dissertation by collecting, analyzing, and interpreting data. They will write up the results and develop conclusions, recommendations for future research, and implications for practice based on the results. Students will defend the dissertation in an oral defense, make all revisions required by the chair and committee, and submit the dissertation for publication. Students may continue to be enrolled in this course until successful completion.

EDUG 535 Action Research Evaluation**Credits – 3**

This course explores the concept of “Action Research” as a form of evaluation to help improve instruction and teaching practices. Students will be introduced to research methods for the purpose or aim to seek to solve a practical problem in the areas of teaching and learning of English learners. Students will explore the concepts and types of action research and learn the essentials of proposal writing to be able to identify and write an abbreviated proposal for an action research project.

EDUG 605 Public School Curriculum and Instruction**Credits – 3**

This course explores the role of the educational leader in curriculum development, implementation, evaluation, and revision.

EDUG 611 Evaluation, Measurement, and Assessment of the Teaching Learning Processes**Credits – 3**

A study of the processes of assessment, measurement, and evaluation applicable to the process within educational systems. The course examines the design and application of instruments aligned to the evaluation and assessment processes that impact classroom practices.

EETE 216 Industrial Electronics**Credits – 3**

The course covers the theory and concepts of modern electronic devices that are used in industrial applications. Topics include the use of the transistor switch as a decision circuit maker; programmable logic controllers; triacs and thyristors.

EETE 223 Fundamentals of Computer Electronic**Credits – 3**

The course covers the theoretical concepts of number systems and codes, digital electronics, signals and switches, logic modules and Boolean algebra, combinational logic circuits and related devices. Topics include Digital Arithmetic: operations and circuits. Code converters, multiplexers and demultiplexers. Furthermore, analyze digital circuits that are used in computers, communications systems and medical equipment.

EETE 223L Fundamentals of Computer Electronic Laboratory**Credit – 1**

This course provides students with theoretical concepts digital electronics. It discusses the concepts of Boolean Algebra, combinational logic circuits, multiplexers and demultiplexers. The issues are addressed to the operating principles, selection and specifications of different digital devices. Also, in this course apply the safety rules and the practical principles of logic gates such as: gates "and", "or", "nor" and others.

EETE 255 Fundamentals of Microprocessors**Credits – 4**

Covers an introduction to microprocessor-based systems. Includes the 80X86 microprocessor, Pentium, software architecture, programming and hardware architecture. Advanced topics.

ENGI 122 Introduction to Computer Programming**Credits – 3**

This course is an introduction to computer programming and the Visual Basic (VB) programming language. The first half of the course covers VB for Applications using Excel and the fundamental programming structures of control statements, loops, operators, and functions. The second half of the course explores programming applications using other VB compiler options. Problem analysis, algorithms, flowcharts, and structured programming concepts are used throughout the course.

ENGI 161 Engineering Technology Graphics**Credits – 3**

The course centers on the principles of engineering drawing using sketching and computer graphics. It includes an introduction to descriptive geometry. The fundamentals of orthographic projections, pictorials, auxiliary views, sectioning, dimensioning, tolerance, and working drawings are also presented.

ENGL 101 Introductory English Language Course Basic Level I**Credits – 3**

This course is a comprehensive based offering for first year students. It includes basic grammar structures, oral practice, reading, and writing activities.

ENGL 103 Introductory English Language Course Basic Level II**Credits – 3**

The emphasis of this course is placed on the study of grammar and the strengthening of basic reading comprehension and composition skills.

ENGL 101 – 102 Introduction to English Language - Basic Level**Credits – 6**

This course emphasizes the development of basic written communication and reading skills. Grammar instruction is provided for students who need to improve their proficiency in English.

ENGL 103 – 104 Introduction to English Language - Intermediate Level**Credits – 6**

A thorough study of intermediate English grammar leading to the development of basic speaking, listening, reading and writing skills.

ENGL 105 – 106 Introduction to English Language - Advanced Level**Credits – 6**

This course includes a review of grammar emphasizing written communication through the study of the content and form of the essay.

ENGL 115 English Reading and Writing I**Credits – 4**

This course introduces students to the writing, reading and thinking skills necessary to compose university level essays that demonstrate proficiency developing and organizing ideas, using language effectively and writing in standard English. Students will develop critical reading skills to analyze writing techniques and strategies that can be used to improve their own writing. This course requires the use of E-Lab and/or the Language Lab guided by the course English faculty.

ENGL 116 English Reading and Writing II**Credits – 4**

This course is a continuation of the first-year English course, ENGL 115 that is designed to build the writing and thinking skills of students to be able to analyze different texts, think critically about other perspectives, conduct research, and use evidence to support ideas. This course requires the use of E-Lab and/or the Language Lab guided by the course English faculty.

ENGL 150 English Composition I**Credits – 3**

English Composition I provide students with an academic foundation in writing. Students will learn scholarly research methods and the process of writing. Special attention is given to the professional purpose and audience writing.

ENGL 151 English Composition I**Credits – 4**

English Composition I provide students with an academic foundation in writing. Students will learn scholarly research methods and the process of writing. Special attention is given to the professional purpose and audience writing. Includes a writing lab component.

ENGL 212 English Second Year Basic Level**Credits – 3**

Emphasizes vocabulary development and grammar structures for effective oral and written business communication. Required course for Business Administration students.

ENGL 250- English Composition II**Credits – 3**

English Composition II is a continuation of ENGL150. This course expands on the style and methods of writing in the professional setting using critical thinking, advanced research strategies and appropriate methods of citing research.

ENGL 251 English Composition II

Credits – 4

English Composition II is a continuation of ENGL151. This course expands on the style and methods of writing in the professional setting using critical thinking, advanced research strategies and appropriate methods of citing research. Includes a writing lab component.

ENGL 331 Public Speaking

Credits – 4

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.

ENGL 340 Research and Writing

Credits – 3

Research and Writing is an advanced course focused on developing a student's skills and knowledge when writing for a scholarly audience. Students will be required to explore a topic through literature and apply data collection and analysis methods to their research. Both quantitative and qualitative research will be explored.

ENGL 341 Research and Writing

Credits – 4

Research and Writing is an advanced course focused on developing a student's skills and knowledge when writing for a scholarly audience. Students will be required to explore a topic through literature and apply data collection and analysis methods to their research. Both quantitative and qualitative research will be explored. 15 hours of research and writing lab is required.

ENGL 350- Conversational English

Credits – 3

This course provides practice for the development of oral communication skills to be used in personal and professional settings.

ENMA 101 Introduction to Business Development

Credits – 3

This course offers students a basic understanding and overview of the business world and entrepreneurial. This includes topics related to writing a business plan, business ethics, management, marketing, finance, accounting and the legal aspects of commercial operations.

ENMA 200 Business Creativity

Credits – 3

This course is designed to develop creativity and innovation in business ideas. Emphasis is given to the development of such ideas: their creation, form, and protection. The course stimulates and challenges the student to develop new business types, to know different existing business types, to make decisions,

and risk taking. The course also looks for the development of entrepreneurial character, and how it can transform an idea into a real business.

ENMA 301 Business Financial Planning

Credits – 3

This course analyzes different financing alternatives available for public and private enterprises. The financial plan components for different business types are examined in accordance with the characteristics and development stages of the enterprises. Computer programs are integrated to facilitate the preparation of financial plans, statements, and forecasts.

ENMA 310 Franchising, Strategic Alliances and Family Business

Credits – 3

Definition, nature, and analysis of particular characteristics of family businesses, franchises, and strategic alliances. Analysis of the advantages and disadvantages of them. Manage business relationships, conflicts, and shared decision-making.

ENMP 550 Environmental and Natural Resources Economy

Credits – 3

This course evaluates the importance of scientific knowledge in the management and conservation of renewable and non-renewable natural resources as the basis for economic analysis and assessment to determine the added value of natural resources. The course deals with natural resources, environmental public policy, and the role of economic analysis in the development of that policy. The fundamental elements of economic theory will be analyzed, including cost-benefit analysis. Strategies to internalize externalities will be widely discussed. In addition, government actions and economic incentives for environmental control will be evaluated.

ENMP 551 Principles of Environmental Technology

Credits – 3

This course will discuss and evaluate the theoretical and technical aspects, the physical, chemical, and biological mechanisms and technology available to provide drinking water, purify wastewater, and dispose of solid and liquid waste. In addition, the available technologies for the control of water, soil, atmosphere, and noise pollution will be analyzed.

ENMP 552 Environmental Communication and Writing

Credits – 3

This course will study the application of communication principles in the environmental field. This course examines a variety of communication strategies and practices and the drafting of environmental documents that are essential for environmental managers to perform effectively their organizational, ethical and legal responsibilities. It identifies and analyze the diverse groups or audiences in which the environmental managers will communicate and relate; from internal audiences, such as online employees, supervisors and managers; to outside audiences, such as legislators, civic and environment groups, syndicates, community, press and other media. The feasibility, need and functionality of different media types and strategies of outreach and public relations are studied, including the drafting of memos, press release, environmental impact statements, technical reports and audiovisual presentations.

ENMP 553 Environmental Strategic Planning

Credits – 3

This course focused on the technical-scientific concepts related to the environment in a global way, that will allow the environmental manager to effectively address the decision-making process of strategic planning. The future environmental manager will obtain knowledge of the analysis of the internal institutional environment, the external environment and identify trends, changes and formulate strategic

planning with focus in the organization. You will know the strategic planning fundamentals and the sustainable development of natural resources. The increasingly global nature of the environmental sustainability will be particularly noteworthy.

ENMP 554 Environmental Quality Control Management

Credits – 3

The course presents a global e inclusive vision of environmental management. Its topics include environmental management and its functions, roles, responsibilities and environmental manager leadership. In addition, it discusses the importance of investigation for quality control of the environment. Application and description of all those principles related to quality control environmental management, its international regulations for administration (ISO) and management standards (EMS) of the Environmental Protection Agency. It will show the theoretical aspects; case discussion and environmental management simulations will be presented.

ENMP 590 Environmental Risk Management

Credits – 3

The purpose of the Environmental Risk Management course is the development of learning that allows the student to identify, analyze, characterize, and interpret natural and anthropogenic environmental risks, as well as their effect on the environment and human health. It is expected that during the course, students will appropriate the concept of risk from a general and integrating perspective; acquire the basic concepts associated with environmental toxicology; evaluate environmental risks based on risk characterization and quantification; determine the routes of exposure and analyze the appropriate instruments to appropriately manage an environmental risk situation through the implementation of a risk management plan. Processes related to the restoration of contaminated environments and the cost-effective prevention of pollution are also addressed during the course. Finally, some current environmental regulations in the United States are analyzed.

ENMP 591 Energy Sources and Environment

Credits – 3

The course will evaluate the local and international energy situation, specifically its economic, environmental, social, and geopolitical implications. Energy source strategies, their environmental impacts, and available control technologies will be examined. The energy policy, its design and implementation, as an essential element in the planning and management of resources, is widely covered by the course.

ENMP 594 Climatology and Atmospheric Pollution

Credits – 3

In this course, the physical, chemical, climatological, economic, public policy, and legal variables that are most relevant for the control and management of atmospheric pollution are discussed and weighed. It also studies those concepts and scientific and technical foundations developed by meteorology for the evaluation, understanding, and analysis of the causes, effects, and control of pollutants in the air. Pollution control strategies and measures are analyzed, as well as the applicable legal and regulatory framework. The basic components of the atmosphere and the way in which human activity is altering the basic cycles of the gases that compose it are considered, as well as the consequences or effects of these changes on human health and well-being, on other species, and on materials, and structures that make up the environment.

ENMP 595 Tropical Ecosystems

Credits – 3

In this course, the physiological structure, classification, and distribution of the main tropical ecological formations will be studied. The plants and animals introduced to the different ecosystems, the environmental conditions and soil types that predominate in the different formations, the environmental conditions and soil types in the different life zones will be studied. The course will be complemented, fundamentally, with virtual investigative trips to different ecosystems in which data will be taken to reinforce the knowledge obtained from the studies published in scientific journals and other existing ones. This course will allow the student to know the fragility of the different tropical formations and will thus be able to exercise a critical judgment in the management of these resources.

ENMP 596 Environmental Auditing

Credits – 3

This course is designed for the student to select the tools, skills, and knowledge to develop, structure, and conduct an audit of environmental compliance with applicable federal and state laws and regulations. The course also includes a comprehensive discussion of professional practices and guidelines for conducting a diligent environmental audit or assessment of a commercial or industrial property or establishment as part of the purchase-sale process in compliance with environmental protection laws.

ENMP 597 Fundamentals of Hydrogeology

Credits – 3

The course will examine the technical and scientific fundamentals relevant to the availability, occurrence, and quality of surface and groundwater, including elements of control and management. Relevant aspects of the nature and behavior of water bodies, the physical, chemical, and biological characteristics of this vital resource will be studied and discussed. The framework of flow and characteristics of the medium or aquifer will be deepened. In general, the fundamental aspects associated with hydrogeology to be discussed are the hydrological cycle, geology, and hydrogeological systems, mass balance concepts, aquifer properties and applied finite-difference analytical, empirical and numerical methods. Groundwater quality problems and resource management will be examined.

ENMP 670 Research Proposal

Credits – 3

This course will guide the student through the entire process and steps involved in writing a research proposal to address the problems that occur in the environment. Students will select a research topic, compose their thesis committee, develop, and write a proposal, which will be approved by the committee and submitted to the IRB.

ENMP 671 Thesis

Credits – 3

This course will direct the student to complete the final requirements of their graduate studies at the AGMU. These are, deliver your thesis and approve the defense of the before the Thesis Committee.

ENMT 101 Introduction to Entrepreneurial Development

Credits – 3

This course offers students a basic understanding and overview of the business world and the entrepreneurial field. This includes topics related to writing a business plan, business ethics, management, marketing, finance, accounting, and the legal aspects of commercial operations.

ENTR 260 Entrepreneurship

Credits – 3

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 management of a small business will be studied, with emphasis on 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.

ENTR 360 Entrepreneurship

Credits – 3

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.

ENTR 602 The Business Plan

Credits – 3

Planning in emerging ventures has many purposes and uses. Firstly, planning serves as a mechanism to guide the entrepreneurial intentions and behavior, while monitoring the expected versus actual results. Secondly, access to finance requires the preparation of formal written plans that allow investors to see a glimpse of the yet inexistent venture. Throughout this module, planning in nascent firms will be discussed from the perspective of nascent entrepreneurs and potential investors. At completion of this module, the students are expected to have prepared a formal business plan ready for soliciting finance or venture capital. Therefore, the course dynamic will take an action learning approach in which the students will be writing their business plan as they are being introduced to different concepts. The development of the formal business plan will be aided using business planning software.

ENTR 603 Organizational Structure and Design for PYMES

Credits – 3

This course is to help students obtain in-depth understandings of organizations through good comprehension of central theoretical perspectives and paradigms. This course will focus on determinants of an organization's success, focusing particularly on structure and design issues, as well as external environmental factors that impact organizational structure and functioning. A systems theory approach will be taken, making links to the strategic management, power and control literatures, as well as different forms of organizing (rational to natural organizing). Finally, the effect of macro-level factors on individual decisions and behaviors, and thus organizational effectiveness, will be examined from a multiple levels-of-analysis perspective.

ENTR 842 Entrepreneurship Management

Credits – 3

Present and discuss current trends in entrepreneurship research and small business management. Analyze theories to assess the different components of venture creation and SME development including personal, process, environmental and organizational theories. Understanding the theories underlying the entrepreneurship phenomena will provide insights into the factors that stimulate entrepreneurship and regional development.

ENVI 500 Fundamentals of Environmental Sciences

Credits – 3

This course presents an overview of the study of environmental science. The effects of pollution on living beings are exposed and discussed. Topics related to the problems of population dynamics and natural resources are analyzed. Real environmental problems are discussed, and possible solutions are proposed.

ENVI 501 Statistical Methods Applied to Environmental Research

Credits – 3

This course presents the descriptive and statistical methods that must be applied in the analysis of uncertainties and decision-making processes in environmental sciences.

ENVI 502 Waste Management

Credits – 3

Study of the fundamental concepts necessary to adequately manage solid waste (domestic, industrial, and dangerous). Resource Conservation and Recovery Act (RCRA) will be discussed, its laws and regulations related to the generation, transportation, action and storage, and final disposal of solid waste. The law outlines the strategies necessary to implement, evaluate, and execute the tasks necessary to meet public health, environmental health, and natural resource objectives.

ENVI 503 Environmental Legislation: Multilateral Environmental Agreements

Credits – 3

The course is aimed at providing a legal and regulatory point of view of the activities that may have an impact on natural resources and the environment. In addition, the course will analyze the local and federal legal framework relating to the use, administration, and conservation of important natural resources. The course emphasizes the most important legal instruments of organizations such as the Environmental Quality Board and the Department of Natural and Environmental Resources. The course will be approached by in-depth case studies and real-life situations.

ENVI 504 Environmental Documents and Evaluation

Credits – 3

The course will study the importance of environmental documents in decision-making processes. Also include background, legal basis, format requirements, content, and procedure of environmental documents, which is used in the government determination and evaluation of the environmental impacts of projects, actions, and decisions (EA, EIS, etc.). The student will learn the procedure and process for environmental permits and consultations, including the different agencies involved. The student will also learn the preparation and analysis of mitigation plans, damage prevention (wet soils, control of erosion and sedimentation of land, water forests, organisms, etc.), and plans to respond to environmental emergencies. Also included the preparation of manifests, monitoring discharge information, and environmental justice. The course will be based on the Environmental Policy of the United States and in each jurisdiction in which the student resides.

ESCS 578 Introduction to Social and Community Services

Credits – 3

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.

ESCS 601 Service Delivery Systems and Access

Credits – 3

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.

ESCS 602 Student Affairs

Credits – 3

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.

ESCS 652 Practicum in Social and Community Services

Credits – 3

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.

ETEG 500 Applied Instructional Design Models

Credits – 3

An introduction to Instructional Design (ID) theories and ID models will be studied, such as Gagne (1940), Mayer (1999) SOI model; Merrill (1983, 1994) CD Model; Jonnassen (1999) CLEs Model, ASSURE ISD model (1985). This course will also introduce the stages and key elements of instructional design.

ETEG 501 Fundamentals of Educational Technology

Credits – 3

Educational technology fundamental theories, concepts, and trends will be studied in this course. Student will differentiate the purpose of instructional and educational technology within the instructional design process.

ETEG 502 Fundamentals of Distance Education

Credits – 3

This course is an introduction to distance education's theories, philosophy, strategies and techniques in teaching in a setting that is not face-to-face. The evolution of distance teaching will be discussed along with development of innovative applications of technologies that help leverage teaching and learning that are aligned with standards of technology education.

ETEG 503 Curriculum Design and Instructional Design for the Adult Learner

Credits – 3

Introduction to the principles of instructional design for the educational or professional development of adult learners. Students will apply the principles of effective curriculum design and instructional strategies within the instructional design process to addresses learning objectives identified that the adult learner needs to master in an educational or professional setting.

ETEG 504 Technology Immersions

Credits – 3

Students will explore the latest technological trends that can enhance the teaching and learning process and integrated in development of the instructional design.

ETEL 600 E-learning, Technology Integration and Multimedia

Credits – 3

Students will explore the use of instructional media and technology to facilitate planning, delivery and assessment of learning in an educational or professional setting. Students will also develop conceptual understanding, ability to adapt new technologies and knowledge and skills to manage the use of media and technology that is used to study, learn, communicate and work.

ETEL 601 Development of Corporate Virtual Training**Credits – 3**

In this course, students will apply the knowledge and skills to develop training module/course in an area identified that will assist in the professional development of adults in the workplace. Students will identify, plan, deliver and assess learning objectives using best practices in instructional and curricular design.

ETEL 602 Distance Education Assessment**Credits – 3**

In this course, student will explore purpose and methods of assessment of learning in a distance education program in educational and professional setting. Students will also identify and examine distance education program evaluations for the purposes such as accreditation, continuous improvement teaching and learning and overall effectiveness of program.

ETEL 603 E-learning and Virtual Learning Communities**Credits – 3**

Study of media and technology used in distance education, such as video clips, audio, blogs, wikis, and open source, among others. Classes will be conducted synchronized and asynchronous in order to promote the new virtual environment of the 21st Century. Critical analysis of the principles and theories of e-learning, communication media research, and effective teaching techniques for implementing virtual learning communities will be covered.

ETEL 604 Applied Instructional Designs for the Corporate World**Credits – 3**

In this course, students will further explore theories and best practices of instructional design focused on the development of professionals in a workplace. Among the topics, the analysis of improving employee performance, through a systematic design of materials, learning experiences, assessment and integrating technologies for the adult learner.

ETEL 605 Applied Instructional Designs for the Academy**Credits – 3**

In this course, students will further explore theories and best practices of instructional design focused on learning in an academic setting. Among the topics, the analysis of improving learner performance, through a systematic design of materials, learning experiences, assessment and integrating technologies for the different age groups, including K-12, higher and adult education.

ETRE 525 Applied Research**Credits – 3**

Students will be introduced to research methods for the purpose or aim to seek to solve a practical problem in the areas of instructional design and distance education. Students will explore the concepts and types of applied research and learn the essentials of proposal writing to be able to identify and write an abbreviated proposal for applied research.

EXEC 601 Global Negotiation**Credits – 3**

This course is theoretical and practical. It strives to provide students with negotiation tools and techniques to be able to conduct domestic and international negotiations in order to transcend across gender, culture, social and psychological dynamics thru training techniques, case studies, and negotiation simulations. Students are exposed to the theoretical framework and various approaches for emerging negotiations strategies and tactics in various situations and transcultural environment from both the public and private sectors.

EXEC 602 Executive Leadership

Credits – 3

This course offers an in-depth examination of factors that contribute to successful executive leadership in an international, global, and multicultural organizational context. Topics include what leadership is, the challenges leaders face, the impact leadership has, and how leadership build organizations and key relationships. Emphasis is placed of applied leadership knowledge and approach.

EXEC 603 Global Legal Issues

Credits – 3

This course uses the global business context to introduce students to important legal and ethical challenges they will face as business leaders. Managers are exposed to a large number of legal dilemmas, and this course will provide the student the knowledge to identify legal problems in a global context. Students are exposed to information regarding substantive and procedural law, including questions of ethics from the perspective of the management community. The course includes materials to introduce students to basic legal (common law and civil law) and normative (human rights) regimes at work in the global economy as well as sensitize them to the role of local cultural traditions in global business activity. This course will also discuss the role of politics and international policy development.

EXEC 604 Global Economics

Credits – 3

This course is to provide the students a detailed understanding and application of the global business environment. This course discusses the major driving forces of globalization and analyzes the regionalization in the global economy, and their impact on nations, organization, and people. Primarily focusing on macroeconomics, this course will offer students solid understanding of the external, economy-wide factors that affect the performance and management of firms in today's international economy. This involves learning and applying economic models of real output, economic growth, unemployment, inflation, interest rates, exchange rates, and the balance of payments. Concepts like Quantitative Easing and the productivity-consequences of NAFTA will be discussed in this course.

EXEC 605 Global Executive Seminar

Credits – 3

This course is the capstone course in the Global Executive MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. In this course students develop a deeper understanding of managing domestic and international organizations through preparation and delivery of an applied project by participating in workshops. Students are required to develop a major project benefiting the management unit or organization, as well as being a learning experience for the student. The student must demonstrate an understanding of the internal and external environmental influences, issues and concerns. The student must have knowledge of the inner workings of the organization and have the access to evaluate the effects of the organizational influences. Formulation and implementation of strategies are stressed.

FAES 550 Theory for Decision Making for Agribusiness

Credits – 3

This course applies the principles and concepts of Linear and Non-Linear Programming, to minimize risk and uncertainty during the decision-making process in agribusiness. It emphasizes the application of these techniques to solve problems of production, marketing, politics, and allocation of economic and natural resources in agricultural companies.

FAES 551 Agribusiness Economics of Production and Consumption

Credits – 3

Theoretical principles of macroeconomics, microeconomics, and their application to the production, consumption, and commercial exchange of agricultural and environmental goods and services. Provide the student with skills for the analysis of economic problems and business decision making, especially applied to agriculture and natural resources, through the understanding of the conceptual foundations of production, price, costs, supply, demand, and exchange of products and services in the local and international market, in order to understand how and why economies and companies operate effectively, efficiently, competitively and sustainably.

FAES 552 Agribusiness Finance and Risk Management

Credits – 3

Based on the three main columns of finance: value of money over time, asset evaluation, and risk management, the course will apply these aspects of macroeconomic theory to the problems of managing finances, investment analysis, and financial markets in agribusiness.

FAES 553 Current Issues in Environment, Food Safety, Market Regulations and International Trade

Credits – 3

This course will cover aspects of the food and environmental security policies of the countries and their effect on the development and operation of agribusiness. This course will cover these topics through the reading and analysis of articles from newspapers, professional journals, and agency and institutional publications in the United States and internationally. Also, information subtracted from various Internet sites will be used. The course will provide an analysis of trade agreements, international trade policies on imports and exports, trade barriers and will analyze the environment and its relationship with international trade and its effect on agribusiness.

FAES 554 Case Studies in Agribusiness

Credits – 3

This course will study real cases faced by agribusiness in making decisions to achieve greater efficiency, capture a larger market segment, expand its area of influence, develop expansion projects, and achieve greater profitability, among others. This course will cover these topics through the reading and analysis of articles from newspapers, professional journals, and agency and institutional publications in the United States and internationally. Also, information subtracted from various Internet sites will be used.

FAES 560 Human Resources Management in Agribusiness

Credits – 3

Study of the principles of human relations, applied to agro-commercial problems such as planning, work analysis, organizational structure, recruitment and selection, training, motivation, leadership, communication, compensation, and personnel evaluation.

FAES 561 Managing of Strategies and Planning for the Agribusiness

Credits – 3

This course is focused on discussing the challenges and strategic concepts that agribusinesses face in making decisions to achieve economic viability. The course is complemented with applications and illustrations of companies in the agricultural sector. The course also integrates aspects related to operations management, marketing, finance, and human resources.

FINA 200 Personal Financial Planning**Credits – 3**

Process of developing and implementing an integrated comprehensive plan to meet the financial goals of the individual and his family. Achievement of financial stability during the productive years, prepare financially for retirement and estate planning.

FINA 202 Business Finance**Credits – 3**

A study of fundamental principles of business finance and its analysis, planning, and control functions: effect of income tax, financial ratio analysis, forecasting, capital budgeting and cost of capital, and interest factor in financial decisions.

FINA 204 Money and Banking**Credits – 3**

The nature of money, development and functions of financial institutions, the structures of the operations of the Central Bank of the United States and its relationship with monetary policy and international money markets. Analysis of the impact and significance of the monetary, fiscal and income in our economy.

FINA 240 Risk and Insurance**Credits – 3**

The course describes the risks to which individuals, and businesses are exposed, and the costs associated with such risks. Emphasis will be given to risks related to the liability of manufacturers for their products, and the responsibility for the operation of establishments, use of vehicles, professional liability, property losses and accidents at work. Various techniques used for risk management will be studied, including risk assumption, prevention, diversification and transfer of risks through insurance and other contractual mechanisms. Commercial policies related to the risk of ownership and public liability and the different types of companies operating in the insurance industry will be analyzed.

FINA 301 Financial Statements Analysis**Credits – 3**

Study of the different methods and techniques used in the analysis of the basic financial statements. Analysis and comparison of different financial statements used in business.

FINA 305 Public Finance**Credits – 3**

Income sources and trends in government expenses, their effects on total consumption, savings and investment, fiscal policy, incidence and transfer of different types of taxes, and problems inherent in the different state and local taxes.

FINA 308 Real Estate and Property Administration**Credits – 3**

This course presents the principles and practices for the acquisition, sale and administration of Real Estate. It includes issues related to the purchase and sale of real estate, mortgage cases and real rights, financing, and appraisal.

FINA 312 Financing Institutions**Credits – 3**

Functions of the most important financing institutions in our economic system. Emphasis is on the management of banking institutions, savings and loan associations, insurance and investment companies, cooperatives and mutual funds.

FINA 320 Banking Policies Administration

Credits – 3

Analysis of the variables that affect commercial banking, structure, operations and profit included the balance sheet and its relation to other operational strategies to maximize profit and control risk, liquidity and evaluation of capital structure.

FINA 401 Investment

Credits – 3

This course includes the study of business cycles and their effects on assets financial statements. We also look at the fundamentals of investment, uncertainty, speculation, risk, given value and diversification. Will include market knowledge, information sources, liquidity, portfolio investment, and interpretation of financial information.

FINA 505 Managerial Finance

Credits – 3

The course study's methodology and concepts relevant to the financial decision-making process. Within the framework of modern financial theory, this course examines how to manage the sources and uses of capital to achieve corporate goals. It specifically includes the study of financial analysis and financial planning techniques, long-run investment decisions, short-run liquidity needs, and long-run financial strategies and instruments.

FINA 610 International Finance

Credits – 3

This course deals with unstoppable globalization in that we are immersed, is affecting directly the change of the economy in the world and affecting all of the business activities and the contractual relationship, business and financial matters particularly bound obligatory to the business bank, in which its intervention in the international commerce is absolute and determinant. In this course will be discuss the different methods of payments and collections, the contracts banking-financiers of the foreign trade, loan, opening of credits, rules and regulations of this procedures and leasing, forfaiting and the different warranties linked to the international operations such as advance payments bond, maintenance bond, performance bond, retention bond, tender bond and bid bond.

FINA 670 Risk and Insurance

Credits – 3

This course offers an analysis of the risk management problems in the business enterprise. It emphasizes the methodology for risk analysis, techniques for risk, loss control, models for risk management decision making, and procedures for administering risk management policy relative to no speculative (insurable) risk. The course incorporates product liability, property damage, and bodily injury in the business environment.

FINA 702 Corporate Finance

Credits – 3

This course covers the theory and empirics of corporate finance. The starting point of the course is an introduction to the Modigliani-Miller irrelevance theorems, which describe a frictionless set-up in which capital structure is independent of the firms' characteristics or choices and is irrelevant for the valuation of the firm. A variety of deviations from this frictionless scenario are then studied. In different cases, we analyze optimal capital structure, payout policies, corporate taxation, financial distress, the use of capital

structure as a signaling device, and control allocation, amongst others, and how these affect the firm's valuation and investment decisions. In addition, we will also cover topics related to corporate governance, initial public offerings, managerial compensation, financial constraints and mergers and acquisitions.

FINA 704 Entrepreneurial Finance

Credits – 3

This course covers the financial aspects of small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We cover (in varying degree) the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, vertical analysis, horizontal analysis, ratio analysis, profitability, bankruptcy, break-even analysis, forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies, pension planning, and estate planning. There will be a heavy use of cases for the application of entrepreneurial financial concepts.

FINA 705 Financial Derivatives

Credits – 3

The purpose of this course is to help prospective financial managers, general managers and senior functional managers gain a thorough understanding of what financial derivatives are, how they work, how they are used, and how to measure the risks and rewards associated with them. The first part of the course deals with the structure of futures markets, pricing of futures contracts and hedging with such contracts. The second part of the course deals with options markets; strategies, pricing and position analysis and hedging with such contracts. The course will consist of lectures, discussions, problem solving, cases and market tracking.

FINA 706 Investments and Financial Markets

Credits – 3

This course discusses Portfolio Theory with applications to the markets for equities, fixed income securities, and options. Risk analysis and investment strategies are discussed within the financial crisis context. The following question will be proposed to students: How can I increase the value of my firm by using investments? The answer to this question will be the object of study in this course. There will be a heavy use of cases and research papers for the application of investment theory so that an answer to the "course question" may be developed.

FINA 707 Risk Management in Financial Institutions

Credits – 3

A financial institution faces market and credit risk every day: Changes in foreign exchange rates, interest rates, stocks, and commodity prices make organizations vulnerable to financial loss. As a result, uncertainty surrounds an organization's future and the fair market values of its assets and liabilities. This course offers insight on managing uncertainties and the successful use of hedging strategies and derivative instruments, demonstrating how to aggregate information from across an organization, combine different instrument types into one portfolio, perform scenario and stress tests, calculate at-risk measures, and deliver a customized report. Also presented is an overview of the most recent techniques used in credit-risk management, aimed at new models in this fast-developing area. Examples taken from well-known cases underline the importance of an adequate credit-risk management system.

FINA 708 Financial Management in Public, SME's and Non-Profit Organizations

Credits – 3

This course studies the finances of public, SME's and nonprofit organizations from an integrated point of view. The finances in public organizations are guided by the Government's fiscal, economic and monetary policies. These policies will have a direct impact on SME's and nonprofit organizations. On the other hand, the Government needs to promote the creation and proliferation of SME's and nonprofits to maximize

economic growth in a country. This course discusses financial statements, legal financial requirements, structure of cash flows, investments opportunities, and financing for each type of organization. The concept of entrepreneurship is applied to expand the financial possibilities of each type of organization. There will be a heavy use of cases for the application of financial concepts into each type of organization.

FINA 709 Global Corporate Finance and Sustainability

Credits – 3

In this course the participants will be able to develop a body of knowledge, practices, attitudes, and skills needed to make financial decisions for global enterprises. The course is a continuation of Corporate Finance FINA 702. It takes on the topics where Corporate Finance leaves off. Its aim, precisely, is twofold: (a) to take the topics of Corporate Finance to a global platform, and (b) to further expand upon those topics in line with the most recent developments in financial strategies related to firm's sustainability and in business/economic practices that are global in nature. The course is a mix of about 70 percent finance and 30 percent economics. Both the finance and economics components are heavily cast in the framework of strategy and decision making in a global environment.

FINA 715 International Finance

Credits – 3

This course is devoted to studying international monetary economics and finance both theoretically and empirically. We begin with a historical overview of the gold standard, the Bretton Woods system, and current international monetary regimes and currency systems. We then examine theoretically and empirically the balance-of-trade and balance-of-payment accounts and their adjustments. Exchange rate systems and exchange rate determination and adjustments are also studied, with particular attention to empirical studies on exchange rate dynamics and their impact on macroeconomics. Special emphasis is given to the study of international monetary and financial arrangements, the financial sector, and financial instability and monetary and fiscal policy issues. Topics include issues of exchange rate volatility and its impact on the real and financial sector, foreign debt, capital flows, currency runs, and international portfolio choice; World Bank and IMF policies and issues concerning financial market liberalization; international financial regulations; and international financial architecture. There will be a heavy use of cases for the application of international finance concepts.

FINA 716 Money, Banking and Investment Markets

Credits – 3

Money and banking are an interesting and diverse field of study. It may be focused from an investments point of view. Financial news channels on cable provide a nearly 24-hour stream of reporting and analysis of the conditions in the investment markets around the world. Websites are created to provide more analysis -some good, some bad - on global investment conditions. The host of financial crises in the emerging market economies have served to remind economists, bankers and investors of the importance of the banking system, and to reconsider appropriate risk taking. The recent debates over globalization as seen in documentaries and the mass of new books published on the subject have neglected one of the most prominent features of this process – the role of investments (financial) instruments and ethics. The study of money, banking and investment markets should help to make sense of these topics. To do so, it will require some background in investment theory, a means to organize one's thinking, and a basic knowledge of some of the technical details and institutions, therefore, this course will concentrate in the interactions of several key players as banks as the primary financial intermediaries, the federal reserve as the executioner of monetary policy, the government as the initiator of fiscal policy and the private and institutional investors as the fuel of the economy through investment markets. This course presents a broad picture of the system to any prospective investor. The use of case study will enhance the integration of all parts of the system.

FINA 717 Advance Investment Knowledge

Credits – 3

This course will provide the student with further immersion into the investment knowledge from a realistic and practical point of view: How is life being an investment broker? What does it take to become an investment broker? What is the practical difference between a broker and a dealer? The course discusses the microstructure of an investment market with emphasis in the role of an investment broker in the market inner workings. The use of case studies will be one of the main tools for discussion of different investment topics as well as the presence of real investment brokers in the class.

FINA 721 Advance Finance Seminar**Credits – 3**

Seminar style course in which they discuss cases, articles and lectures on contemporary issues in finance. Integrate concepts and skills acquired in major courses. The selection of cases, articles, and lectures to be studied is designed to encourage analytical discussion, generate ideas and application of concepts and models relevant to financial decision making in an environment that simulates the one where you play in your work area future.

FINC 101 Principles of Finance Accounting**Credits – 3**

Introduction to financial planning, including business financial management, taxes, risk management and investments, among other related terms that affect the procedures and the decision making of an organization.

FSEN 100 Introduction to Engineering Technology**Credits – 3**

Introductory required course for all first-year associate degree students in engineering technology. Introduction to the various specialties within the engineering and technical profession. Basic concepts of engineering design and technical communication. Laws and ethics of the engineering and technical profession.

FYIS 101 Induction Seminar to University Life**Credits – 3**

This course was designed to support students in the process of transition to online university life. Students will learn to access information, use technology to be able to meet course requirements and gain knowledge of the University's policies and procedures that impact completion of program of study. Must be taken the 1st part of term of enrollment.

FYNE 100 First Year Nursing Experience**Credits – 3**

This course introduces prospective nursing students to elements required to successfully enter into and succeed in the pre-licensure nursing program. Emphasis will be placed on study skills and basic English, Math and Science concepts.

GEOG 205 Global Communities and Resources: Critical Perspective**Credits – 3**

The course is an introduction to human problems in the contemporary world. Physical geography and different theories related to this phenomenon are considered. Implications of problems related to the economic and political development of society will also be discussed.

GRAD 105 Typography I**Credits – 3**

The students will obtain knowledge in the history of typography, how to classify fonts and their anatomy. Students will study the different expressions of typography and analyze its optical effect. Will learn to work with the typographic measuring system and composition; They will start to design their own typography and study the process of converting analog to digital typography. The students will also learn about different international organizations that work in the development and study of typography.

GRAD 130 Image Studio – Black and White

Credits – 3

The objective of this course includes the introduction of digital image making and graphic design software; the development of image research skills; the development of narrative presentation skills; and a cross-cultural introduction of information organization systems. These skills will be applied in various forms required of industrial designers including, simple instruction manuals, research documents, user scenarios, and various forms of presentation boards. Particular attention will be placed on typography and photographic imagery.

GRAD 131 Image Studio – Color

Credits – 3

This course builds upon the curriculum of Image Studio - Black & White and introduces color into rendering and representation skills. Digital color imaging and printing skills are introduced, and students will be taught basic digital and film photographic documentation skills. In addition will learn traditional product illustration techniques including marker and colored pencil techniques.

GRAD 145 Communication Studio

Credits – 3

This course introduces information design and live presentation skills to designers. Desktop publishing and graphic design skills employed in the development of documents and presentation materials ranging from business cards and announcements to booklets, research documents, concept presentations and exhibition materials will be focused upon. In addition, significant attention will be paid to students live presentation skills. These presentations will be coached, scripted, videotaped and critiqued.

GRAD 202 Graphic Design Studio 1

Credits - 3

This course will give the student a basic knowledge of the history of graphic design and its evolution into the Digital Era. The student learns to work with the elements of design, image and typography. The student will begin to differentiate a vector image and raster image and use software to manage both. The student will design simple publications: stationary, brochures, posters, shoppers, creative resumé and newspaper advertisements; as well as learn to select the appropriate typography and suitable image format for the importation and exportation images between software in use.

GRAD 210 Graphic Design Studio 2

Credits – 3

This course offers a study of the entire component of a publication, in books, magazines, newspapers, shoppers and brochures. The students will learn to diagram a publication of multiple pages, as well as import and manage digital images to all types of publication. Students will design master pages, layers, typographic styles, columns and other elements for a digital publication. Students will also study and create a grid.

GRAD 215 Typography II

Credits – 3

In this course the student will learn how to manage the fonts in different platforms. The student will start to recognize the different existing digital fonts and how they are developed. The student will also learn

how to manage the fonts on the different available media and will integrate the typography as a design element, and as an image. They will transport the text to the different software knowing all the specifications considered necessary to complete the work. The students will start to create their own font library/database and will use the internet as a searching tool to select the suitable fonts for the design.

GRAD 310 Graphic Design Studio 3

Credits – 3

In this course the student will obtain knowledge in the area of interface design. Beginning with the creation of a non-linear conceptualization in the graphic design area, students will work with the principles of dynamism and interaction in the design. Students start to work with the design of buttons, menus, bars, links and graphics in movements applying the basic knowledge of design to a multimedia project.

GRAD 320 Packaging Design

Credits – 3

This course approaches the component and principles of packaging design. Students will learn about the history of the package in order to understand the importance of the design elements (image and typography) on the packaging design. The students will recognize the importance of the art as a design element as it is the color, the space, shape, texture and lines. They will manage the different materials available for the creation of a package. The student will study some of the rules and regulations established for the package design and will learn the different classifications that conditions for the transportation and storage of the packages.

GRAD 325 Video Editing

Credits – 3

This course offers an introduction to linear and non-linear video edition. The students will learn about the RGB color mode used on computer monitors and commercial television. They will learn the logistics and techniques for video recording and the appropriate techniques for video editing. The students will know how to integrate text on the video screen and how to work with the programs for digital video editing. The student will know how to select from different system memories, storage systems and the appropriate format for the project.

GRAD 410 Senior Design Project I

Credits – 3

Students begin in a process, based upon professional practices, that will result in the development and complete a graphic design proposal. Design processes employed in earlier courses will be applied in the ideation, research, design documentation, and prototyping of the new product. Investigation of design trends and market research will be undertaken as students work toward innovation in their designs.

GRAD 420 Senior Design Project II

Credits – 3

This course is a continuation of the work begun in GRAD 410. Students continue the process, based upon professional practices, that will result in the development and complete a graphic design proposal. Design processes employed in earlier courses will be applied in the ideation, research, design documentation, and complete a graphic design proposal. Investigation of design trends and market research will be undertaken as students work toward innovation in their designs.

GRAD 430 Portfolio Studio

Credits - 3

This studio will focus on the preparation and refinement of a portfolio that encompasses the student's work within the program and any other distinguishing activity. The goal will be the production of a refined, multifaceted presentation of the student goals and creative vision and his or her ability to engage in professional practice.

HADM 101 Communication Skills for Health Care Professionals

Credits – 3

The course brings the basic knowledge and skills to communicate in a variety of Health Service workplace settings. The students will learn on writing correspondence, communication technology and effective communication strategies and skills for the health care industry.

HADM 110 Health Care Management

Credits – 3

Explore the concepts of management theory as applied to health care. The student will learn the organizational structure of Health Care Organizations and their making decisions process, planning and problem-solving procedure.

HADM 130 Ethics and Social Responsibility in the Health Care Services

Credits – 3

The student will identify ethical issues in the health industry. The course will encourage the student to clarify their personal ethics and align them to the health care issues. This will involve an understanding of diverse populations whose actions and decisions are based on their personal ethics.

HADM 140 Accounting for Health Care Services and Administration

Credits – 3

This course provides an understanding of the fundamental concepts of accounting applied to the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.

HEMG 600 Fundamentals in the Evaluation of Health Services

Credits – 3

Discussion of the development of the discipline, the scope, effectiveness and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of the discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HEMG 600-O Fundamental in Health Services Evaluation

Credits – 3

Discussion of the development of the discipline, the scope, effectiveness, and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of the discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario.

HEMG 610 Legal and Ethical Issues in the Evaluation of Health Services

Credits – 3

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics and compliance, and meet requirements for

specific regulations, such as Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included.

HEMG 610 – O Legal and Ethical Issues in the Evaluation of Health Services

Credits – 3

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics and compliance and meet requirements for specific regulations such as Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included.

HEMG 620 Quality Management in Health Services

Credits – 3

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the quality movement, discussion of how quality has impacted organizations, success factors, teamwork, and customer satisfaction. Also presented will be quality initiatives taken at local and international levels to ensure the quality of services.

HEMG 620 –O Quality Management in Health Services

Credits – 3

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the quality movement, discussion of how quality has impacted organizations, success factors, teamwork and customer satisfaction. Also presented will be quality initiatives taken at local and international levels to ensure the quality of services.

HEMG 630 Evaluation Models Analysis

Credits – 3

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis. The students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization.

HEMG 630-O Analysis of Models of Program Evaluation

Credits – 3

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis. The students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization.

HEMG 640 Effective Strategies for the Evaluation of Health Services

Credits – 3

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to many aspects of health care organizations, including tax, resource conservation and

green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, and compliance, among others. The course will encourage a proactive approach to analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for.

HEMG 640-O Effective Strategies in the Health Services Evaluation

Credits – 3

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to many aspects of health care organizations, including tax, resource conservation and green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, and compliance, among others. The course will encourage a proactive approach to analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for.

HEMG 650 Final Project: Development of an Evaluation Model for Health Services

Credits – 3

This course involves practical application of the principles and methods of assessment in the management of health services, programs and policies. Students will consider the distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. This final course of the program is aimed at the development and application of a model for program evaluation.

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

Credits – 3

This course involves practical application of the principles and methods of assessment in the management of health services, programs and policies. Students will consider the distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. This final course of the program is aimed at the development and application of a model for program evaluation.

HESC 107 Medical Terminology for Nursing

Credits – 2

The course will study medical terminology applied to allied health process and procedures, including word components, definitions, spelling and pronunciation. Students will be introduced to the use of medical references and resources for both research and practice.

HESC 201 Statistics for Health Sciences

Credits – 3

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.

HESC 360 Applied Statistic for Health Sciences

Credits – 3

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.

HESC 365 Health Sciences Research

Credits – 3

This core course is aimed to students to acquire the skills required in the research process, based on ethical and legal principles. Emphasis will be on critical analysis of research articles, discussion of different theoretical frameworks and the importance of health research to implement changes. As part of the course, students will complete the certifications "Information Privacy and Security" (IPS) and "Responsible Conduct of Research" (RCR) to develop a research proposal.

HESC 385 Health Sciences Research for Nursing

Credits – 3

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.

HESC 500 Statistics Applied to Clinical Research Credits – 3

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.

HESC 700 Applied Biostatistics

Credits – 3

This course provides students with the knowledge of quantitative techniques, hypothesis testing, common distributions, statistical methods, and data analysis. It will prepare the student to use information technology and research methods to collect and analyze appropriate and accurate data to generate evidence for nursing practice. This course is cohort-based, which means that there is an established start and end date, and that the student will interact with other students throughout the course.

HESM 110 Health Services Management

Credits – 3

Introduction to the fundamental concepts of management of health services facilities. Application of the administrative processes: organization, direction, control and evaluation. Emphasis is placed on public policies, health services management status, trends, organization, practices and issues relative to the delivery of health services in the United States.

HESM 210 Health Systems Models

Credits – 3

A study of the systems, models, health policies and the infrastructure of health services in the United States. Emphasis is placed on health reforms and the implication in the delivery of health services to the general population. Includes a review of the historical development and the future of health services.

HESM 220 Services Planning and Evaluation of Health Services

Credits – 3

A study of the historical development of planning and evaluation of health services in the United States with emphasis in its impact in organizations and in communities. Includes the theoretical foundations of planning strategies. Discusses and applies the techniques of evaluation to the health sector.

HESM 230 Basic Accounting for the Health Industry

Credits – 3

A study of the social, economic, and political developments that have influenced and determined the accounting practices in the health services industry. Reviews accounting procedures and discusses their applications in the health services industry. Actual and hypothetical health services accounting problems will be discussed.

HESM 310 Economics of the Health Industry

Credits – 3

A study of the modern micro and macro economy applied to health services in the public and private sectors. Emphasis is placed in the situations and issues of health economics. Discusses the relationship between the market forces of need and demand of health services.

HESM 320 Basic Finance for the Health Industry

Credits – 3

A study of the financial practices of health services organizations. Also, includes the fundamental methods and techniques for financial administration in the health services industry, including fund distribution, capital management, determination, and assignment of costs service rates. Case studies and applications are provided.

HESM 330 Legal Aspects in the Health Industry

Credits – 3

A study of the existing legislation in health services in the United States. Emphasis is placed in the norms that have a bearing in the health services industry. Application experiences through case studies in aspects such as: malpractice, patient rights, informed consent, doctor-patient relationship, accidents, collective bargaining, and ethical and legal issues.

HESM 340 Budgeting for the Health Industry

Credits – 3

A study of budget models, including the corresponding programmatic plans, and budget distribution. Emphasis is placed in goals, objectives and measurable results. The course provides for the application of budget models and techniques to health services settings.

HESM 410 Health Information Systems

Credits – 3

A general introduction to the theory of information systems. The course provides for the application and use of software packages specifically designed for the health services industry for use in microcomputers and in mainframes, and for data collection, services utilization, billing, census, and others.

HESM 420 Special Topics in Health Services

Credits – 3

Analysis and discussion of current issues and trends in the health services industry. Emphasis is placed in critical reading and analysis of case studies.

HESM 431 Seminar in the Health Services Management

Credits – 3

The course is designed to provide the students the opportunity to integrate and apply the knowledge, methods, and techniques to perform successfully in a primary and intermediate management process throughout the different environments in the healthcare field. The student will use the concepts of Health Services Management oriented to strategic planning to ensure a balance between the provision of health services and an effective administration.

HESM 460 Applied Biostatistics

Credits - 3

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis.

HESM 500 Leadership and Organizational Behavior in Health Services**Credits – 3**

The course will present how organizational behavior is involved in the role, performance, and leadership of the manager in health services. It will present the concepts of leadership, differences between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies to provide application of learning.

HESM 500-O Organizational Behavior**Credits – 3**

This course presents how organizational behavior is involved in the role, performance and leadership of health services managers. The concepts of leadership, differences between leaders and managers, attitudes, personality traits, emotional intelligence, and their importance in the health care environment will be presented, as well as topics related to the development of successful teams and the delegation of authority. The student will identify how individuals learn and how personality is involved in the learning process and in decision making.

HESM 510 Strategic Planning in Health Services Organizations**Credits – 3**

This course focuses on the study of the components of planning, institutional goals, budget development, strategic thinking, and qualitative and quantitative mechanisms for continuous monitoring in a health setting. Assessment methodologies are discussed to compare different situations and to develop and establish work plans.

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

This course focuses on the study of the components of planning, institutional goals, budget development, strategic thinking, and qualitative and quantitative mechanisms for continuous monitoring in a health setting. Assessment methodologies are discussed to compare different situations and to develop and establish work plans.

HESM 520 Fundamentals of Accounting and Finance in Health Services**Credits – 3**

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

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

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

HESM 530 Economy in the Healthcare Market

Credits – 3

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analysis of the health market will be performed including case studies. It will assess the micro and macro environment that explain economic processes.

HESM 530-O Economy in the Healthcare Market

Credits – 3

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analysis of the health market will be performed including case studies. It will assess the micro and macro environment that explain economic processes.

HESM 540 Health Services Information Systems

Credits – 3

Students will learn the basics of design, requirements, applications, operation, control and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will review requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others.

HESM 540-O Health Services Information Systems

Credits – 3

Students will learn the basics of design, requirements, applications, operation, control and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will review requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others.

HESM 550 Research Methods in Health Services Management

Credits – 3

The course includes the analysis of various research designs and methodologies and quantitative and qualitative research studies that apply to the management of health services. The course is designed to strengthen students' knowledge in the process of drafting and preparing applied research reports that help management in the decision-making process.

HESM 550-O Research Methods in Health Services Management

Credits – 3

Summary of the research methods that apply to the management of health services. The course includes the analysis of various research designs and methodologies and quantitative and qualitative research

studies. The course is designed to strengthen students' knowledge in the process of drafting and preparing applied research reports that help management in the decision-making process.

HESM 560 Applied Biostatistics

Credits – 3

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis.

HESM 560-O Applied Biostatistics

Credits – 3

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions, and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis.

HESM 570 Fundamentals of Epidemiology

Credits – 3

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will consider the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistical strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs.

HESM 570-O Fundamentals of Epidemiology

Credits – 3

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will consider the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistical strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs.

HEST 100 Health, Safety and Medical Law and Ethics

Credits – 3

This course discusses legal and ethical responsibilities related to the concepts of wellbeing and sickness. Other components of this course include the awareness and practice of safety procedures as well as the recognition and response to emergencies. The student will learn and discuss all the OSHA standard precautions/ consciousness of pathogens transmitted in blood, infection control/ hand clean procedures.

HEST 101 Medical Terminology

Credits – 3

This course introduces the student in the knowledge and use of the vocabulary, concepts and terms frequently used in medical offices and other places where health services are offered. It is divided into four basic sections: 1) Etymology of the medical terms (prefix, root, and suffix) 2) Common abbreviations 3) Systems of the human body (function, organs, conditions or related diseases) 4) Medical specialties and sub-specialties' and their functions.

HIDE 100 History of Art**Credits – 3**

This course surveys the history of artistic representation as a record of the social, technological, environmental, and political circumstances of a period. The goal of this course is to establish an understanding of art as an expression of the desires, aspirations, needs, esthetics, and available resources of subjects/users throughout history. Human behavior and artistic representations will be examined, from the earliest representations to current film and digital media that envision the future.

HIDE 101 History of Art**Credits – 4**

This course surveys the history of artistic representation as a record of the social, technological, environmental, and political circumstances of a period. The goal of this course is to establish an understanding of art as an expression of the desires, aspirations, needs, esthetics, and available resources of subjects/users throughout history. Human behavior and artistic representations will be examined, from the earliest representations to current film and digital media that envision the future. Includes a documentary research lab component.

HIDE 110 Representing Culture: Art & Artifact 1500-1850**Credits – 3**

This course will study the history of art and objects in the contexts of one another, and framed within the context of the economy, industry and technology, culture, politics and sociology in which they were produced. Approaching the period between 1500-1850, the migration of ideas around the globe will be explored in relationship to the evolution of design and art, paying particular attention to moments when cultures intersect and the impact on the course of ideas and material culture.

HIDE 111 Representing Culture: Art & Artifact 1500-1850**Credits – 4**

This course will study the history of art and objects in the contexts of one another, and framed within the context of the economy, industry and technology, culture, politics and sociology in which they were produced. Approaching the period between 1500-1850, the migration of ideas around the globe will be explored in relationship to the evolution of design and art, paying particular attention to moments when cultures intersect and the impact on the course of ideas and material culture. 15 hours of research lab.

HIDE 200 History of Design 1800-Today**Credits – 3**

Through lectures, tutorials and research projects students will be introduced to the history of design from the industrial revolution to the present. Relationships between design, art, industry, environment, and culture will be discussed as factors in the design development. Urbanism, history, politics and technological advances will also be examined as pivotal influence in design.

HIST 101 Introduction to the Study of History**Credits – 3**

The course is an introduction to the study of historical and cultural activities. It promotes the understanding of the importance, meaning, and pleasure of the study of History and the knowledge about the process of its writing. It trains the university student to learn the many lessons that we can learn from History. Answer the question: why the story?

HIST 273 History of the United States of America**Credits – 3**

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 to the development of the U.S. from its origins to present.

HIST 274 History of the United States of America

Credits – 4

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 to the development of the U.S. from its origins to present. 15 hours for research lab are required.

HUMA 101 World Cultures I

Credits – 3

This course is a critical study of the evolution of humanity from its beginnings to the development of cities and urban life. The course focuses on the impact of old civilizations at the world-wide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times.

HUMA 102 World Cultures II

Credits – 3

Critical study of the humanity cultural evolution from the origin of the cities and the urban life until the modern society. Attention to the most important cultural events. Promotes understanding of the moral, social and cultural aspects of society in the global context.

HURE 501 Human Capital Management

Credits – 3

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

HURM 201 Recruitment, Selection and Talent Management

Credits – 3

The course covers the theories, research and legal aspects that shape the practices and trends of recruitment, selection and retention of personnel in modern organizations from a strategic perspective. Emphasis on applied learning, students will develop and apply processes and methods of recruitment and selection to meet the needs of the organization and the challenges of a diverse workforce.

HURM 210 Policy Making, Evaluation, and Reward System

Credits – 3

Study of different compensation systems to attract, motivate and retain employees. Include the analysis of theories of motivation and reward, legal aspects of remuneration, classification and compensation systems, benefits and incentives, non-monetary rewards, wage structures, competency-based pay and performance evaluation.

HURM 215 Human Resources Information System

Credits – 3

Discussion of management and functional foundations of information systems programs for managing human resources in the organization. Analysis of the main characteristics related to applications and

programs, research and evaluation needs of information systems in the human resources function. Applications and comparison of major programs, such as PeopleSoft, SAP or BAAN. The course includes the fundamental characteristics related to databases, information systems and strategic management process for the success of the organization.

HURM 240 Employment and Labor Law

Credits – 3

Study of labor law from the perspective of federal and local laws in the employer-employee relationship, emphasizing the historical development and future trends in the labor market. Includes the discussion and analysis of economic, political and social impact in the workforce and work organization, the evolution of labor laws, contracts and human resources policies, human rights and anti-discriminatory laws. At the end of the course, the student will apply the knowledge acquired in the case evaluation and analysis, research and practical exercises, which entails compliance with laws, rules and procedures in the management of human resources in private companies, both local and national.

HURM 250 Training, Development and Career Management

Credits – 3

Study and analysis of the theoretical, conceptual and practical framework of the training and career development of human resources, and its main role in organizational strategic management. Emphasis on the needs analysis, design, development, implementation and evaluation of training programs that facilitate continuous learning in human resources and that lead to the achievement of organizational goals. Throughout the course, students will apply the processes, techniques and methods for accountability and financial return on investment (ROI) in training and development programs.

HURM 304 Human Resources Evaluation and Performance Measurement

Credits – 3

The course emphasizes the role of human resources management strategic planning, performance evaluation and development of human resources. Discussion on the theories, strategies and techniques in the evaluation and performance measurement, interpretation of results and the identification of trends in the development of the organization. Through practical exercises, students will develop plans and effective tools to evaluate, analyze and report results, in quantitative terms, on the activities of human resources that contribute to the operation and success of the company.

HURM 320 Negotiation and Conflict Management

Credits – 3

Principles, theories and basic practices for the effective management of negotiation, management and conflicts resolution in the business organization. Development of skills, techniques, methods and basic processes of negotiation, communication, persuasion and emotional intelligence, and the intervention of a third party to manage and resolve conflicts. At the end of the course, the student will recognize and value the role of the negotiator as a key element in resolving conflicts. Emphasis on the development of skills and conflict analysis skills, ways of tackling problems, types of negotiation, emotional intelligence, and communication strategies.

HURM 330 Safety and Health Management in Workplace

Credits – 3

Introduction to the concepts and fundamentals laws of employees' safety and health at the workplace. It includes the study and analysis of the factors, risks and dangers of accidents and work-related diseases. Developing policies and practices for implementing effective security programs and occupational health. Evaluation and analysis of training programs for the development of preventive maintenance behaviors associated with occupational safety and health. Through case studies, students will apply the knowledge,

skills, legal and managerial aspects to recognize, evaluate and control the risks of safety and health of workers in the company.

HURM 550 International Human Resources Management

Credits – 3

This course was designed to focus on the critical analysis of the foundations, processes, and policies inherent to the management of human resources in an international environment. The analysis of the fundamental vision of the dynamics of changes in the economic, political, socio-cultural, and technological environment in the contemporary world. The evaluation of the impact of these transformations in the organizational structural models to obtain competitiveness in the globalized economy. Presents a discussion of the characteristics of the recruitment, selection and development functions and the legal and financial responsibilities of personnel administration at the international level.

HURM 551 Compensation and Benefits

Credits – 3

This course addresses the ways that tangible and intangible forms of compensation can be used to motivate and reward employee performance. The course also deals with job analysis, job description, and job evaluation based on pay factors, as well as designing an equitable pay structure. In this course, students will learn how these systems work to attract, retain, and motivate a competent workforce.

HURM 552 Quality Safety and Health in the Workplace

Credits – 3

The course is designed so that the student focuses on aspects related to studying the set of basic elements related to the health and quality of life of the worker as a Bio-psychosocial being. The objective factors of the work environment that influence their quality of life are addressed. To achieve the quality of life at work, changes aimed at achieving a healthy workplace are required. Prevention, risks, accidents at work, management, profitability, and protection of people. Strategies are exposed for the improvement of the quality of life in general, which is structured in 6 steps: preparation, planning, dissemination, deployment, implementation, and constant improvement of quality. Finally, international organizations for health protection and management and prevention of risks and accidents are discussed.

HURM 553 International Economics Labor

Credits – 3

This course provides a general background of international labor economics. It presents the main aspects of economic and labor issues that influence the contemporary global environment. The course explores the fundamental elements of topics such as trade, currency funds, and the market that influence economic policy decisions and actions. In addition, it examines the impact of global economic policy on the movements, relations, and evolution of labor issues in the global context of business in the 21st century.

HURM 554 Conflict Management and Organizational Dynamics

Credits – 3

This course recognizes the interaction between the individual and the organization, states that human resources are decisive for the success or failure of any organization. An educational tool, aimed at improving the attitudes, values, behaviors, and structure of the organization, so that it can better adapt to new situations, markets, technologies, problems, and challenges that constantly arise, helping to understand what it should be the appropriate behavior in personal relationships that guarantees results of a good organizational climate that favors everyone.

HURM 560 Employment in the Global Economy

Credits – 3

The effects of globalization and the need to understand the importance of cultural understanding in international management practice are emphasized. Analysis of the growing international economic integration. Effects of Globalization as the dominant driving force in the world economy, creating new employment opportunities for societies. Understanding of the integration of cultures and the need for leaders trained to interact with employees and clients of different nationalities. The emergence of global standards and regulations for trade and human resource management, as a result of the expansion of trade and the growth of the labor market and labor relations in the new order of the globalized economy.

HURM 561 Labor and Industrial Relations in Human Resources**Credits – 3**

This course includes the basic elements of the field of labor relations. Students will learn about the history of Labor Relations and unions. In addition, the course reviews the way the labor relations system works, as well as specific areas of it such as the future of unions, industrial systems around the world, relationships with human resource management models, various models of conflict resolution, labor-management problems, the differences, and similarities between labor relations in the public and private sectors.

HURM 562 Management Negotiation and Conflict Resolutions**Credits – 3**

The course is designed for the student to focus on aspects related to critical analysis and understanding of the fundamentals, processes, and components of negotiation and the dynamics for conflict resolution in organizations. Understanding the importance of negotiation for peaceful coexistence through recognition of common interests. The need to develop interpersonal skills to face and resolve conflicts is also presented.

IFOR 205 Basic Criminal Investigation**Credits – 3**

Introductory study of the basic techniques in criminal investigation, types of investigation, processes, investigation structure, collection and interpretation of information and facts reconstruction.

IFOR 210 Forensic Photography and Crime Scene Planimetry**Credits – 3**

The course will provide method analysis and photography techniques from a legal perspective. The study of photography as a graphic objective of the condition in which the crime scene is developed. Study of the crime scene with the purpose of establishing conditions for the evidence found. Study of the diagram or sketch that is elaborated in the crime scene. The course also provides an establishment of specific crime motives where the results become favorable to solve criminal cases.

IFOR 215 Fundamental Principles of Collection and Processing of Evidence at the Scene of the Crime**Credits – 3**

Study of the fundamental principles, processes and techniques used to lift the evidence at the scene of the crime. Study of information related to blood stains, fluid, other parts of the body, as well as another kind of evidence found at the scene of the crime and its interpretation. Study of reconstruction of the crime scene and search patterns.

IFOR 220 Forensic Investigation of Traffic Accident**Credits – 3**

Forensic investigation of the determinants in the scene of a traffic accident, damage of vehicles, manual measurement systems and dynamics of vehicle engine for administrative and legal purposes.

IFOR 225 Interview Techniques and Testimony in Court**Credits – 3**

Study and analysis of interview and interrogation as a scientific methods technique of forensic investigation for preparing and presenting testimony in court cases as a forensic expert in court.

IFOR 230 Introduction to Forensic Dactyloscopy**Credits – 3**

Study of the development of fingerprinting in the field of forensic science and its purpose in criminal investigation, using the fingerprint as infallible means of identification of a suspect in the crime scene. The course prepares students with the knowledge and skills necessary for the recognition, development, identification and fingerprint processing at the crime scene, in full compliance with the provisions of due process of law in our legal system.

IFOR 235 Investigation of Cyber Crimes**Credits – 3**

Introductory study to prepare students in the identification and investigations of cybercrimes using a scientific research methodology, by emphasizing the protection, acquisition, and management of digital evidence. Discussion of the ethical basic hackers and social engineering principles.

IFOR 240 Scientific Study of the Crime Scene**Credits – 3**

Scientific study of the methodology in collecting and processing all those signs (evidence) generated in and out of the crime scene. Scientific practical and theoretical study of the crime scene for reconstructing it and collecting information and evidence that will be used to establish, based on the forensic methodology, who, how, where when and why of a crime.

IFOR 245 Introduction of Fraud Investigation**Credits – 3**

Introductory study of the basic techniques to identify and investigate the different types of fraud. Discussion of the phases or stages of the fraud investigation, types of fraud: financial and informatic, indicators, collection and evaluation of documentary evidence, informants, and forensic investigation reports.

IFOR 250 Introduction to Fire Investigation**Credits – 3**

Introductory study of the methods and procedures for the investigation and analysis of fire incidents. Investigation of accidentals or intentional causes as: electrical causes, vehicles fire, explosions, wildfire, and pyromania. The course includes the drafting of technical reports and documentation.

IFOR 255 Surveillance and Tracking: Technical and Ethical Aspects**Credits – 3**

Study of techniques, strategies, processes, and analysis groups to collect evidence from different crime scenes by surveillance when observing authors and events. Application of scientific techniques and discussion of ethical aspects in a forensic and legal investigation.

IFOR 275 Integration Seminar in Forensic Investigation**Credits – 3**

The seminar provides an opportunity for students to integrate and apply knowledge, methods, principles, and techniques of forensic investigation through research and analysis of case studies.

IMEN 404 Industrial Safety and Health Management**Credits – 3**

The course is an introduction to concepts and techniques of safety and health management, based on a modern perspective on compliance with mandatory standards for workplace safety and health.

INBU 350 International Business**Credits – 3**

This course presents to the students 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 on the pros and cons of the economic theories, the government policies, business strategies, and the organizational structure of the international business.

INBU 610 International Business Environment**Credits – 3**

This is an introductory course in international business. The basic content of the course includes (1) an overview of the means of conducting international business, with an emphasis on what makes international different from domestic; (2) the effects of the social systems within countries on the conduct of international business; (3) the major theories explaining international business transactions and the institutions influencing those activities; (4) the financial exchange systems and institutions that measure and facilitate international transactions; (5) the dynamic interface between countries and companies attempting to conduct foreign business activities; (6) corporate strategy alternatives for global operations; and (7) international activities that fall largely within functional disciplines.

INBU 709 International Business in Latin America and the Caribbean**Credits – 3**

This course is focused on the business activities carried out across Latin America and the Caribbean. The course reveals macro environment aspects: politic, economy, legal and regulatory, technology, cultural and other and how they impact the multinational enterprise that wishes to establish itself in the region. Furthermore, it analyzes the particularities of the region from the functional perspective of the business organization.

INBU 710 Legal Environment of International Business**Credits – 3**

A study of the international political, bureaucratic, and legal structures regulating and governing international trade, including multilateral and bilateral arrangements. Schemes for the removal of trade barriers, methods of international contracting, and doing business abroad in the context of the international legal environment will be a primary course focus.

INBU 711 Exports and Imports**Credits – 3**

Managing the export/import department; government regulations affecting imports; financing, insuring, transporting, and marketing of exported or imported raw materials and finished products; methods of purchasing foreign products and selling domestic goods abroad; joint marketing; licensing; distributor relations.

INBU 712 Contemporary Issues in International Business**Credits – 3**

This course is designed to provide students with the opportunity to examine and analyze topical issues in International Business. Such rapid changes in global environments may put potentially significant impact on the international business and the home and/or host nations associated. This subject assumes

students to have fair degrees of understanding in the complexities of global cultural, political, economic, organizational, and financial forces of international business environments and recognize how they affect their firm. As contemporary issues around international business continues to evolve but many times unpredictably, challenges for firms to adjust, reshape and/or reconstruct their strategic directions and thereby organization and management structure become inevitable. This subject will introduce past, current, and emerging issues in international business environments and equip students to apply theories/concepts learned from firsthand international business subjects into more coherent and real-life practices.

INBU 715 Managing Global Production

Credits – 3

This course explores the management of technology and its relationship to the dynamics of globalization in production in both the manufacturing and service industries. It focuses primarily on the management of international supply chains and on the coordination of manufacturing and service activities across different geographies. In addition to analyses of corporate logistics, the course emphasizes international business process outsourcing and the modeling of international business problems.

INBU 716 International Business Seminar

Credits – 3

Course designed to guide students to conduct research within International Business area under the direction and supervision of professor. The course is an individualized development. The course includes identification and discussion of problematic situations that can be investigated, analysis and events that relate to it. It also includes the recognition of independent and dependent variables of the problem, formulation of basic research questions, type of research, formulating hypotheses, and defining limitations of the study. It also discusses the aspect of the readings relevant to the research population and sample of the study, design of instruments to be used in data collection, identification and description of the operational procedures and statistics to be used in the analysis of data collected in the study. Then the student emphasizes the aspect of statistical presentation of the findings and their interpretation, summary, conclusions and recommendations.

INBU 764 International Business Management

Credits – 3

This course provides an overview of the particular aspects of doing business in a global context. It includes a discussion of the importance of the global business, the selection of countries as markets, and the development of a coordinated international business strategy in the marketing, human resources, accounting, and financial functions of a business entity.

INGS 101 Research Information Literacy

Credits – 3

This course analyzes the principles and processes comprised of information literacy skills. It promotes the application of these skills in a research project to generate new knowledge or improved understanding. Research methodologies, search, evaluation, and understanding of contents are emphasized. The use of information in an effective, legal, and ethical way is stressed. The course is competency-focused and encourages the responsible use of technology and information skills to generate new knowledge.

ITAD 308 Family and Community: Bridges for the Infant and Toddler Formation

Credits – 3

The course examines the role of family and community in the physical, mental, emotional, and intellectual development of the infant and toddler from birth to age three. The strengths and weaknesses, resources and needs of the family and the community regarding the development of

children of preschool and primary grades are identified. The course offers alternatives for the coordination and organization of social, cultural, and recreational activities that contribute to the formation of children in this age group, both in educational settings and in the community.

ITAD 403 Creation and Management of Environment for Infants and Toddlers

Credits – 3

This course presents the policies and regulations governing the establishment and development of an educational center for infants and toddlers. It analyzes the knowledge and skills needed for planning, administration, and coordination of these programs. During the course the following issues will be discussed: factors to consider when opening a center for infants and toddlers, the laws governing the opening of a center for infants and toddlers, the spaces needed inside and outside the center, and the materials and suitable equipment; as well as administrative aspects to consider when evaluating the physical infrastructure and personnel of the center.

ITMA 501 Technology and Information Management

Credits – 3

The course will enable students to attain a sound working knowledge of the technologies that govern the most relevant aspects of IT/IS. Students will acquire an overall view and technological foundation with a special focus on the field of management.

MAIS 810 Information Systems Modeling

Credits – 3

The course provides an understanding of the complexity of establishing information requirements in enterprise-wide applications, and the process of translating these requirements into global design architecture. Students have the opportunity to compare different methodologies for requirements analysis. Database architecture modeling in the design process is emphasized. The students explore several approaches for completing design specifications that satisfy existing information requirements.

MAIS 815 Telecommunications Management

Credits – 3

The course will help students to understand the fundamentals necessary for the effective management of organizations that develop, operate, and/or use telecommunications. Topics will include the underlying technical aspects of voice and data networks, the protocols and services, industry and regulatory structures and practices, and practical questions that arise from these issues. The management perspective is emphasized.

MAIS 820 Decision Support Systems

Credits – 3

This course will explore and discuss the development, implementation, and application of Decision Support Systems (DSS), how these systems can be applied to current business problems, as well as organizational issues associated with the implementation and usage of these systems. The course will consist of four main components: decision making, data management for DSS, Modeling techniques for DSS, and Collaborative Computing.

MAIS 825 Information Security Management

Credits – 3

The course centers on the analytical methods of assessing and improving systems security and survivability. Emphasis is on studying the theory, mechanism, and implementation of information security and data protection. Topics include fundamentals of system architecture, formal models for computer security, system survivability analysis, security threats, and security architecture strategies and implementation

MAIS 827 Data Warehousing Management**Credits – 3**

This course will introduce the student to the major activities involved in a data warehousing project. The course includes what data warehousing is and how it differs from other database systems, creating a database model that is specifically optimized for data warehousing, moving data from a source database to a warehouse. It will use different tools to access the data in a warehouse. Will discuss organizational and management issues and look at the common applications in warehousing today. Finally, the course takes a specific look at the kinds of support the Oracle DBMS provides for data warehousing.

MAIS 830 Web-Based Information Architectures**Credits – 3**

Study of the design, creation, and usage of web sites and related software. The course focuses on how to use search engines optimally, how to design e-business sites, how to analyze competition, and how to archive page access paths in service of successful e-commerce infrastructures. The course addresses issues related to the creation of search engines, and web-based information architectures.

MAIS 832 Knowledge Management**Credits – 3**

This course is designed to gain knowledge and critical thinking to achieve success in modern business administration, help students become familiar with current theories, practices, tools and techniques in knowledge management (KM), and guide students. Students to pursue a career in the information systems sector within nonprofit organizations, as well as develop the analytical skills of the participants in Knowledge Management and Knowledge Management Systems. The revised technologies will include intranets, groupware, weblogs, instant messaging, content management systems and email in individual and organizational contexts. Students will use these technologies, review case studies, investigate knowledge organization methods and analyze and design Knowledge Management processes and systems.

MAIS 835 IT Policy and Strategy**Credits – 3**

This course provides students the opportunity to develop an understanding of the strategic use of information technology from a business perspective at the enterprise level. It emphasizes the development and implementation of policies and plans to achieve organizational goals. Includes defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Study of the approaches to managing the information systems function and the dual challenges of effectively controlling the use of well-established information technologies, while experimenting with selected emerging technologies.

MAIS 842 Web Services**Credits – 3**

In this course the students will explore, and construct web services designed for use in other servers over the Internet. Starting from a solid understanding of the state of the arts, and using relational databases, we will design and implement new services that facilitate collaboration and education. Participants will design, develop, and deploy web services. If appropriate, the web services created will be chained together to demonstrate the concept of web service supply chains.

MAIS 847 Special Topics in Information Security**Credits – 3**

This course examines the characteristics of highly distributed applications, limitations of traditional security approaches, new alternatives now being developed, and implications for critical infrastructures.

Topics of current interest include secure operating systems and networks, intrusion detection, cryptographic theory and applications, vulnerability analysis, and deceiving code detection.

MAIS 852 Multimedia Systems

Credits – 3

Study of theoretical and practical issues in designing multimedia systems. Topics include introduction to multimedia systems, compression techniques, synchronization, user interface, storage, and operating system support for digital audio and video, as well as network and transport protocols for multimedia.

MAIS 857 Special Topics in Computer Information Systems

Credits – 3

Major elective course that provides an advanced introduction to enterprise information systems, primarily covering the managerial issues related to investing in, implementing, and customizing enterprise systems, with a goal to develop perspectives in the students about leveraging enterprise systems for strategic intents of a firm.

MAIS 858 Data Mining

Credits – 3

This course introduces data mining as a tool for support to the decision-making process in base of the analysis of data obtained from informatic systems. During this process all the stages of the data mining process will be discussed: collection and aggregation of data for the creation of a data warehouse, warehouse cleaning and processing in order to create a minable data view; application of data mining techniques per se (association rule, Bayesian methods, support vector machines, artificial neural networks, fuzzy techniques, statistical modeling, etc.); evaluation of interpretability and the quality of the knowledge gained, and, finally, dissemination and the use of that knowledge.

MAIS 859 Service Oriented Architecture

Credits – 3

This course will explore and discuss the design principles and application of Service-Oriented Architecture (SOA), how these architectures can be applied within multiple business domains, current business problems, as well as organizational issues associated with the implementation of information systems through SOA. The course will cover three main aspects of this important trend in software engineering: design, modeling, and simulation.

MAMC 551 Project Management

Credits – 3

This course is designed to approach the field of project management from a managerial perspective rather than an engineering or mathematical perspective. Consequently, the project management methodology essentially contained in the Project Management Body of Knowledge of the Project Management Institute (PMI) will be addressed. The course focuses on the study and practice of the project management life cycle to achieve a competitive advantage in today's business environment. It demonstrates how effective project management depends on the proper execution of activities such as estimating, planning, communicating, measuring, monitoring, reporting, and documentation. Throughout the course, the student will be able to acquire the required skills through the analysis of special topics, contemporary case studies, and the integration of software tools for the simulation of planning and execution processes.

MAMC 552 Operations Management

Credits – 3

This course is designed to provide students of the Supply Chain and Logistics specialty of the Business Administration Graduate Program the opportunity to study the strategic, tactical, and operational

concepts of company operations and performance management. This course deals with the design and management of products, processes, and services within the supply chain. This course explores the development of production schedules, inventory management, product and service quality, material management, and company policies, as well as the basics of project management and customer service. The course explores the concepts of plant location analysis, logistics and distribution, technology, and lean supply chain.

MAMC 553 Enterprise Resources Planning

Credits – 3

This course is designed to provide students of the Supply Chain and Logistics specialty of the Business Administration Graduate Program the opportunity to integrate all the processes and data of an organization in a single system and study the corresponding multiple ERP platforms, according to its acronym in English. Contribute to creating competitive advantage through the coordination and flow of data through information systems. The central theme of the course is limited to the development and application of information systems for the total integration of managerial processes within the supply and logistics chain, relevant to the operational areas of an organization.

MAMC 554 Supply Chain Design and Management

Credits – 3

This course is designed to provide students of the Supply Chain and Logistics specialty of the Business Administration Graduate Program the opportunity to study the concepts, fundamentals, and techniques of purchasing management that will allow them to perform effectively in this role. of vital importance in the operation of any organization. Topics such as the purchasing process; purchasing policies and procedures; the evaluation, selection, and means of suppliers; negotiation, contracts, costs, and the purchase of transportation services, among others. This course explains the responsibility of the purchasing department and how purchasing management responds to the structure of organizations, the importance of achieving efficiency, maintaining optimal inventory levels, working with suppliers, and evaluating the quality of products and services.

MAMC 561 Logistics Management and Strategy

Credits – 3

This course is designed to provide students specializing in Supply Chain and Logistics of the Business Administration Graduate Program the opportunity to study the creation of competitive advantages using logistics according to the structure of three operational processes: the flow of materials, the flow of information and the response time to demand. In modern companies, the boundaries between functions, organizations, and geography are disappearing. Therefore, it is essential to examine the opportunities and challenges presented by the integrated structures of the future.

MAMC 562 International Logistics and Global Supply Chain Management

Credits – 3

International logistics is one of the most efficient tools for the global positioning of a company. This course is designed to provide students of the Supply Chain and Logistics specialty of the Business Administration Graduate Program the opportunity to examine, identify, discuss, and critically analyze the concepts and theories of International Logistics through profitable integration of cargo transportation and distribution in international markets. Explain and illustrate the elements necessary for the profitable integration of cargo transportation and distribution in international markets.

MANA 101 Introduction to Business

Credits – 3

The course presents a study of business, its nature, its environment, and opportunities. It introduces students to the broad principles of business in the fields of marketing, finance, organization, and

administration and teaches the application of behavioral science to management. It also applies the discussion of diverse case studies related to business to encourage analytical thinking and reasoning.

MANA 125 Business Ethics

Credits – 3

Concepts related to moral aspects of human behavior within the whole social system, and particularly in business settings or in groups where the individual operates.

MANA 126 Business Communication

Credits – 3

Application of business communication principles through the creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. Students will learn techniques for writing information to attend any business situation. They will also learn how to analyze their audience effectively to communicate both inside and outside of their organization.

MANA 131 Human Relations in Trade

Credits – 3

Concepts dealing with the interaction and interpersonal relations of individuals and groups within business organizations. It includes an analysis of leadership and group behavior.

MANA 204 Business Law and Professional Ethics

Credits – 3

This course provides 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.

MANA 210 Management Theories

Credits – 3

Study of all administrative theories and the management process in the sequence of planning, organizing, directing, and controlling.

MANA 213 Human Resources Management

Credits – 3

The theories, principles and processes of human resource management are studied. It includes the recruitment, training, supervision, motivation and direction of these resources and the related legislation.

MANA 230 Organizational Behavior

Credits – 3

Study of human behavior both as individuals and as groups in the determination of organizational effectiveness. Special attention is given to formal and informal groups, the leader's role in conflict management, and concepts such as perception, learning, socialization, motivation, stress management, awareness and development of values.

MANA 340 Production and Operations Management

Credits – 3

Principles of production management applied to problems such as product design, objectives, policies, work, methods and standards, plant location, layout, scheduling, maintenance, inventory, quality control, operations analysis, performance and cost control.

MANA 350 Business, Government and Society

Credits – 3

Study of the philosophies, interrelationships, and perspectives regarding the role of business in society. Selected issues in the context of social responsibility are included. The analysis of specific legislation related to the field is also examined.

MANA 401 Seminar in Strategic Management**Credits – 3**

This is the capstone course of the management major and offers the student a hands-on overview of the strategic management process, focusing on the strategic analysis, strategy Formulation and strategy implementation phases. Students will deepen their analytical competencies while applying knowledge acquired in previous courses, skills and values to specific business issues.

MANA 404 Labor Relations**Credits – 3**

Studies the worker-management relationships, development and operation of labor unions, public and private policies on labor relations, collective bargaining, job and union security, and labor laws.

MANA 505 Management Information Systems**Credits – 3**

Information systems designed to support management in the areas of finance, manufacturing, marketing databases, and data communication are introduced.

MANA 511 International Management**Credits – 3**

This course deals primarily with the managerial practices and functions that characterize successful international corporations. It covers issues of organizational structure, planning and budgeting systems, management development and human resources, ethics, cross-cultural issues, the applicability and adaptation of culture-bound policies, communications, and the management of multi-cultural teams. Emphasis is placed on the processes by which multinational organizations are managed, including conflict management, multi-country integration mechanisms, and negotiation strategies.

MANA 550 Advanced Strategy Management**Credits – 3**

Analysis of the process of building strategies in organizations. Formal and informal strategic planning will be worked on. The strategic processes will be considered for the study and the way of raising the ideas within an organization. How they are pursued, how approval is found, and how it is incorporated into the strategy. Specific issues to consider are the nature and role of vision, the impact of organizational structure on the strategy-making process, value-based planning, and strategic decision-making.

MANA 552 Industrial and Service Quality Management**Credits – 3**

This course presents an overview of the key theory and current practice of quality monitoring and improvement. The content introduces fundamental management tools, techniques, and specialized skills. Recent changes in ISO 9000 quality management standards will be studied. The course will focus on the introduction to the subject of quality management rather than on specific tools. Also, how to develop future skills, using specific tools. Specific examples of successes and failures of quality management will be analyzed and a review of the technical tools necessary to implement a quality program will be made.

MANA 553 Human Behavior in the Organization**Credits – 3**

The course is oriented towards the study of the impact of organizational behavior and its effects on the development of a company. The main emphasis of this course is the application of the theories of human behavior, both individual and group, and the processes related to organizational effectiveness and efficiency. Consequently, the course focuses on aspects of the behavior of individuals and groups from the perspectives of learning styles, organizational culture, communication, personality, leadership, motivation, conflict, and management by objectives.

MANA 554 International Management

Credits – 3

This course is designed as a framework for understanding the international aspects of management. The course examines the strategic aspects of managing a multinational or global company (cultural, linguistic, economic, political, and geographic). It also reviews the changing patterns of international business. It focuses on the decision to enter certain markets and the location of the main activities and regional headquarters. Topics include trade and foreign direct investment, levels of analysis, ways to enter international markets, institutional environment, labor relations, relations with host governments, cultural issues, legal and political considerations, and competitive market forces.

MANA 561 Sales Force and Key Account Management

Credits – 3

This course studies the various activities related to administration, responsible for serving sales representatives in a company. Planning functions, sales control, predictions, budgets, distributions by territories, and routes are included. Existing regulations and problems related to the hiring, selection, supervision, evaluation, motivation, and training of sales representatives are analyzed. The use and handling of the studied elements, related to contemporary problems of sales representatives, are studied. Ethical, legal, and international concepts related to sales representation are also studied.

MANA 562 Pricing and Value Management

Credits – 3

The course introduces the discipline of strategic pricing management not only as an important part of marketing but also as an important area of the finance function and competitive strategy. Superior and sustainable company profitability can only be achieved by finding and exploiting synergies between customer needs and vendor capabilities. This is what is proposed by the study and application of the pricing strategy.

MANA 600 Business Policy and Ethics

Credits – 3

This course covers the functional and support areas of business administration. The course approaches business policymaking and administration from the perspective of the general manager. Cases emphasizing economic, social, and moral problems having implications for corporate policy are examined.

MANA 612 International Strategic Management

Credits – 3

This course focuses on the challenges to develop and implement corporate strategies in a global environment. It is structured to provide students with conceptual and practical understanding of the strategic challenges of multinational corporate management. Operating in a global rather than domestic arena presents the manager with many new opportunities. However, with these new opportunities come the challenges of managing strategy, organizations, and operations that are more complex, diverse, and uncertain. Unlike purely domestic competitors, companies that compete across borders must make choices about which product to offer around the globe; where to compete within the world; where to locate the various activities of the firm; and how to organize to effectively coordinate its worldwide activities.

MANA 625 Total Quality Management**Credits – 3**

Analysis and discussion of the elements of total quality management, change and its effects on organizational behavior. Also, the course examines the effects of changes in management of organizations in general, the responsibilities of the manager, and the behavior of the employees in the organization.

MANA 720 Operations and Production Management**Credits – 3**

This course stresses managing the production, distribution, materials, and information functions of manufacturing and service systems. It includes capacity determination, operating procedures analysis, operating systems design, control systems development, and new technology evaluation. The course utilizes current case examples of management skills required in the operations environment.

MANA 742 Simulation**Credits – 3**

The course is developed in a simulated environment of the companies and their managers to obtain the maximum performance of it. This course attempts to create a business reality using the same variables, relationships, and events that we find in the business world. It is made up of various decision cycles (Commercial, Production, R&D, Human Resources, and Finance). The simulator aims to offer a representation of business reality. Reproducing business complexity, and at the same time achieving the aforementioned educational objectives, entails limiting the game scenario and therefore establishing a series of rules that limit the participants' ability to act. Simulation seeks to maximize efficiency in decision making, and to obtain the maximum. By joining a team of students (managers) responsible for running a company that competes in a market simulated by the program.

MANA 750 Advanced Statistical Methods**Credits – 3**

The course consists of four divisions: descriptive statistics, probability, statistical inference, and multivariate analysis. Include the study of probability distributions and hypothesis testing; regression analysis, lineal correlation, ANOVA, simultaneous equation models, quantile regression, binary regression models, time series analysis, and panel data analysis.

MANA 754 Business Research Methods**Credits – 3**

The course promotes integration of scientific research and managerial decision-making. Students can note the variety of research in different areas of business, such as production, operations research, business policy and strategy, organizational behavior, human resources management, information systems, marketing, accounting, and finance. The course includes discussion of the research process, from the statement of the problem to the conclusions. Aspects of ethical considerations involved in conducting research, including cross-cultural research, will also be discussed.

MANA 762 Management Science**Credits – 3**

The purpose of this course is to provide students with an inventory of theories to address key issues in Management and Organizational Research. The course includes discussions of the role of theories in the development of scientific research; the theories to analyze contemporary management and organizational issues; the underlying assumptions of management and organizational theories; and the application of deductive and inductive models in management and organizational research.

MANA 800 Business Data Analysis

Credits – 3

The course includes the tools of managerial data analysis to transform raw business data regarding management processes and markets into organized information to identify meaningful patterns and relationship useful to interpret and perform analysis. This process provides useful knowledge for improved decision making. The course stresses the theoretical development and the practical application of each technique. The student may integrate the use of statistical analysis capabilities of pc-based computer software, summarize raw data and interpret patterns in those data, make and interpret statistical inferences, execute and interpret rudimentary regression analysis and recognize limitations of statistical analyses and identify pitfalls in their interpretations.

MANA 801 Knowledge Management**Credits – 3**

This course studies the theory and practice of Knowledge Management and highlights its strategic importance in the current business environment. The course examines fundamental theories and practical approaches to the identification, management, and measurement of knowledge and intellectual capital in organizations. The course encourages students to critically analyze how innovation, technology, global trends, and others influence knowledge management within modern organizations. Additionally, an analytical and reflective approach to knowledge management policies in different sectors is encouraged. The course will develop students' critical thinking, scientific reasoning, information, and innovation skills to effectively address business challenges based on knowledge management.

MANA 802 Corporate Finance**Credits – 3**

A comprehensive study of theoretical and empirical research on financial decisions; valuation of debt and assets; risk analysis and management; investment decisions; capital and cost of capital budget decisions; decisions of corporate finance and financial markets; policy dividends and capital structure decisions; interactions of investment and financial decisions; derived values, options, guarantees and convertible; consolidations, corporate governance, restructuring; international financial management.

MANA 803 Micro Economic Business Studies**Credits – 3**

In the first part of the course the basic conceptual tools for the study of decision-making, in uncertain conditions, will be developed. We will study the preferences and risk attitude of the decision maker and the relations with these elements in the utility maximization effect. In the second part of the course the traditional techniques of linear programming to determine the solutions in maximization or minimization problems, will be considered. We will focus in the interpretation of solutions (basic and general) and the existence of both. The third part of the course will cover basic notions of game theory. We will develop equilibrium concepts and study its applicability.

MANA 804 Strategic Management**Credits – 3**

Introduction to the theoretical perspectives and the analytical tools on complex case studies. Includes empirical findings in the strategic management process. The course will explore diagnosing the firm's current situation and the development of solutions to strategic and organizational problems. It will study how the organization builds sustainable competitive advantage in their respective industries.

MANA 806 Organizational Design**Credits – 3**

This course is designed to train theorist/researchers, practitioners in the design, redesign and implementation of effective organizations. It will focus on the analysis, planning, implementation, and

evaluation of both the social and technical systems of organizations with emphasis on the structural changes necessary to improve and maintain productivity and the quality of work life. The course will bring emphasis on the integration of diverse theoretical perspectives.

MANA 808 Business Consulting

Credits – 3

This course provides an in-depth understanding of strategy consulting. Course explores dimensions of defining and understanding the strategy consulting assignment, client relationship management, work methodology, value creation, and presentation and follows up. It examines individual, interpersonal, and organizational theories of development and of intervention effectiveness. It will develop an understanding of how internal and external consultants add value to the organization.

MANA 810 Negotiations Strategies

Credits – 3

This course includes the uses of the theory and research on effective negotiation strategies to build student understanding of, and skills for, managing differences and negotiation situations. The emphasis is on developing practical skills for effective negotiations that can be applied to concrete situations. Students should be prepared to learn from their own experiences and practice in this course.

MANA 820 Management of Innovation and Technology

Credits – 3

This course recognizes the importance of technology in the organizations. It considers the issues associated with introducing new technology into organizations, also covers the management of various types of technology and its role in the organizations in the 21st century.

MANA 822 Project Management in Business

Credits – 3

This course provides the theoretical knowledge and presents the best industry practices and techniques, for project management. The students can help business organizations to meet their goals and expectations using strategies to manage the process of planning, development, and control of projects.

MANA 824 Risk Management

Credits – 3

This course includes a comprehensive study of methods available for controlling risk and limiting financial exposure. Topics include insurance, underwriting, self-insurance, loss control, insurance fraud, workers compensation, government regulations and an examination of current issues in the insurance industry.

MANA 830 Advanced Human Resource Management

Credits – 3

Advanced studies in Human Resources Management. Topics include employee selection, performance appraisal, compensation, training and development, human resources policy and strategy, and other areas of human resource management.

MANA 832 Training & Human Resources Development

Credits – 3

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Topics include effective training, need assessment, program development, instructional design, delivery, evaluation, and the determination of the return of investment (ROI).

MANA 834 Seminar in Leadership**Credits – 3**

This course will examine organizational leadership and its relationship to organizational development and change. This includes leadership and ethical behavior, inter and intra organizational leadership strategies, management theory and practice and organizational culture.

MANA 840 Service Management**Credits – 3**

This course provides an overview of management principles applied in the service industry. It includes the application of management theories, effective characteristics, problems, communications, leadership, and particular management problems in service industries.

MANA 844 Managing Professional Services Organization**Credits – 3**

This course addresses the critical needs of the professional services organizations. The course is valuable for those planning on entering the professional service in a management role, including such activities as consulting, financial advice, accounting, the law, and other aspects of service industries.

MANA 850 Strategic Planning in Public Organizations**Credits – 3**

In this course the students will explore the theory and practice of the Strategic Planning Paradigm. As a tool for public administration, the students can learn how to apply the strategic planning like mission and vision statements, environmental scanning, identification of strengths and weakness, strategic policies and others.

MANA 852 Project Planning and Programming**Credits – 3**

Most of the public work is developed by projects and using specific budgets. In this course the students will learn how to develop project planning and how to use different tools for the programming of the projects like Precedence Diagram Method (PDM), Arrow Diagramming Method (ADM), Conditional Diagramming Method (ej. GERT), Expert Judgement and others.

MANA 854 Management and Budgeting in Government**Credits – 3**

This course addresses the theory of public management and budgeting spending and explores past and present applications in the federal and state government. The course also integrates experiences of management and budgeting in other countries in a way that the students can compare different scenarios.

MANA 857 Special Topics in Entrepreneurship and Management**Credits – 3**

This course is designed to promote the discussion of changing and emerging topics in the field that could not otherwise be effectively captured in the curriculum. Two alternatives are available: (1) lectures from visiting professors and (2) participation in international conferences or seminars. Visiting professors must prepare the course guidelines under the name Special Topics in Entrepreneurship and Management and a subtitle that refers to the topic. All proposed topics or participation in conferences must be approved by the DBA coordinator prior enrollment.

MANC 101 Introduction to Business**Credits – 3**

The course presents a study of business, its nature, its environment and opportunities. It introduces students to the broad principles of business in the fields of marketing, finance, organization and administration, and teaches the application of behavioral science by management. It also applies case studies to encourage analytical thinking.

MANC 125 Business Ethics

Credits – 3

This course introduces business ethics behavior. Part philosophy and part business, it includes ethical issues encounter by the contemporary business professional. The course will introduce corporate employee responsibilities, leadership and decision-making in daily responsibilities and situations in work.

MANC 126 Business Communications

Credits – 3

Application of business communication principles through creation of effective business documents and oral presentations. Includes study and application of team communication and use of technology to facilitate the communication process. Students will learn techniques for writing information to attend any business situation. They will also learn how to analyze their audience effectively to communicate both inside and outside of their organization.

MANC 127 Reconciliation and Auditing

Credits – 3

This course aims students to acquire the knowledge to assess the claims and payment process, identify possible errors, reconcile the evidence of payment, recover and mitigate loss for unpaid services and know the steps to follow to perform an audit in business. Emphasis is given to the procedures that are used in the different organizations, their policies, claims and payment skills, billing procedures and audit processes.

MANC 204 Legal Environment in Business

Credits – 3

Study the legal aspects of business transactions with special attention in contracts, sales, negotiable instruments, personal property, insurance, transportation, deeds of mortgage and the relationship of the government with companies.

MANC 210 Administrative Theory

Credits – 3

This course examines the principles and functions of the managerial process. It analyzes the role and behavior of human resources in an enterprise and the interrelations among business functions. It studies the application of managerial planning, organization, direction, and control through case studies.

MANC 213 Personnel Administration

Credits – 3

The course covers basic knowledge in the specialized area of human resources management, including the study of the primary activities of a manager or personnel officer. Areas such as: analysis and job design, recruitment and selection, orientation and training, personnel evaluation, importance of motivation and leadership in the dynamic business world, supervisor's role, knowledge of health and safety laws, equal employment opportunity, labor- management relations, among other issues.

MARC 133 Fundamentals of Marketing

Credits – 3

This course studies marketing as a business function and social process, including problems and policies of manufacturers, wholesalers, and retailers in the marketing of goods and services. Studies channels of

distribution, unfair competition, functions of sales departments, market research, and analysis applied to a global economy.

MARK 133 Principles of Marketing

Credits – 3

Presents the basic concepts and applications most relevant to the marketing decision making process. Focuses on the universal concerns of managers who are responsible for marketing decisions. Includes the consumer's buying decisions process and types of consumer behavior as related to the basic marketing philosophies regarding products, price, promotion and distribution.

MARK 206 Consumer Behavior

Credits – 3

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.

MARK 240 Introduction to Search Engines Platforms

Credits – 3

Millions of people use search engines like Google, Yahoo Search or Bing every day to find the information they need on the internet. This means that millions of people could fix, even for a single moment, their gaze and attention on some product, brand or service of an advertiser. This course introduces all areas of search engine optimization. The student will be able to understand the search engine, its optimization and how to increase traffic to the website that is critical to the success of electronic commerce.

MARK 241 Social Media Marketing

Credits – 3

This course introduces the key platforms for digital marketing and demonstrates how to set up a social media experience for a company. The student will be able to identify the benefits of social media marketing and differentiate between the most influential networks and their advantages.

MARK 242 Digital Marketing

Credits – 3

This class introduces the basic principles of digital marketing and its purpose. It will allow participants to develop clear and practical business goals for a digital marketing plan, gain insight from the audience and the industry by conducting digital searches across all search engines and social media platforms.

MARK 247 Hispanic Marketing

Credits – 3

In this course the student will have the opportunity to study the economic, social and cultural characteristics of Hispanic consumers. Particular attention will be paid to identifying what is needed to reach this segment and recognizing the appropriate strategies that appeal to their interests.

MARK 248 Multicultural Marketing

Credits – 3

The consumer market continues to grow in its diversity and brands must remain relevant across multiple groups to be successful. This course focuses on identifying business opportunities among specific cultural groups and establishing connections with that audience to recognize competitive advantages.

MARK 251 Advertising and Promotion

Credits – 3

History, social and economic aspects of advertising and promotion. Includes advertising plans and media, organization, background, planning of advertising strategy, and how to select the advertising agency.

MARK 255 Marketing Communications**Credits – 3**

This course seeks to equip participants to recognize the cultural background of the Hispanic population: the stereotypes, habits, and values that influence their decisions and distinguishes how cultural perceptions play an important role in the success of building adequate marketing communications.

MARK 306 Sales**Credits – 3**

The course centers on the study of the foundations of professional selling, such as creating, communicating and delivering value. Initiating, developing and enhancing customer relationships will also be discussed.

MARK 311 Electronic Marketing**Credits – 3**

This course examines how the evolution of marketing and the incorporation of the internet and other technologies have driven change by creating new business strategies and connections with the consumer. The course delves into how the application of e-marketing complies with its function to create, communicate, and deliver value to customers. The course will also discuss how proper management e-marketing succeeds in establishing relationships with the customers that produce end up with as a result profit for the organization.

MARK 318 Content Marketing**Credits – 3**

Today, it is imperative that every marketer makes sure that they deliver their brand content to the right people, at the right time, and through the right channels. This is a new mindset for most companies that are now beginning to develop strategies to establish an appropriate content strategy, manage an effective process, and achieve measurable results with content marketing.

MARK 320 Marketing Research**Credits – 3**

This course examines the fundamentals of marketing research and the integration of statistical programs for gathering and analyzing information in order to support decision making. Students will gain theoretical knowledge and practical skills in research that will add value to the academy and will contribute to existing business solutions. The students will be ethical in their research. The knowledge gained in this discipline will be useful for finding solutions to problems and knowing the consumer behavior about preferences for a brand, product, service or business. Students will also learn about developing more effective promotions for a company in a digital world, creating a new product or modifying an existing product, identifying services that may have greater future demand and studying social networks to analyze the digital market.

MARK 330 Retail**Credits – 3**

This course familiarizes students with the decisions involved in running a retail firm, as well as the concepts and principles for making those decisions. The student will gain an understanding of retailing trends, technology in the industry, merchandise planning and management, pricing, location, promotional strategies, human resource management, store design and layout, customer service, and

the international movement of retailers. The course will give students an insight into the retailing environment and will allow them to make decisions for effective management. The course also provides a good foundation for those interested in owning or running a small retail business or those interested in pursuing a retail career as a merchandise buyer or store manager.

MARK 400 Service Marketing

Credits – 3

The course provides a perspective of Service Marketing focused on service as a product and service to support the product and the application of its principles to the marketing mix. The student will gain the knowledge and practical skills for creating effective strategies in marketing services to meet changing needs, expectations and understanding consumer behavior.

MARK 410 International Marketing

Credits – 3

Analysis of the characteristics of international marketing and the factors influencing the marketing program. Includes international policies that determine decisions about products, distribution channels, promotion strategies, and legal and financial aspects of international markets.

MARK 420 Product and Brand Management

Credits – 3

In this course, the marketing strategies are examined from the perspective of brand strategies and tactics leading to the development of strong brands and maximizing the value of existing brands. Specifically, brand management includes product management, brand positioning, development, and measurement of brand equity over time.

MARK 425 Digital Marketing Forum

Credits – 3

This course will help students contextualize all their learning throughout the program, offering students a practical overview of digital marketing. Participants will deepen their analytical skills by applying the knowledge acquired in previous courses, skills, and values to specific business topics.

MARK 426 Hispanic Marketing Forum

Credits – 3

This course will help students contextualize all their learning throughout the program, offering students a practical overview of Hispanic marketing. Participants will deepen their analytical skills by applying the knowledge acquired in previous courses, skills, and values to specific business topics.

MARK 502 Marketing Management

Credits – 3

This course studies the theoretical foundations of marketing management and emphasizes the decision-making process based on needs assessment and current market opportunities. It includes the study of strategic marketing, segmentation, positioning, target market, information systems, marketing research, psychographics and demographic characteristics of consumers.

MARK 511 Marketing Management

Credits – 3

This course places emphasis on planning and decision-making procedures in areas such as: marketing measurements, product development, price adjustments, advertising and distribution. In this course, texts, case studies, readings and computer exercises are used to provide experience in managing the components of the marketing mix.

MARK 550 Integrated Marketing Communications**Credits – 3**

This course provides students with the knowledge and experiences necessary to develop and implement an integrated marketing communication strategy using tools such as advertising, sales promotions, public relations, sales, and direct marketing, including the use of digital media.

MARK 551 Marketing Research**Credits – 3**

Market research is the fundamental activity on which sales and marketing decisions are based, significantly reducing the risks of failure in the corporate world. This provides managers a critical view of the necessities and characteristics of a target audience, enabling a better understanding of them, providing information on the lifestyle and behavior that may alter and influence the act of purchase. Understanding consumer behavior as a decision maker and effectively acting upon it can offer companies a competitive advantage against the competition and a clear diagnosis in order to implement effective strategies.

MARK 552 CRM Trust and Loyalty Management**Credits – 3**

This course examines the strategic and tactical aspects of customer relationship management (CRM) to use customer databases to improve the value delivery process while reducing costs per customer. Also, the course includes the identification and development of strategies for specific consumers. As a business strategy, CRM focuses on identifying, selecting, acquiring, developing, and maintaining profitable relationships with consumers.

MARK 553 International Marketing**Credits – 3**

This course focuses on the strategic marketing decisions necessary to operate as an exporting, international, multi-domestic, or global company. Special emphasis is placed on studying the global market environment and managing the global marketing mix.

MARK 554 Services Marketing**Credits – 3**

This course focuses on the study of the differentiating characteristics of services and the aspects of marketing strategies used to market services compared to those used to market tangible products. The intangible nature of services requires that consumers use different skills and strategies to decide to buy, and this, in turn, demands from marketing the need to develop strategies different from those used to market tangible products. In addition, the course emphasizes the interdisciplinary nature of service marketing.

MARK 555 Sales Management**Credits – 3**

This course focuses on examining sales management as a critical element within a company's marketing effort. Topics such as the relationship between sales and marketing, the ethical dilemma involved in the sales process, the sales process, the structure, the compensation plan, and the management of the sales force are included. Additionally, students will also develop skills related to how to plan and execute profitable sales strategies that create a competitive advantage.

MARK 560 Consumer Behavior**Credits – 3**

This course focuses on the study of consumer purchasing patterns, the purchasing decision processes they use, and the variables that influence that process. Emphasized is the use of consumer knowledge to develop effective marketing strategies.

MARK 561 Brand Management

Credits – 3

Brand management refers to the process of creating, developing, and maintaining strong brands. Managing the brand is seen as an activity aimed at increasing the probability of purchase by differentiating the company's offer compared to that of competitors. In that sense, this course focuses on the process of creating and executing brand strategies with the purpose of developing strong brands. Special attention is given to the concept of brand equity and the process for creating that equity.

MARK 562 Supply Chain Management for Marketing

Credits – 3

This course focuses on studying the management of the supply chain. This consists of value-creating processes that increase value and consumer satisfaction while reducing operating costs, making the link between supply and demand more efficient and effective through the design and implementation of better inventory, location, and transportation systems and information.

MARK 564 Hispanic Marketing Evolution

Credits – 3

In this course the student will have the opportunity to investigate how interest in Hispanic markets has evolved when considering economic, social, cultural characteristics and their purchasing power. Particular attention will be paid to identifying what is needed to reach this segment and recognizing the appropriate strategies that appeal to their interests.

MARK 565 Comparative Marketing Communications

Credits – 3

The objective of this course is to equip participants to distinguish the cultural background of the Hispanic population: the stereotypes, habits, and values that influence their decisions and distinguish how cultural perceptions play an important role in the success of building adequate marketing communications.

MARK 566 Multicultural Marketing Strategy

Credits – 3

The consumer market continues to grow in its diversity, faced with this challenge, brands must remain relevant among multiple groups to be successful. This course focuses on identifying successful business strategies among specific cultural groups and establishing connections with that audience to recognize competitive advantages.

MARK 703-O Marketing Research

Credits – 3

This course examines the use of the scientific method in the acquisition, analysis, and interpretation of marketing information. Various research methods, such as exploratory, descriptive, and experimental approaches will be examined. The most recent studies in the systematic gathering of internal and external information needed for making marketing decisions will be considered.

MARK 711 International Marketing

Credits – 3

Analysis and application of theory and problem solving for marketing management in the global environment. Emphasis is on the role of marketing in the multinational organization, planning and

executing multi-country marketing strategies, managing, and controlling international marketing operations, and evaluating global customers.

MARK 800 Marketing Theory

Credits – 3

This course aims to strengthen fundamental knowledge in marketing and its study. We will explore the history and development of marketing theory, as well as the conceptual and practical dimensions of this discipline and its strategy. Emphasis will be placed on a deep understanding of essential marketing theories, ensuring that students achieve intellectual mastery through critical analysis in the sciences of marketing. Additionally, students will be encouraged to engage in critical thinking, design, and theoretical construction through research. Throughout the course, students will have the opportunity to debate various theories and topics related to marketing.

MATH 101 Mathematical Reasoning I

Credits – 3

In this course, students will learn to reason and make sense of mathematics so that they can use math in meaningful ways. Students will develop reasoning habits, such as analyzing a problem, implementing a strategy, seeking and using connections and reflecting on a solution to solve problems and think about mathematics.

MATH 111-112 Intermediate Algebra I and II

Credits – 6

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.

MATH 112ON College Algebra

Credits – 3

The College Algebra course includes the following topics: functions and graphs, polynomial and rational functions, exponential and logarithmic functions.

MATH 120 Introduction to Algebra

Credits – 3

This course presents topics such as: the set of real numbers, percentage, algebraic expressions, linear equations, linear inequalities, polynomials, and its basic operations. It emphasizes in application, problem solving, and comprehension skills.

MATH 151 Pre-Calculus I

Credits – 4

This course presents the concepts of functions: polynomials, rational, exponential, and logarithmic functions, systems of equations; applications, graphs, theory of equations, and analytic geometry.

MATH 152 Pre-Calculus II

Credits – 4

This course is a preparation for the differential and integral calculus in one variable. It is designed for students who plan to obtain a degree in science, mathematics, computer sciences, engineering, and mathematics education. The topics covered include trigonometric functions of real numbers and angles and their graphs, analytical trigonometry, applications of trigonometry, complex numbers and vectors, systems of linear equations, and analytic geometry.

MATH 221 Calculus I

Credits – 4

This course includes the study and analysis of limits, continuity, derivatives and integrals of polynomial, rational, logarithm, exponential and trigonometric functions. Applications of differentiation to sketch the graph of a function, the concept of maximum and minimum values, rate of change, velocity, acceleration, speed, and others. The indefinite and definite integral. Analysis and application of the Fundamental Theorem of Calculus. It is designed for students who plan to obtain a degree in science, mathematics, computer science or engineering.

MEDA 201 Clinical Laboratory Procedures**Credits – 4**

This course covers the performance and quality control for medical tests common to a medical office. Involves the study of medical laboratory principles and procedures, and covers the collection, performance and quality control for medical tests common to a physician's office setting, including clinical chemistry, phlebotomy, specimen collection and handling urinalysis, basic hematology, serology, microbiology and quality control. Also studies the theory and develops and practice components relating to universal precautions, OSHA safety regulations, aseptic technique, instrumentation, patient interviewing, taking and recording vital signs. Simulation included.

MEDA 202 Examining Room Procedures**Credits – 4**

The course includes medical procedures and instruction in clinical skills for the allied health scenarios. The student will focus on all needed processes to prepare a patient prior examination and routine clinical procedures, including the clinical documentation. It also provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MEDA 203 Fundamentals of Pharmacology**Credits – 3**

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.

MEDA 204 Medical Office Management**Credits – 3**

The content emphasis is to provide the skills to manage a wide variety of medical office settings and tasks. The student will identify challenges in the medical office's field and provide effective solutions based on legal and ethical standards.

MEDA 205 Medical Assistant Externship**Credits – 3**

This course provides experience in selected physician's offices or other health care facilities. A qualified medical professional supervises the student during this activity.

METE 224 Manufacturing Process Technology**Credits – 3**

The course is an introduction to manufacturing processes and provides an overview of casting, forming, and metal removal processes. Manufacturing processes of plastics will also be discussed.

METE 228 Mechanical Measurements Technology

Credits – 3

The study of measurement technology, coordinate measuring machines, surface finish measurements, machine vision, and particle measurement in a clean environment. The monitoring of processes and operations, automatic control, and data analysis.

MGMT 101 Managerial Principles and Leadership**Credits – 3**

This course focuses on modern management principles and major theories and models of leadership. The student will distinguish between the concepts of management and leadership, and will expose business terminology, concepts and current business topics. The course emphasizes the development and orientation towards leadership as well as understand critical related issues. Includes the role and responsibilities of managers and leaders, decision-making at different leadership scenarios, leadership in quality and planning in strategic management.

MGMT 220 Organization and Business Behavior**Credits – 3**

Study of concepts, theories, and practices related to individual and group behavior and their impact on the effectiveness and efficiency of the organization as a system. Upon completion of the course, the student will apply the integrated model of organizational behavior, through analysis and case assessment, scientific research, and current events from a professional and ethical perspective.

MGMT 230 Human Resources Management and Handling Diversity**Credits – 3**

Study of models and strategies of management and human resource development from the perspective of diversity in the workplace. Analysis and evaluation of basic fundamentals in strategic planning of human resources to promote and ensure the inclusion of a diverse workforce in all aspects of organizational life. Implementation of theories and strategies of human resources linked to recruitment, selection, training and development, compensation, benefits and incentives, retention, and succession of a diverse workforce, aligned to the objectives and business results, changes in the labor market, globalization, and competitive advantage.

MGMT 431 Integration Seminar**Credits – 3**

Comprehensive, theoretical, conceptual and decision analysis approach from the perspective of strategic change. This course allows application of knowledge, skills and abilities acquired in previous courses in order to improve the effectiveness and efficiency of the company. Emphasis is placed on research as an essential element in a strategic context, linked to changes occurring in the economy, technology, labor, business and trends in the discipline of study. The course is based on the analysis of case studies and research from international companies.

MGMT 530 Human Resources Management and Handling Diversity**Credits – 3**

Study of models and strategies of management and human resource development from the perspective of diversity in the workplace. Analysis and evaluation of fundamentals in strategic planning of human resources to promote and ensure the inclusion of a diverse workforce in all aspects of organizational life. Implementation of theories and strategies of human resources linked to recruitment, selection, training and development, compensation, benefits and incentives, retention and succession of a diverse workforce, aligned to the objectives and business results, changes in the labor market, globalization and competitive advantage.

MGMT 655 Integration Seminar

Credits – 3

Analysis of real and simulated case studies for the appropriate application of the planning, decision-making, and problem-solving processes. Comparative analysis of patterns and managerial problems are covered in the course. The seminar is geared toward the application of related principles, concepts, and theories. This course includes the development of an individual research project.

MHSA 674 Human Development**Credits – 3**

The course deals with theories of human development. It includes an analysis of the relationship among physical, intellectual, and social influences on all stages of human development.

MIBC 101 Medical Terminology and Abbreviations**Credits – 3**

This course introduces the student to the knowledge and use of the vocabulary, concepts and terms frequently used in medical offices and other places where health services are offered. It is divided into four basic sections: 1) etymology of the medical terms (prefix, root, and suffix) 2) common abbreviations 3) systems of the human body (function, organs, conditions, or related diseases) 4) medical specialties and sub-specialties and their functions.

MIBC 102 Medical Services Billing**Credits – 3**

In this course, students will learn the basics of the health care reimbursement system in the United State. Reviewed in detail are the types of contracts and coverage that insurance companies provide and the diagnosis and procedural coding systems that service providers are required to use. The course details the correct documentation necessary to submit claims based on the patient's insurance selection, as well as details regarding patient care services, physician care management, release of information, deficiency analysis, delinquency reporting, and revenue cycle management.

MIBC 103 Clinical and Professional Coding**Credits – 4**

In this course, the student will learn to identify and select codes for services, procedures, and diagnoses used in the outpatient setting. Skills will be practiced utilizing ICD-10-CM, and HCPCS Level II code books. Emphasis will be in ICD-10-CM diagnosis coding and CPT procedural/service coding for medical services.

MIBC 105 Billing and Electronic Records**Credits – 4**

In this course the student will perform activities related to medical billing, referrals, pre-authorizations, and other elements of electronic transmission related to the revenue cycle process). The student learns to use a clearinghouse as well as patient financial management and electronic health record systems to complete the billing process. In addition, students work with the digitalization of paper and electronic documents, the electronic prescribing, and various federal laws that impact medical billing and electronic records.

MIBC 106 Reconciliation and Auditing**Credits – 3**

This course allows students to acquire the knowledge to assess the claims and payment process, identify possible errors, reconcile the evidence of payment, recover and mitigate loss for unpaid medical services, and know the steps to follow in order to perform an audit in a medical office or outpatient area. The student will learn the technical or specialized vocabulary and terminology commonly used by health insurance companies and the health care industry. Emphasis is given to the procedures used by various

health insurance companies and Medicare, among others, such as their policies, claims and payment processes, reimbursement procedures, and audit processes.

MIBC 107 Health, Safety and Medical Law and Ethics

Credits – 3

This course studies the legal aspects of the medical billing and coding profession. It covers the legal requirements of medical records in relation to its retention, security controls, maintenance, and confidentiality, within the institution as well as outside. Emphasis is given to the application of professional ethics and legal aspects in health information management.

MSNT 500 Sports and Exercise Nutrition

Credits – 3

The course integrates nutrition principles, standards and guidelines, focusing on understanding how dietary needs have implications in sports and exercises. The content gives students comprehensive knowledge of nutrition and how it supports training, recovery and performance in sports and exercises, considering diet plans, supplements, eating disorders and exercise patterns, among others.

MSNT 510 Life Cycle Nutrition

Credits – 3

The course will enable students to explore the role of nutrition from preconception until the older adult stage. Each life cycle is discussed considering physiological changes, as well as lifestyle factors and nutritional requirements. The content includes the study of special nutritional needs, aspects about physiology, and health concerns. Physical growth, eating problems and other nutrition-related conditions are examined for each stage of life. Recommendations for improving the nutritional well – being of individuals throughout the life cycle will be discussed.

MSNT 520 Health Communication

Credits – 3

Comprehensive overview of health communication that addresses different forms of delivering high quality health promotion messages at the individual, family, professional, organizational and societal level. Discussion includes various communication methods, mass media, the art of public speaking and social marketing, in order to persuade, influence, empower and support. Health communications includes how messages from interpersonal, organizational, cultural and media sources affect health behaviors, attitudes, actions of individuals and beliefs, in a variety of settings.

MSNT 530 Nutrition for Health

Credits – 3

This course emphasizes the role of nutrition and lifestyle choices in promoting optimal health. Discussion of how dietary intake influences health and wellbeing. The content integrates aspects of food choices and health, and nutrition principles in the life cycle.

MSNT 540 Nutritional Problems: A Global Perspective

Credits – 3

The course will focus on nutrition issues and problems related to global health inequality. Students will explore the nature and extent of global inequalities, according to health and nutrition, as well as the implications of the health crisis that afflicts countries, with special attention to problems such as food habits, malnutrition, and food security. The content includes the discussion about how to improve health and well-being to reduce observed disparities.

MSNT 550 Epidemiology of Public Health for Health Professionals

Credits – 3

This course presents the basic tenets of the epidemiology of public health for health professionals. Emphasis will be on definition, identification, and prevention of nutrition-related disease, as well as improving the health of a population by improving nutrition. Malnutrition will be discussed on an environmental, economic, and societal level to equip students with the necessary knowledge to explain, communicate and apply the basic principles of epidemiology in their professions and how their discipline contributes to public health goals.

MSNT 560 Nutrition and Disease Prevention

Credits – 3

Discussion of the etiology of major nutrition problems in different populations, the role of the diet in disease prevention and treatment, and the promotion of health through nutrition. The course focuses on improving food choices, dietary intake, and nutritional status. Students will examine nutrition issues facing at-risk populations, including pregnant and lactating women, infants, children, adolescents, adults and the elderly.

MSNT 570 Nutrition in Alternative and Complementary Medicine

Credits – 3

This course discusses the role of nutrition in alternative and complementary medicine. Evidence-based recommendations will be presented for the use of alternative and complementary medicine. The wide range of approaches to health and well – being will be emphasized. The most commonly used therapies will be discussed as an adjunct to conventional medical care.

MSNT 592 Research Methodology

Credits – 3

This course presents the principal methods of human nutrition research with focus on the role of the nutritionist as part of a research team. Qualitative and quantitative research, research ethics, quality control, selection of dietary assessment methodology and sources of funding are discussed. A research study is conducted as part of this course and results are shared with other students and faculty members. The students will have the opportunity to analyze research articles from well-recognized journal of nutrition topics.

MSPA 500 Theory Practice Change in the Administration of Public Policy

Credits – 3

This course deals with modern age theories and ideologies which guide and shape the development, administration, and evaluation of public policy. It focuses on and understanding of the concepts of individualism, collectivity and community development by behavioral philosophers and scientists. It provides for planning, as well as its methods and application. The course also presents a critical analysis of the various models which translate public policy and its application to specific approaches and concrete actions.

MSPA 505 Computer Education for Public Administrators

Credits – 3

The course covers basic knowledge in the use of computers (computer literacy). Three basic areas are developed: (1) the ability to use the technological innovations, (2) the ability to incorporate the technological innovations into particular area of interest and (3) the ability to implement strategies and policies geared to the improvement of the administration team.

MSPA 510 Research and Quantitative Methods in Public Administration

Credits – 3

This course deals with the concepts in research methodology and the statistic related to the process which are applicable to the Public Administration program. A multidisciplinary approach appropriate for

the Public Administration professions will be presented. The course will also develop in students the capacity for objective decision making with a minimum of prejudice and subjectivity. The course emphasizes practical elements of methodology and applied statistics will be emphasized.

MSPA 520 Administrative Law and Ethics

Credits – 3

Students become familiar with the set of legal norms and regulations concerning the various organizations, institutions, and public agencies, as well as with the justice system, the ordinances of services legally pertaining to these agencies, and the relations between these agencies and the individuals receiving those services. It includes the study of the dispositions which govern administrative processes, as well as ethical models in public administration.

MSPA 530 Planning and Evaluation in Public Administration: Theories Methods and Techniques

Credits – 3

The purpose of this course is to prepare students to deal with problems management, solutions and evaluate outcomes. A panoramic view of the planning and evaluation theories are discussed. The main approach of the course is strategic planning, which in recent decades has become the practice in all organizations, both public, private and nonprofit. The student will learn to think strategically to address the challenges of public, private and nonprofit organizations.

MSPA 540 Seminar: Planning, Development and Evaluation of Human Resources

Credits – 3

The course will cover concepts and theories on communication, leadership, human motivation, perception, emotions, personality of organization and administration. Analysis of the components of Human Resources administration such as: recruitment and selection of personnel, job classification and evaluation, personnel training, retirement, motivation and human relations in Public Administration.

MSPA 550 Fiscal Resources Management

Credits – 3

Study of the fiscal administration and formulation in the public sector and in nonprofit organizations. Analysis and evaluation of concepts, theories, models, scopes and strategies in the budgetary process.

MSPA 710 Research Seminar for Public Administration

Credits – 3

The seminar offers students the opportunity to carry out an investigation integrating the knowledge obtained through the analysis of administrative systems and their contingent functions and how they affect public and private institutions. Students will analyze the activities of planning, organizational, design, and formulation. The decision-making process in the organization will be covered.

NADM 657 Theories and Strategies in Nursing Administration

Credits – 3

This course exposes the student to a wide variety of managerial and theoretical models that are used as a framework for management. Develops competencies as professional leadership, collaborator, consultant and ethical decision-making in the management nursing role. Provides to establish the difference between a leader and a manager. It emphasizes cultural diversity, inequality, and social determinants. In addition, aspects of communication, stress control and time management in administration are discussed among other topics as they apply to nursing administration based on evidence. For the development of competencies, communication skills, the ANA Standards of Practice, professional expectations of a leader, emotional intelligence, and various health policies, among other topics are used.

NADM 659 Advanced Nursing Practice in Nursing Administration

Credits – 4

This course provides the opportunity to apply the theoretical concepts and strategies previously acquired in the program to develop the competencies of professional leadership, collaborator, consultant, and ethical decision-making in the role of administration in health settings and under the guidance of a manager / leader in nursing administration. In addition, critical thinking and communication skills are developed in a problem-solving project. Aspects of the future of leadership in nursing administration and effective work with the interprofessional team are discussed. During practice the student will have the opportunity to experience the various roles of a nursing administrator. The student must complete 30 hours of theory and 90 hours of practice.

NRSE 100 Pathophysiology

Credits – 3

This course provides the students with an introduction to pathophysiology using a body systems approach and within the lens of the nursing process. Students will gain an understanding of common pathophysiological states as preparation for more advanced nursing knowledge.

NRSE 109 Nutrition Essentials for Nursing Practice

Credits – 3

This course is designed to introduce the nursing student to clinical dietary and nutritional principles and their role for proper growth and development as well as maintenance of health across the lifespan. Discussions focus on nutritional care fundamentals, including nutritional assessment, identifying risk factors, determining nutrient requirements, and selecting appropriate interventions to include health teaching and therapeutic communication/counseling. Life cycle nutrition, functional elements of nutrition support, nutritional care trends, and nutritional considerations in specific disease states and the impact of cultural, lifestyle, and economic influences are integrated throughout the course.

NRSE 200 Nursing Informatics

Credits – 3

This theoretical course introduces Nursing Informatics (NI) with the integration of digital technology and information science. NI's foundation, rise and the role as a Nursing profession and in the healthcare, industry is explored. Emphasis is placed on the protection, privacy and confidentiality of the information in health care settings. The students will complete assignments that simulate the role of the NI nurse. Exercises will be presented using scenarios of virtual patients to prepare the students in documenting on the Electronic Health Record.

NRSE 201 Nursing Fundamentals

Credits – 3

This course provides instruction in the fundamentals of nursing, including the nursing process, nursing roles, introduction to professionalism, ethics, and patient care principles with a focus on the elderly population.

NRSE 201C Nursing Fundamentals Clinical

Credits – 1

This course provides This course provides the opportunity for students to practice the knowledge and skills acquired in the classroom and laboratory settings. The clinical client care experiences focus on nursing assessment, use of basic nursing skills sets, safe medication administration and teaching for health promotion. There is an emphasis on patient safety. This course provides 45 clinical hours.

NRSE 201L Nursing Fundamentals Laboratory

Credits – 1

This course provides the opportunity to learn and practice fundamental nursing skills in a laboratory setting. The lab experiences focus on nursing assessment, use of basic nursing skills sets, safe medication administration and teaching for health promotion and safety. This course provides 30 lab hours.

NRSE 202 Health and Physical Assessment

Credits – 3

This course provides the students with the knowledge and skills necessary to perform a comprehensive health assessment utilizing interview and communication techniques, and the skills of history taking, inspection, palpation, percussion, and auscultation. Skills and knowledge are developed to implement assessment strategies to maintain structural, personal, and social integrity throughout the life cycle.

NRSE 202L Health and Physical Assessment Laboratory

Credits – 1

This course provides the students with the knowledge and skills necessary to perform a comprehensive health assessment utilizing interview and communication techniques, and the skills of history taking, inspection, palpation, percussion, and auscultation. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head (eyes, ears, nose, mouth) and neck (throat), lymphatics, respiratory, and cardiovascular systems. Practice of assessment techniques occurs through experiential learning in the laboratory environment.

NRSE 203 Medical Surgical Nursing I

Credits – 4

This course introduces the student to nursing care of diverse adult and geriatric populations with chronic and acute common medical/surgical health problems. The nursing process is used to organize care of pathophysiology and disease process. There is a focus on the development of evidenced-based knowledge through the application of empathy/caring as part of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care for diverse populations.

NRSE 203C Medical Surgical Nursing I Clinical

Credits – 1

This course introduces the student to nursing care of diverse adult and geriatric populations with chronic and acute common medical/surgical health problems. The nursing process is used to organize care of pathophysiology and disease process. There is a focus on the development of evidenced-based knowledge through the application of empathy/caring as part of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care for diverse populations. This course provides, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. Faculty will provide students with formative and summative evaluation. Students must successfully complete all course activities as detailed on the clinical evaluation form to pass the course.

NRSE 203L Medical Surgical Nursing I Laboratory

Credits – 1

This course introduces the student to nursing care of diverse adult and geriatric populations with chronic and acute common medical/surgical health problems. The nursing process is used to organize care of pathophysiology and disease process. There is a focus on the development of evidenced-based knowledge through the application of empathy/caring as part of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care for diverse populations. Students in the laboratory component will learn and demonstrate skills associated with medical/surgical clients.

NRSE 204 Pharmacology**Credits – 3**

This course provides instruction on the application of pharmacology within the nursing process to direct nursing decisions, safe drug administration, and ensure compliance with standards of practice. This course focuses on identification of drug classifications, drug interactions, calculation dosages and solutions, and application of the nursing process to clinical situations.

NRSE 204L Pharmacology Laboratory**Credits – 1**

The focus of this course is to assist the student in applying knowledge of pharmacology and the nursing process to direct nursing decisions relative to safe drug administration and to ensure compliance with standards of practice. This course focuses on identification of drug classifications, drug interactions, calculation dosages and solutions, and application of the nursing process to clinical situations. Students in the laboratory component will learn and demonstrate skills associated with medication administration, including dosage and calculation of medications.

NRSE 205 Pathophysiology**Credits – 3**

This course provides the students with an introduction to pathophysiology using a body systems approach and within the lens of the nursing process. Students will gain an understanding of common pathophysiological states as preparation for more advanced nursing knowledge.

NRSE 210 Nursing Informatics**Credits – 3**

This course assists students to develop basic competencies in use of computers, data management software, patient care technologies, electronic communication, data gathering devices to deliver quality patient care. Issues and policies related to ethics and privacy regarding the treatment of patient information (HIPAA) and the impact of informatics related to data, technology, privacy, security and systems are addressed.

NRSE 220 Health and Physical Assessment**Credits – 2**

This course is instruction on health assessment including interview and communication techniques, and the skills of history taking, inspection, palpation, percussion, and auscultation. Knowledge is developed to implement assessment strategies to maintenance structural, personal, and social integrity throughout the life cycle in diverse populations.

NRSE 220L Health and Physical Assessment Laboratory**Credits – 1**

This course provides the opportunity to learn and practice health assessment skills in the laboratory setting. It provides opportunities to apply assessment, critical thinking, and documentation skills. This course provides 30 lab hours.

NRSE 225 Mental Health Nursing**Credits – 3**

This course focuses on the theory and application of the nursing process basic to psychiatric-mental health nursing related to individuals, families, and groups. Emphasis is placed on critical thinking, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. The impact of mental health issues across the life span is explored. The course introduces specialized assessment

and counseling skills necessary for the care of the individual experiencing situational and maturational stressors as well as nursing diagnosis and interventions based on empathy/caring.

NRSE 225C Mental Health Nursing Clinical

Credits – 1

This course focuses on the theory and application of the nursing process basic to psychiatric-mental health nursing related to individuals, families, and groups. Emphasis is placed on critical thinking, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. The focus of the clinical component of the course is on the application of empathy/caring as part of the nursing process in patients with psychiatric disorders. Effective therapeutic interventions, communication skills, patient safety, application of the nursing informatics process, community mental health, critical thinking, cultural diversity, cultural competence, and nutrition are applied in clinical practice.

NRSE 230 Medical Surgical Nursing I

Credits – 4

This course introduces nursing care of diverse adult and geriatric populations with chronic and acute common medical/surgical health problems. The nursing process is used to organize care of pathophysiology and disease process. There is a focus on the development of evidenced-based knowledge through the application of empathy/caring as part of the nursing process, communication skills, critical thinking and therapeutic interventions, as essential to ensuring optimal care for diverse populations.

NRSE 230C Medical Surgical Nursing I Clinical

Credits – 1

This course provides the opportunity for students to practice the knowledge, and skills acquired in the classroom and laboratory settings. The clinical patient care experiences focus on evidence-based management of medical-surgical patients. This course provides 45 clinical hours.

NRSE 230L Medical Surgical Nursing I Laboratory

Credits – 1

This course provides laboratory instruction and practice for skills commonly with the care of medical/surgical patients. This course provided 30 lab hours.

NRSE 240 Medical Surgical Nursing II

Credits – 3

This course focuses on patient care of high acuity patients with complex medical/surgical conditions. Emphasis is on strengthening critical thinking, clinical reasoning and decision-making necessary for safe, patient-centered nursing care. The importance of collaborative nursing interventions using safe nursing practice through the integration of the nursing process that reflects caring behaviors in response to physical, emotional, and cultural patient needs is addressed. As an advanced nursing student, attention is given to strengthening one's organizational and time management skills, incorporating evidence-based practice, and creating a safe patient care environment to achieve high quality patient outcomes.

NRSE 240C Medical Surgical Nursing II Clinical

Credits – 1

This course provides the opportunity for students to practice the knowledge and skills acquired in the classroom and laboratory settings. The clinical patient care experiences focus on evidence-based management of high acuity medical-surgical patients. This course provides 45 clinical hours.

NRSE 240L Medical Surgical Nursing II Laboratory

Credits – 1

This course provides laboratory instruction and practice for more advanced skills commonly with the care of medical/surgical patients. This course provided 30 lab hours.

NRSE 250 Maternal and Child Nursing

Credits – 2

This course focuses on the care of the childbearing family. Emphasis is on the bio-psycho-social cultural needs of the family during the phase of pregnancy, childbirth and the neonatal period including abnormal conditions. Students develop the necessary knowledge base and learn the importance of collaboration with other members of the health care delivery team to provide care, teaching, and therapeutic communication to provide counseling for pregnancy, delivery and newborn nursing.

NRSE 250C Maternal and Child Nursing Clinical

Credits – 1

This course provides clinical experience to apply nursing knowledge, critical thinking and a systematic problem-solving approach to plan for the basic care needs of the childbearing family during the prenatal, intra-partum, and post-partum periods. Students collaborate with others members of the health care delivery team to provide care, teaching, and therapeutic communication to provide counseling for pregnancy, delivery and newborn nursing. This course provides 45 clinical hours.

NRSE 255 Nursing Care of Children and Adolescents

Credits – 2

This course focuses on the nursing care of children, adolescents and their families experiencing acute, chronic, and critical health conditions. The family centered approach is utilized with a focus on health promotion, health teaching, acute and chronic health conditions, therapeutic communication/counseling and rehabilitative needs of children considering infancy, childhood, and adolescence from a developmental context. The course covers common and complex health problems of infancy, childhood, and adolescence.

NRSE 255C Nursing Care of Children and Adolescents Clinical

Credits – 1

This course provides clinical experience to providing care to children, implementing an empathy/caring-based intervention focusing on family-centered care that is used as the means through which students learn to collect, organize, and analyze information as they work to develop therapeutic relationships with children and their families. This course provides 45 clinical hours.

NRSE 260 Nursing Knowledge Integration

Credits – 1

This course provides the associate degree nursing student guidance on the process of applying for licensure and preparation for passing the national nursing licensure exam (NCLEX-RN). Topics include review of the nursing process, NCLEX client needs categories, NCLEX exam management, test taking skills and review of nursing program content.

NRSE 290 Nursing Capstone Leadership Seminar

Credits – 3

This course integrates knowledge learned throughout the curriculum to demonstrate mastery of content learned in liberal arts, sciences and nursing courses. It focuses on synthesis of content to facilitate the student's transition into professional nursing through an exploration of trends and issues in professional nursing. Teaching-learning strategies address the transition to the professional nursing role and the changing dynamics in health care that could challenge new nurses as they enter a full practice role for the first time. Content includes key elements of management and leadership theory, roles and

delegation, professionalism, morale and governance, improvement, facilitation of change, technology and health data management; evidence-based practice; clinical judgment and decision-making.

NRSE 290C Nursing Capstone Leadership Clinical

Credits – 2

This course provides a Capstone clinical immersion experience for students approaching graduation. It provides opportunities to practice clinical reasoning, leadership, and nursing skills within a diverse health care environment. This course provides 90 clinical hours.

NRSE 300 Essentials of Telehealth for Nursing

Credits – 3

This course explores telehealth technologies and the application to nursing practice. Focus is placed on translating telehealth technologies into practice through learning about and utilizing real time videoconferencing, home monitoring technologies, and store and forward technologies. Credentialing, reimbursement, regulatory, and policy issues related to implementation of telehealth will also be emphasized. Students will examine model telehealth programs showing increased access to care and improved healthcare outcomes while exploring issues surrounding nursing telehealth practice.

NRSE 300L Essentials of Telehealth Nursing Laboratory

Credits – 1

This course explores telehealth technologies and the application to nursing practice. Focus is placed on translating telehealth technologies into practice through learning about and utilizing real time videoconferencing, home monitoring technologies, and store and forward technologies. Credentialing, reimbursement, regulatory, and policy issues related to implementation of telehealth will also be emphasized. Students will examine model telehealth programs showing increased access to care and improved healthcare outcomes while exploring issues surrounding nursing telehealth practice. Students in the lab environment will apply concepts to practice.

NRSE 303 Medical Surgical Nursing II

Credits – 4

This course focuses on patient care of high acuity patients with complex medical/surgical conditions. Emphasis is on strengthening critical thinking, clinical reasoning and decision-making skills necessary for safe, patient-centered nursing care. The importance of collaboratively perform nursing interventions using safe nursing practice through the integration of the nursing process that reflects caring behaviors in response to physical, emotional, and cultural patient needs is addressed. As an advanced nursing student, attention is given to strengthening one's organizational and time management skills, incorporating evidence-based practice, and creating a safe patient care environment to achieve high quality patient outcomes. This course provides, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. Faculty will provide students with formative and summative evaluation. Students must successfully complete all course activities as detailed on the clinical evaluation form to pass the course.

NRSE 303C Medical Surgical Nursing II Clinical

Credits – 1

This course focuses on patient care of high acuity patients with complex medical/surgical conditions. Emphasis is on strengthening critical thinking, clinical reasoning and decision-making skills necessary for safe, patient-centered nursing care. The importance of collaboratively perform nursing interventions using safe nursing practice through the integration of the nursing process that reflects caring behaviors in response to physical, emotional, and cultural patient needs is addressed. As an advanced nursing student, attention is given to strengthening one's organizational and time management skills, incorporating evidence-based practice, and creating a safe patient care environment to achieve high

quality patient outcomes. This course provides, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. Faculty will provide students with formative and summative evaluation. Students must successfully complete all course activities as detailed on the clinical evaluation form to pass the course. Students in the clinical environment will care for clients with complex medical/surgical problems under the guidance of assigned faculty.

NRSE 303L Medical Surgical Nursing II Laboratory

Credits – 1

This course focuses on patient care of high acuity patients with complex medical/surgical conditions. Emphasis is on strengthening critical thinking, clinical reasoning and decision-making skills necessary for safe, patient-centered nursing care. The importance of collaboratively perform nursing interventions using safe nursing practice through the integration of the nursing process that reflects caring behaviors in response to physical, emotional, and cultural patient needs is addressed. As an advanced nursing student, attention is given to strengthening one's organizational and time management skills, incorporating evidence-based practice, and creating a safe patient care environment to achieve high quality patient outcomes. This course provides, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. Faculty will provide students with formative and summative evaluation. Students must successfully complete all course activities as detailed on the clinical evaluation form to pass the course. Students in the lab environment will learn, practice and demonstrate understanding of assigned nursing skills and methods.

NRSE 304 Maternal and Child Nursing

Credits – 3

This course utilizes the nursing process for the assessment and management of the childbearing family. Emphasis is on the bio-psycho-social cultural needs of the family during the phase of pregnancy, childbirth and the neonatal period including abnormal conditions. The student will utilize critical thinking and a systematic problem-solving approach to plan for the basic care needs of the childbearing family during the prenatal, intra-partum, and post-partum periods. Students develop the necessary knowledge base and learn the importance of collaboration with others of the health care delivery team to provide care, teaching, and therapeutic communication to provide counseling for pregnancy, delivery and newborn nursing.

NRSE 304C Maternal and Child Nursing Clinical

Credits – 1

This course utilizes the nursing process for the assessment and management of the childbearing family. Emphasis is on the bio-psycho-social cultural needs of the family during the phase of pregnancy, childbirth and the neonatal period including abnormal conditions. The student will utilize critical thinking and a systematic problem-solving approach to plan for the basic care needs of the childbearing family during the prenatal, intra-partum, and post-partum periods. Students develop the necessary knowledge base and learn the importance of collaboration with others of the health care delivery team to provide care, teaching, and therapeutic communication to provide counseling for pregnancy, delivery and newborn nursing. Students will complete the required hours in, in the simulation laboratory, and in clinical practice.

NRSE 304L Maternal and Child Nursing Laboratory

Credits – 1

This course utilizes the nursing process for the assessment and management of the childbearing family. Emphasis is on the bio-psycho-social cultural needs of the family during the phase of pregnancy, childbirth and the neonatal period including abnormal conditions. The student will utilize critical thinking

and a systematic problem-solving approach to plan for the basic care needs of the childbearing family during the prenatal, intra-partum, and post-partum periods. Students develop the necessary knowledge base and learn the importance of collaboration with others of the health care delivery team to provide care, teaching, and therapeutic communication to provide counseling for pregnancy, delivery and newborn nursing. Students in the laboratory environment will learn, practice and demonstrate proficiency of associated nursing skills.

NRSE 305 Mental Health Nursing

Credits – 3

This course focuses on the theory and application of the nursing process basic to psychiatric-mental health nursing related to individuals, families, and groups. Emphasis is placed on critical thinking, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. The impact of mental health issues across the life span is explored. The course introduces specialized assessment and counseling skills necessary for the care of the individual experiencing situational and maturational stressors as well as nursing diagnosis and interventions based on empathy/caring.

NRSE 305C Mental Health Nursing Clinical

Credits – 1

This course focuses on the theory and application of the nursing process basic to psychiatric-mental health nursing related to individuals, families, and groups. Emphasis is placed on critical thinking, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. The focus of the clinical component of the course is on the application of empathy/caring as part of the nursing process in patients with psychiatric disorders. Effective therapeutic interventions, communication skills, patient safety, application of the nursing informatics process, community mental health, critical thinking, cultural diversity, cultural competence, and nutrition are applied in clinical practice.

NRSE 305L Mental Health Nursing Laboratory

Credits – 1

This course focuses on the theory and application of the nursing process basic to psychiatric-mental health nursing related to individuals, families, and groups. Emphasis is placed on critical thinking, therapeutic communication, cultural diversity, spirituality, family dynamics, loss and grieving, stress and coping, crisis intervention, violence, abuse, psychiatric disorders, and community resources. The impact of mental health issues across the life span is explored. The course introduces specialized assessment and counseling skills necessary for the care of the individual experiencing situational and maturational stressors as well as nursing diagnosis and interventions based on empathy/caring. Students in laboratory will plan client care and learn, practice, and demonstrate understanding of nursing skills.

NRSE 307 Nursing Care of Children and Adolescents

Credits – 3

This course focuses on the use of the nursing process to develop and implement nursing management strategies for children, adolescents and their families experiencing acute, chronic, and critical health conditions. The family centered approach is utilized with a focus on health promotion, health teaching, acute and chronic health conditions, therapeutic communication/counseling and rehabilitative needs of children considering infancy, childhood, and adolescence from a developmental context. The nursing process is utilized as a guide for empathy/caring-based intervention focusing on family-centered care and is used as the means through which students learn to collect, organize, and analyze information as they work to develop therapeutic relationships with children and their families. The course covers common and complex health problems of infancy, childhood, and adolescence.

NRSE 307C Nursing Care of Children and Adolescents Clinical

Credits – 1

This course focuses on the use of the nursing process to develop and implement nursing management strategies for children, adolescents and their families experiencing acute, chronic, and critical health conditions. The family centered approach is utilized with a focus on health promotion, health teaching, acute and chronic health conditions, therapeutic communication/counseling and rehabilitative needs of children considering infancy, childhood, and adolescence from a developmental context. The nursing process is utilized as a guide for empathy/caring-based intervention focusing on family-centered care and is used as the means through which students learn to collect, organize, and analyze information as they work to develop therapeutic relationships with children and their families. The course covers common and complex health problems of infancy, childhood, and adolescence. This course provides, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. Faculty will provide students with formative and summative evaluation. Students must successfully complete all course activities as detailed on the clinical evaluation form to pass the course.

NRSE 307L Nursing Care of Children and Adolescents Laboratory

Credits – 1

This course focuses on the use of the nursing process to develop and implement nursing management strategies for children, adolescents and their families experiencing acute, chronic, and critical health conditions. The family centered approach is utilized with a focus on health promotion, health teaching, acute and chronic health conditions, therapeutic communication/counseling and rehabilitative needs of children considering infancy, childhood, and adolescence from a developmental context. The nursing process is utilized as a guide for empathy/caring-based intervention focusing on family-centered care and is used as the means through which students learn to collect, organize, and analyze information as they work to develop therapeutic relationships with children and their families. The course covers common and complex health problems of infancy, childhood, and adolescence. In the laboratory setting, students will plan the care of clients and learn, practice, and demonstrate understanding of nursing skills.

NRSE 400 Nursing Role in Family Care and the Community

Credits – 3

The student will apply the theoretical and empirical knowledge in the use of the nursing process in populations and community environments to promote, maintain, and restore health. The students will examine the roles and various scenarios of professional nursing and public health community during the assessment phase, applying research skills, effective communication, and the satisfaction of health needs of populations and communities.

NRSE 401 Diversity in the Nursing Profession

Credits – 3

During this course, the student will examine the influence of cultural diversity in the nursing practice with the patient, individuals, towns, and communities. They will analyze the impact of cultural diversity, beliefs, values, and influence in health care and nursing practice. They will explore their own cultural beliefs related to health care, customer behaviors, cultural perspective, and cross-cultural communication barriers.

NRSE 402 Management and Leadership Seminar in Nursing

Credits – 3

In this course, the student will analyze the fundamentals of leadership and management in health services. Emphasis is placed on the application of advanced communication skills in collaboration with

the multidisciplinary team. The different types of leadership, the characteristics of a leader, and organizational changes for a better teamwork will be discussed. They will also evaluate the leadership theories and models to foster safe environments and effective work. Through the seminar, they will apply the problem-solving step methods to address complex issues within health organizations.

NRSE 403 Community Health Nursing

Credits – 3

This course introduces concepts of community health utilizing the population-focused nursing process. Health promotion, risk reduction, health teaching and disease management across the lifespan in selected community settings based on the Healthy People 2030 guidelines. Diverse roles of the community and public health nurse are examined, and a community assessment is completed using research and data processing skills. Clinical experiences focus on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings. Students apply the nursing process, communication skills, critical thinking, and empathy/caring-based therapeutic interventions in nursing care.

NRSE 403C Community Health Nursing Clinical

Credits – 1

This course introduces concepts of community health utilizing the population-focused nursing process. Health promotion, risk reduction, health teaching and disease management across the lifespan in selected community settings based on the Healthy People 2030 guidelines. Diverse roles of the community and public health nurse are examined, and a community assessment is completed using research and data processing skills. The laboratory portion of the course will provide students with opportunities to practice and demonstrate skills associated with community health. Clinical experiences focus on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings. Students apply the nursing process, communication skills, critical thinking, and empathy/caring-based therapeutic interventions in nursing care.

NRSE 403L Community Health Nursing Laboratory

Credits – 1

This course introduces concepts of community health utilizing the population-focused nursing process. Health promotion, risk reduction, health teaching and disease management across the lifespan in selected community settings based on the Healthy People 2030 guidelines. Diverse roles of the community and public health nurse are examined, and a community assessment is completed using research and data processing skills. Clinical experiences focus on the study of principles and practices involved in community health nursing and the development of skills for health education in community settings. Students apply the nursing process, communication skills, critical thinking, and empathy/caring-based therapeutic interventions in nursing care. Students in the laboratory environment will plan the care of clients and populations and learn, practice and demonstrate understanding of nursing skills related to community and population health.

NRSE 404 Regulation and Healthcare Policy

Credits – 3

The purpose of this course is to examine the fundamentals of health policy, the financial structure of the health systems, and regulatory environments that have an impact on nursing practice and care to the individual, family, and community as patients, while emphasizing on those issues affecting the health policy and the focus on the influence of the nursing profession in policy matters and regulations.

NRSE 407 Knowledge Integration in Nursing

Credits – 3

The focus of this course is the integration of knowledge, skills and attitudes for professional nursing practice. Students have the opportunity to familiarize themselves with the requirements established by law to practice nursing.

NRSE 410 Knowledge Integration in Nursing

Credits – 3

This course is designed to provide the pre-licensure bachelor's degree nursing student guidance and preparation for passing the national nursing licensure exam (NCLEX-RN). Topics include review of the nursing process, NCLEX client needs categories, NCLEX exam management, test taking skills and review of nursing program content.

NRSE 416 Healthcare Quality and Outcomes

Credits – 3

Students will focus on evidence-based processes and strategies consistent with a culture of safety and accountability to improve nursing care quality in a variety of settings.

NRSE 417 Clinical Prevention and Population Health

Credits – 3

This theoretical course provides the student with perspectives on individual and population-based health promotion and disease prevention. Students are introduced to health systems and health policy that support collaborations between clinical care and public health. Quantitative and analytic skills are introduced to assess, compare, describe, and monitor the health of populations

NRSE 418 Nursing Leadership

Credits – 3

The focus of this course is effective nursing leadership and management in various healthcare systems. The impact of the economy, information technology, and politics are considered as influencers related to opportunities for growth and improvement of the interdisciplinary health care team. The student is encouraged and is provided with the opportunity to critically analyze case studies in various health care settings. The focus of this course utilizes a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Further, this course seeks to introduce the student to diverse concepts and theories from research and literature. The course also focuses on leadership skills that emphasize maintaining empathy-caring based therapeutic interventions, interpersonal relationships, communication, and collaboration within the interdisciplinary health care team, care coordination, delegation, and developing conflict resolution skills.

NRSE 420 Nursing Capstone

Credits – 1

This course is designed to integrate the knowledge learned throughout the curriculum and requires seniors to demonstrate mastery of content learned in liberal arts and sciences and nursing courses. The course focuses on the synthesis of content to facilitate the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. Teaching-learning strategies address the transition to the professional nursing role and the changing dynamics in health care that could challenge new nurses as they enter a full practice role for the first time. Students will review key elements of management and leadership theory and roles and will examine strategies and processes that address professionalism; morale and governance; improvement of care delivery; facilitation of change; quality and safety principles; technology and health data management; evidence-based practice; clinical judgment and decision making.

NRSE 420C Nursing Capstone Clinical

Credits – 1

This course is designed to integrate the knowledge learned throughout the curriculum and requires seniors to demonstrate mastery of content learned in liberal arts and sciences and nursing courses. The course focuses on the synthesis of content to facilitate the student's transition into professional nursing through an exploration of trends and issues in professional nursing and participation in experiential-based nursing experiences. Teaching-learning strategies address the transition to the professional nursing role and the changing dynamics in health care that could challenge new nurses as they enter a full practice role for the first time. Students will review key elements of management and leadership theory and roles and will examine strategies and processes that address professionalism; morale and governance; improvement of care delivery; facilitation of change; quality and safety principles; technology and health data management; evidence-based practice; clinical judgment and decision making. Students in the clinical course will apply the principles of they have learned throughout the curriculum.

NRSE 500 Foundations of Advanced Nursing Practice**Credits – 3**

This course introduces the history and current state of Advanced Practice Nursing. Essential topics include the structure of the program, educational requirements, APRN Consensus Model, population foci, regulatory agencies, practice and reimbursement models. Students examine how basic concepts such as theory, evidence practice, and leadership apply to advanced practice.

NRSE 501 Policy, Systems Leadership, and Ethics**Credits – 3**

This course integrates systems leadership and ethical concepts into analysis of healthcare policy at the organizational, community, and national levels. Students analyze the social, economic, cultural, and political forces that impact the provision of primary health services. The professional aspects of advanced practice nursing are analyzed, including the implementation of the role in the reform of the health system. Students design innovative strategies that can influence the direction of public policies that improve health services and contribute to the improvement of the nursing profession through advocacy and the legislative process.

NRSE 502 Evidence Based Practice**Credits – 3**

This course focuses on analysis of the research process and evidence-based practice and its application in the nursing profession. Emphasis on the application of evidence to address clinical problems and guide individualized patient care. The limitation and critique of the evidence-based practice movement are included.

NRSE 515 Health Promotion and Culture**Credits – 3**

This course provides practical strategies for health promotion and disease prevention including analysis of U.S. Preventive Task Force (USPTF) guidelines, nutrition, physical activity guidelines, and behavior change. Students analyze Healthy People recommendations and evidence and investigate the role of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and emerging health developments. The impact of technology on health promotion (both positive and negative) are explored. Students incorporate social determinants of health to develop culturally competent holistic plans of care that address the health promotion and disease prevention needs of diverse patient populations.

NRSE 521 Advanced Pathophysiology**Credits – 4**

This course provides an advanced understanding of human physiology and pathophysiology across the lifespan as a foundation for advanced practice nursing. Etiology, pathogenesis, natural history and clinical manifestations forms an interpretive framework upon which to base assessment, decision-making, and patient management. The course includes cellular, genetic, and epigenetic concepts.

NRSE 522 Advanced Pharmacology

Credits – 4

This course provides a broad analysis of pharmacology across the lifespan as well as pharmacotherapeutic applications for advanced nursing practice. This course is designed to accompany Advanced Pathophysiology. It includes pharmacogenetics, and regulatory issues related to prescriptive authority.

NRSE 523 Advanced Health Assessment & Diagnostic Reasoning

Credits – 4

This course provides theoretical and lab experience in advanced assessment including history-taking, health promotion, and maintenance across the lifespan. Content includes advanced examination techniques for comprehensive, holistic healthcare with emphasis on diagnostic reasoning skills in assessing deviations from normal findings and utilizing data management to support health assessment. Diagnostic procedures are also addressed. This course includes 30 lab hours.

NRSE 531 Primary Care 1 Theory - Adults

Credits – 4

This course is the first of a three-part series focusing on primary care across the lifespan. This course focuses on application of evidence-based practice to primary care knowledge of wellness, illness prevention, diagnosis, and treatment of chronic and acute diseases in adults. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates interprofessional practice, cultural competencies, ethical and legal issues.

NRSE 531C Primary Care 1 Clinical

Credits – 4

This course provides clinical skills and experience for the advanced practice nurse to apply conceptual knowledge with their individual direct care promoting healthy lifestyle, disease prevention, ethical and evidence-based practice in the primary care setting. Students must complete 200 clinical hours.

NRSE 532 Primary Care 2 - Families

Credits – 4

This course is the second of a three-part series focusing on primary care across the lifespan. This course focuses on application of evidence based practice to primary care knowledge of wellness, illness prevention, diagnosis, and treatment of chronic and acute diseases in families. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates interprofessional practice, cultural competencies, ethical and legal issues.

NRSE 532C Primary Care 2 Clinical

Credits – 3

This course provides clinical skills and experiences for the advanced practice nurse promoting healthy lifestyle, disease prevention, ethical, and evidence-based practice. Emphasis includes integrating and synthesizing care of families. Students must achieve 150 clinical hours.

NRSE 533 Primary Care 3 - Women/Children

Credits – 3

This course is the third of a three-part series focusing on primary care across the lifespan. This course focuses on application of evidence-based practice to primary care knowledge of wellness, illness prevention, diagnosis, and treatment of chronic and acute diseases in women and children. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates interprofessional practice, cultural competencies, ethical and legal issues.

NRSE 533C Primary Care 3 Clinical

Credits – 3

This course provides clinical skills and experiences for the advanced practice nurse promoting healthy lifestyle, disease prevention, ethical, and evidence-based practice. Emphasis includes integrating and synthesizing care of individuals, children and women. Students must complete 150 clinical hours.

NRSE 590C APRN Clinical Immersion

Credits – 5

This course provides a concentrated/immersive clinical experience that prepares students for the full scope of nurse practitioner practice. Students in the clinical course will work with a preceptor to meet clinical objectives. Students prepare for their certification exam. Transition to practice issues is explored. Students must achieve 250 clinical hours.

NRSE 600 Health Policy, Finance and Regulatory Environments

Credits – 3

The purpose of this course is to examine the fundamentals of health policy, the financial structure of the health systems, and regulatory environments that have an impact on nursing practice and care to the individual, family, and community as patients, while emphasizing on those issues affecting the health policy and the focus on the influence of the nursing profession in policy matters and regulations.

NRSE 601 Quality Assurance and Risk Management in Healthcare Organizations

Credits – 3

In this course students examine healthcare quality assurance and risk management and the methods that are utilized to achieve improvements in healthcare organizations. Topics include the link between patient safety and legal and regulatory compliance; the role of accreditation organization requirements in patient safety; evidence-based outcomes and standards of care; the development and archiving of reports, data, and device evidence in medical error situations; and managing patient safety compliance through credentialing of healthcare professionals.

NRSE 602 Management and Leadership in Nursing Seminar

Credits – 3

In this course, the student will analyze the fundamentals of leadership and management in health services. Emphasis is placed on the application of advanced communication skills in collaboration with the multidisciplinary team. The different types of leadership, the characteristics of a leader, and organizational changes for a better teamwork will be discussed. They will also evaluate the leadership theories and models to foster safe environments and effective work. Through the seminar, they will apply the problem-solving step methods to address complex issues within health organizations.

NRSE 650 Interdisciplinary Management in Health Science

Credits – 3

Core concepts of health maintenance, disease prevention and care for young, middle and old-adult clients are discussed, considering the priorities of Healthy People 2030. Scientific foundations,

communication and critical thinking competencies are developed to analyze new trends in health management, and essential aspects of the nursing role for a master's nurse. Concepts such as lifestyles, disease patterns, basic aspects of epidemiology, the history of the disease, vital statistics, public health concepts, impacts of social determinants on health, nutrition, genetics and safety are discussed. Provides for the development of care plans for the promotion and prevention of diseases according to the needs of the ethnically and culturally diverse adult-gender population. It also includes competencies of literacy (technological aspects) in health systems.

NRSE 655 Research In Advanced Nursing Practice

Credits – 2

This course is designed so that the student of the master's degree in nursing (MSN) can develop Research competencies (Scientific and Quantitative Reasoning). Emphasis is placed on ethical-legal aspects and on the rights of the research participants. Literacy competence (technological competencies) is developed during the analysis of evidence-based literature to identify an area of special interest in Nursing to investigate. In addition, the Scientific Foundations and Critical Thinking are used for the development of a research proposal.

NRSE 660 Advanced Nursing in Case Management

Credits – 3

This course provides the contemporary practice and historical evolution of the case manager role. Students learn the role of the case manager in a specialized health care environment considering the communication and dynamics in the policies of health care organizations to ethnically and culturally diverse patients. Collaborate and work with critical thinking skills to provide case management skills to patient care. Students will be able to analyze internal and external factors in the face of consulted matters that impact the resources and distribution of the systems. Students analyze the impact of distribution of resources and services. They study the evidence-based guidelines available in case management practice. Emphasis is also placed on community support resources, health care organizations such as corporate entities, utilization management, ethical legal controversies, public policy legislation, and planning and discharge. It also includes general aspects of literacy (technological aspects) in managed care systems.

NRSE 700 Nursing Theories, Conceptual Models and Philosophies

Credits – 3

This course will explore the development of nursing knowledge and theory; the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed. Also, it focuses on the exploration of the nature of theory development in nursing, analysis of selected nursing and related theories, and the relevance of theory to research and practice in nursing.

NRSE 701 Advanced Epidemiology for Nursing Practice

Credits – 3

This course introduces students to epidemiology concepts and methods for disease prevention, surveillance, detection, and intervention to promote the health of populations. Emphasis is placed on critical thinking, analytic skills and application to clinical nursing settings. Discuss specific epidemiologic skills including accessing existing datasets, analysis of published epidemiologic studies, data interpretation, and application of criteria for screening for disease in community. Opportunities for active participation in simulated disease investigations are included.

NRSE 702 Evidenced-based Practice

Credits – 3

This course introduces students to the fundamentals and principles of Evidence-Based Practice (EBP) and its relation to nursing practice. The resources available to facilitate EBP in nursing practice, the models for implementation, the steps, the components of the establishment of the clinical question in the PICO format (Patient, Intervention, Comparison, Outcome) and the statistical analysis are discussed. General strategies to undertake an evidence-based project are discussed. The challenges and strengths of existing clinical evidence, the role of nursing professionals and their application in patient care, are analyzed.

NRSE 703 Health Care Policy, Ethics and Advocacy

Credits – 3

This course provides a holistic overview of health care policy planning from development to implementation. Students will apply current evidence to analyze and evaluate health care policy frameworks from the perspective of professional, political, social, and regulatory issues. They will examine the current U.S. health care system based on public and governmental interests and will explore the role of the doctoral prepared nurse as an advocate and leader in the integration of health care policies into practice.

NRSE 704 Scholarship Project I: Mentorship

Credits – 3

The cornerstone course will provide students with the tools and support they require to conduct a scholarly literature review and to develop a clear statement of the problem. Clinical immersion objectives and activities are developed by the student and revised and approved by the faculty member as a mentor and based on the proposed clinical project. The approved project would be submitted to the IRB for evaluation and final approval. 30 credits of seminar are provided. A minimum of 125 hours is spent in clinical immersion.

NRSE 705 Nursing Science for Clinical Practice

Credits – 3

This course explores the scientific principles and philosophical underpinnings of nursing practice relevant to the role of the D.N.P. Concepts, models, and theories from nursing and other disciplines will be applied to clinical practice problems. Students will analyze various approaches used in research and evaluate the published research quality. Models of human resources management, changes, and strategic planning are explored; as well as the development and implementation of programs. The concepts of communication, conflict resolution, leadership, teamwork, patient-centered care, collaboration, and negotiation are discussed. Students will develop search strategies to answer questions related to a selected topic of interest.

NRSE 706 Scholarship Project II: Project Plan

Credits – 3

This course will provide students with the support and direction needed to develop a comprehensive, site-specific project plan in collaboration with faculty members and his or her mentor. An IRB approval will be required to proceed with the project plan. 30 credits of seminar are provided. A minimum of 125 hours is spent in practicum experiences.

NRSE 707 Transcultural and Global Health Disparities

Credits – 3

This course emphasizes interprofessional collaboration in clinical prevention to improve the health outcomes of patients and the general population. The concepts of cross-cultural nursing, theories, philosophies, ethics, research, pluralism and functional relationships for nursing care are discussed. The impact of globalization on health planning and care, and the need to design health care systems that respond to diverse cultural needs, are analyzed. The focus is on selected global health problems assessed

in a multidisciplinary manner to ensure attention to the underserved and their complex needs determined by cultural diversity.

NRSE 708 Scholarship Project III: Implementation

Credits – 3

This project experience provides an opportunity for the student to execute the project plan in collaboration with the sponsoring site. The experience reflects the interest of the student and is designed to meet individual interests and career goals. This advanced practice project allows the student to learn to manage time and resources, assess implementation issues, and utilize communication and collaboration while working with a clinical mentor to implement the project plan. 30 credits of seminar are provided. A minimum of 125 hours spent in practicum experiences is required.

NRSE 709 Nursing Technology and Health Care Information Systems

Credits – 3

During this course, the students are introduced to the specialty of nursing informatics, the information system life cycle, telemedicine, and the use of technology to enhance nursing care and patient safety. The foundations for the integration of information sciences and computer sciences are provided as support for both evidence-based practice and administrative decision-making. Emphasis on the demonstration of conceptual abilities and technical skills essential to managing patient care data with clinical information systems. Current issues, health literacy, and challenges in using clinical information systems are also explored. Finally, the process of designing, using, and manipulating small and large databases for the analysis of patient results is discussed.

NRSE 710 Scholarship Project IV: Evaluation

Credits – 3

This is the final component of the project experience. All but 125 of the required 1,000 clinical hours must be completed prior to starting NRSE 710. The course content, as in the other project courses, reflects the interest of the student and is designed to meet individual student needs and career goals. This final course allows the student, with guidance from mentor, to evaluate the evidenced-based practice (EBP) project outcomes and develop scholarly written and oral reports that disseminate and integrate new knowledge. The final product will reflect the student's ability to employ effective communication and collaboration skills; to take a leadership role; to influence health care quality and safety; to evaluate practice; and to successfully negotiate change in health care delivery for individuals, families, populations, or systems across a broad spectrum of health care. 30 credits of seminar are provided. A minimum of 125 hours is spent in clinical immersion. Clinical immersion objectives and activities are developed by the student and faculty member as a mentor and based on the proposed clinical project.

NRSE 711 Scholarship Project Practice Matriculation

Credits – 3

For students with less than 500 hours, students will complete supervised practice hours. This course may be taken before NRSE 704 OR concurrently with NRSE 704, 706 based on the GAP Analysis. Provides up to 500 hours of practicum experience. The course may be completed up to 4 times. For student with more than 500 hours, credit for this course is awarded upon validation of at least 500 supervised nursing practice hours at the Master's or post-Master's level and completion of NRSE 704.

ODHR 203 Strategic Organizational Communication

Credits – 3

Introduction to the foundation of strategic organizational communication. This course provides students with an overview of the necessary skills of strategic communication inside organizations. Theories and concepts of strategic communication are discussed and how it integrates other managerial skills such as

planning, interpersonal relations, negotiation, and conflict resolution, among others. It emphasizes the application of concepts to real situations for problem solving.

ODHR 204 Organizational Psychology

Credits – 3

This course studies theories and psychological principles inside organizations. It focuses in relating basic concepts with the opportunity to increase productivity in the work setting, understanding organizational and human behavior and improving individual performance. Topics include teams in organizations, motivation, differences, attitudes and work relevant emotions, stress, leadership, and organizational change and development. Students will apply psychological theories to problems and/or work settings.

ODHR 305 Diversity in Organizations

Credits – 3

This course presents a variety of theories and perspectives that arise from differences in race, culture, religion, gender, age and other characteristics related to diversity in a job environment. Students will understand how these dimensions affect performance, motivation, productivity and success of organizations. How to face and to change practices such as: stereotypes, prejudices, perceptions and other beliefs that present barriers to reach the competitiveness of individuals and organizations will be discussed. The course emphasizes the interconnection of social and cultural processes to avoid possible factors that might generate discriminatory practices.

ODHR 306 Conflict Resolution and Arbitrage

Credits – 3

This course provides students with the necessary knowledge for conflict management at all organizational levels. It emphasizes the development of negotiation skills, arbitration, and managing objections in order to develop alternatives that satisfy the interests of all parties. The design of strategies necessary for a successful negotiation process will be studied.

ODHR 307 Training and Human Resource Development

Credits – 3

Needs analysis, design, implementation and evaluation of training and human capital development in work organizations. The course emphasizes the recognition of human talent as a competitive advantage in high performance organizations. Creating a climate of positive and healthy workplace through professional training programs and human capital development, allowing motivate, encourage and provide skills necessary to optimize their performance. Includes topics such as leadership development, motivation and retention, needs analysis, design and management of training.

ODHR 308 Leading Organizational Change

Credits – 3

Discussion of the principles and models of organizational changes and the development of skills to lead these changes. Emphasizes on managing effectiveness of organizational change elements and forces that act against these changes. Emphasizes intervention designs and recommendations for strategic changes from a human perspective. Includes topics of effective communication, design of strategic plans, process evaluation, phases of changes implementation and diagnosis.

ODHR 409 Consulting Management Principles in Human Resources

Credits – 3

In this course the student will integrate managerial concepts learned through his/her career education in the area of human resources. Throughout the course the student will develop a consulting strategy to improve the effectiveness of an organization. By integrating managerial concepts, the student will

evaluate practices and processes that increase productivity, effectiveness and approach from leaders towards more productive companies in the fundamental areas of human resource management.

ODHR 410 Organizational Coaching

Credits – 3

This course provides the student fundamental knowledge of coaching practices for managerial improvement. Emphasizes the integral approach of human relations in organizations and techniques for the development of organizational coaches. Concepts such as leadership, instructing, training, and motivating teamwork to achieve goals are discussed. The concepts of empowerment and constant feedback to teams are studied.

ODHR 411 Total Quality in Work Scenarios

Credits – 3

Discussion of the principles and techniques in Total Quality Management (TQM) with emphasis on its application in organizations. This course provides the student the necessary knowledge which enables him/her to become part of TQM programs, either as a participant or as who designs it. This allows him/her to understand a general panorama and the specific details of total quality.

OFAD 141 Keyboard Skills

Credits – 3

Special emphasis will be given to key by touch using a computer keyboard. Development of speed and accuracy. Training in simple documents, such as: memorandums, documents with proofreader's marks, and also basic functions of Microsoft Word application such as: create, save, print, edit, and centralize text.

OFAS 121 Basic Keyboarding

Credits – 3

This course introduces students in the use of computer and word processing skills. Its major objectives are to develop touch control of the keyboard and proper techniques, to build speed and accuracy, and to provide practice in applying those basic skills to the formatting of basic parts of e-mails and business letters in block style. The course is developed from exercises of application, research, cooperative work, use of technology and reflection.

OSMB 100 Medical Terminology

Credits – 3

This course is designed for students to learn the terms and procedures used in a medical facility. In addition, students will learn medical vocabulary and their meanings.

OSMB 101 Accounting for Medical Billing

Credits – 3

This course prepares the student in the basics of accounting through the study of accounting concepts and the analysis of financial reports.

OSMB 102 Billing

Credits – 3

This course provides students with the skills and abilities to process bills for health services.

OSMB 103 Coding

Credits – 3

The course includes the study of the nomenclature of diseases and health conditions, as well as an introduction to ICD 10 CM & PCS coding including the organization and implementation of the code sets.

Also discussed is the CPT procedural code set, alignment of diagnosis and procedure codes, and application of code sets in the US health care system.

OSMB 104 Billing Audit

Credits – 3

This course reviews the basics of medical billing in the US health care system. Students will learn to assess patient charges, review billing for problems, explore denials management, and examine the billing and compliance auditing process.

OSMB 105 Legal and Administrative Procedures

Credits – 3

This course legal issues associated with health care administrative processes and the medical billing process.

OSMB 106 Electronic Billing

Credits – 3

This course prepares students in the use and management of electronic billing programs. Students will be able to assess the full revenue cycle through an expanded look at the electronic billing process.

OSMB 107 Electronic Medical Record

Credits – 3

This course prepares students in the use and management of electronic medical records and how medical records are used in the medical billing process.

OSMB 108 Integrated Applications

Credits – 3

In this course students will learn about the use of Microsoft Office programs such as Word, Excel, PowerPoint, Access, and Outlook in the health care organization.

OSMB 109 Introduction to Database Management

Credits – 3

This course is designed to enable the students to develop the techniques and skills necessary for the analysis and design of the database.

OSMB 110 Introduction to Office System Technology

Credits – 3

This course is designed to enable the student to develop skills for the use and management of technological tools utilized in health care organizations.

OSMB 111 Medical Transcription

Credits - 3

This course is designed to enable students to develop the skill to transcribe medical record information from dictated provider reports.

OSMB 113 Coding of Services and Procedures

Credits – 3

This course provides students the knowledge and basic skills required for the coding of medical services and procedures. Practical exercises will be included in order to search for coding of services, procedures, and treatments, using the CPT code manual as a resource for services and procedures.

OSMB 114 Health, Safety, Medical Law, and Ethics

Credits – 3

This course studies one of the many uses of medical records: its use as legal protection to the patient and to the institution that provides the health care services. It covers the legal requirements of medical records in relation to its retention, security controls, maintenance, and confidentiality, within the institution as well as outside. Emphasis is given to the application of professional ethics and legal aspects in health information management.

PARS 101 Introduction to Legal Practices and Ethics**Credits – 3**

This course is designed to introduce the student to the paralegal profession and legal ethics. The course focuses on the role of the paralegal in the legal environment and career-related topics, including job search criteria, Leadership and human relations skills and health and safety paralegal environments. The course will also provide an overview of the legal system and selected areas of the law.

PARS 102 Real State Fundamentals**Credits – 3**

Survey of real property law in the State, including classification of interests in real property; methods of acquiring ownership in real property; ownership interests; surveys and land descriptions; encumbrances of real property; easements and licenses; buying and selling real property; deeds of conveyance; recording systems; title abstracting and title insurance. Stresses practical application for paralegal.

PARS 103 Civil Litigation Fundamentals**Credits – 3**

Focuses on the litigation process as related to the court system of the State. Attention to function of law, roles of the attorneys, judge and jury; basic substantive law, pleadings, discovery, trial settlement and appeal, everything from the perspective of a civil proceeding.

PARS 104 Legal Research and Theory with Legal Writing**Credits – 3**

This course provides an introduction to the legal system, law library system, research and analysis and practical American legal writing. Students learn to research, format, and cite all primary and secondary sources on both state and federal levels.

PARS 105 Computer Technology in a Legal Office**Credits – 3**

This course is designed to assist students in developing analytical and technological skills to enable them to logically approach the application of computer technology to the field of law. This course includes learning activities designed to ensure competence in the basic use of computers and applications within the law office, from a paralegal perspective.

PARS 106 Foundations of Wills, Trusts, and Estate Administration**Credits – 3**

In-depth analysis of Florida Probate Code as basic substantive law, which governs, wills, trusts and estate administration in the State. It covers the responsibilities and duties in the field of estate administration that can be performed by a paralegal, emphasizing the drafting of estate planning documents and ethical considerations.

PARS 107 Insurance Case Manager of Paralegals**Credits – 3**

This course will introduce the student to fundamental principles of insurance law. It focuses on the pre-suit litigation process as related to insurance claims in Florida. Students will gain experience and skills in

dealing with the different types of insurance policies, policy language and its interpretation. From a paralegal perspective, the student will understand general principles such as coverage, insurable interest, risks, exclusions, and the relationship between client, attorney and insurance carrier.

PARS 108 Family Law

Credits – 3

This course offers an introduction to family law, historical and social contexts that encompass the current definition of the family unit, its creation, preservation and dissolution. The students will examine case and statutory law as well as constitutional limitations from the perspective of the paralegal's role in a family law practice. Students will learn about such topics as marriage, parenthood, support – child and spousal, among others.

PARS 109 Debtor-Creditor/Bankruptcy

Credits – 3

This course presents an overview of topics in debt collection practices, post judgment debt collection and bankruptcy law. This is a basic course in debtor/creditor law with an emphasis on bankruptcy cases and concepts. Students will examine an overview of topics in debt collection practices, post judgment debt collection and bankruptcy procedures. The course begins by reviewing non-judicial debt collection practices and limitations and judicial state law debt collection; it also studies the Federal Bankruptcy Code – concepts, policies, and cases.

PARS 110 Paralegal Law Office Management Skills

Credits – 3

This course presents the fundamentals of law office management and organization, including basic principles and structures of management, administrative and substantive systems in the law office, and law practice technology.

PCTC 101 Nursing Assistant Skills

Credits – 4

This course is designed to provide the student with the knowledge and skills necessary to perform basic and compassionate care services for patients (acute care setting) or resident (long-term care setting) as an entry-level nurse aide. It will prepare students in the following: performing physical comfort measures and safety functions, applying principles of infection control, understanding patient populations, providing physiological and psychological support. Topics include promoting the proper environment; recording and monitoring of vital signs, height, weight measurements; observing, reporting, and charting, admission, transfer, and discharge, and coping with death. Skills demonstrated in lab portion of the Course.

PCTC 102 Clinical Laboratory Phlebotomy Procedure with EKG

Credits – 3

Involves the study of laboratory procedures, and covers the collection, performance and quality control for medical tests common in a Laboratory and Health Care Settings. This course covers a more advanced study of the anatomy and physiology of the circulatory system. Laboratory sessions are focused on students learning the effective techniques of blood draws through repetition and covers the phlebotomist's role and responsibilities. The course covers certification for Phlebotomy and includes the requisite number of sticks and blood draws required for certification. Also includes clinical chemistry, properly performing EKG procedures, aseptic technique, instrumentation, and taking and recording vital signs. Lab included.

PCTC 103 Personal Patient Care-Plan and Procedures

Credits – 3

This course provides training in providing care and assistance with tasks related to the activities of daily living and personal care, under the general supervision of a registered nurse. Including, but not limited to personal patient care, patient care procedures personal care, patient rights, maintaining mobility, nutrition and hydration Topics include Body Mechanics – Positioning and Moving Residents; Care of the Resident’s Environment; Assisting Residents with Bathing; Toileting and Perineal Care; Skin Care; Hygiene and Grooming; Nutrition; Hydration; Elimination. Skills demonstrated in lab.

PCTC 104 Geriatric Care**Credits – 4**

This course provides an introduction of the history and importance of the nurse aide along with scope of practice. Emphasis is placed on the knowledge and skills needed to provide safe, quality care of residents. Topics include Role of the Nurse Aide in LTC; Safety Measures; Emergency Measures; Infection Control; Residents Rights and Independence; End of Life Care; Communication and Interpersonal Skills and Taking Care of Yourself. Also provides the knowledge/skills to understand and interact with the resident who has mental health disorders as well as understand the psychology of interaction with residents on various levels of life. Topics include Psychosocial Needs of Residents; Culture Change; Specific behavior Problems. Skills demonstrated in lab.

PCTC 105 Health Care Delivery System and Rehabilitation Services**Credits – 3**

This course provides the knowledge/skills needed to help residents maintain the highest possible level of independence and functional ability (physical and psychosocial). Topics include Introduction to Restorative Services: The Role of the Nurse Aide in Restorative Care.

PCTC 106 Patient Care Clinical Externship**Credits – 3**

Students are assigned to a healthcare facility, under facility/staff supervision. Clinical externships consist of 120 hours and take place at a local healthcare facility chosen by the University staff.

PHAR 210 Pharmaceutical Calculations I**Credits – 3**

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

PHAR 211 Pharmaceutical Calculations II**Credits – 3**

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

PHAR 212 Pharmacy Administration**Credits – 3**

The course is designed to provide the student with the basic business management skills, the laws, and regulations applicable to the operational aspects of a commercial drugstore. The relations with the suppliers, patients, management and other personnel of the community pharmacy are studied. The students through study cases evaluate facts for the purchase, management, and maintenance of a drugstore.

PHAR 226 Pharmacotherapy for Pharmacy Technicians I**Credits – 3**

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

PHAR 227 Pharmacotherapy for Pharmacy Technicians II**Credits – 3**

This is the second of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology, and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. Students will analyze and evaluate the pharmacotherapy of the most common illnesses.

PHAR 228 Pharmacotherapy for Pharmacy Technicians III**Credits – 3**

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

PHAR 230 Pharmaceutical Technology I**Credits – 3**

This course presents the different types of drug delivery systems. The aspects related to the drug bioavailability and route of administration for different dosage forms are discussed. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging, and storage. Aspects related to the bioavailability of the drug and route of administration for different dosage forms are briefly discussed.

PHAR 230L Pharmaceutical Technology I Laboratory**Credits – 3**

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

PHAR 231 Pharmaceutical Technology II**Credits – 3**

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

PHAR 231L Pharmaceutical Technology II Laboratory**Credits – 3**

This continuation course presents the different types of drug delivery systems. The aspects related to the drug bioavailability and route of administration for different dosage forms are discussed. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging and storage. The students also evaluate aspects of how the patient should take proper care of the different formulation types.

PHAR 233 Posology

Credits – 3

Study of the activities related to the filling of facultative prescriptions. The student will apply concepts studied on dose, administration routes, drug concentration, and interactions. Emphasis is given in the prescription interpretation, correct labeling, and instructions to the patient.

PHAR 250 Hospital Pharmacy

Credits – 2

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

PHAR 251 Prescription Dispensing and Pharmaceutical Specialties I

Credits – 3

This course includes the discussion of all the activities related to the prescription dispensing process to the patient. Among the topics included are the following: interpretation of the prescription, medical indications, product selection, prescription preparation, packaging and labeling, as well as patient orientation regarding the medication's proper use, storage, disposal, and possible interactions. Different pharmaceutical specialties, such as generic drugs, trade/brand names, and medications that do not require a prescription (OTC/over the counter) are also studied.

PHAR 252 Prescription Dispensing and Pharmaceutical Specialties II

Credits – 3

This is a continuation course that includes the discussion of all the activities related to the prescription dispensing process. Topics included are the following: prescription interpretation, product selection, prescription preparation, packaging and labeling. Instruction to the patient regarding the proper use of medications, possible interactions and proper storage and disposal are discussed. Emphasis is given to the study of the different product specialties such as, generic drugs, trade names and over the counter drugs (OTC).

PHAR 255 Pharmaceutical Legislation

Credits – 3

This course introduces those laws and regulations that directly affect the profession and the pharmaceutical industry in the United States, and the federal and state regulations related to the production, distribution, and management of pharmaceutical products and other substances of common sale in pharmacies in the United States.

PHAR 256 Supervised Practice in Pharmacy I

Credits – 2

Supervised practice is designed to develop in students the necessary skills for pharmacy service, patient-oriented, which is acquired through experiences in a community or hospital pharmacy. Clinical practice is conducted under the direct supervision of a state Department of Health licensed and registered pharmacist. Through their work in community or hospital pharmacy, students will obtain experience in

the following areas: pharmacy management, prescription dispensing, patient-oriented services and the use of profiles. This clinical practice is directed and coordinated by a professor of the institution and will require a minimum of 80 hours of practice per semester.

PHAR 257 Supervised Practice in Pharmacy II

Credits – 2

This course is the continuation of Clinical Practice I. Its purpose is to continue the development of previously acquired pharmaceutical services skills. This practice is carried out in a community or hospital setting, under the direct supervision of a pharmacist licensed and registered with the state Department of Health. The student will continue gaining experience in the following areas: pharmacy administration, dispensing, patient-oriented services, and the use of profiles, among other services. This clinical practice will be coordinated and supervised by a professor of the institution and a minimum of 80 hours of clinical practice is required.

PHAR 258 Practicum Seminar

Credits – 2

This seminar course is intended to provide students with the opportunity to review all the knowledge in the approved courses and during the first phase of their practical experience to prepare them to take their professional exam. Emphasis will be given in relevant areas such as pharmaceutical calculations, drug treatment, and technical, administrative and legal aspects of the pharmacy practice.

PHAT 100 Introduction to Pharmacy

Credits – 3

This course familiarizes the student with the history of medicine and pharmacy. Subsequently, the student will understand the pharmacy technician career, as well as, professional technician associations, the importance of continuing education, and the existence of different levels of a pharmacy technician. The student will correlate the different methods of communication (e.g., verbal, nonverbal, written, etc.) in the workplace when interacting with coworkers, patients or any special patient group. Furthermore, the student will adept at using basic pharmacy drug references. The student will identify the role of the pharmacy technician in the community pharmacy practice, as well as, other pharmacy duties, identify the pharmacy layout, and other pharmacy services. Moreover, the student will learn about the different types of institutional pharmacy practice, as well as, the pharmacy technician role within each of the different environments. Finally, the student will discover all the additional pharmacy practice settings and advanced roles for a pharmacy technician.

PHAT 115 Pharmaceutical Calculations

Credits – 3

This course describes the history of pharmacy calculations. Furthermore, the student will be able to convert Arabic numbers into roman numerals, as well as, traditional time into military time, and Fahrenheit temperatures to Celsius temperatures. The student will be able to identify the medication dosage form as well as the ability to convert between various systems to calculate quantity and days' supply. The student will apply formulas and calculate doses by body weight and body surface, to calculate infusion rates, dilution and alligations.

PHAT 120 Pharmacotherapy

Credits – 3

This course relates competencies learned from anatomy, physiology and a basic knowledge of pharmaceutical chemistry. The student will be able to describe major components of systems, locations, functions, as well as primary symptoms of conditions associated with dysfunction of the system and common drugs used for treatment. These systems include nervous, endocrine, cardiovascular, respiratory, gastrointestinal, renal, reproductive, and hematological systems. The student will

understand the role of the pharmacy technician in the patient care process, as well as how to assist pharmacists in responding to emergent patient situations, safely and legally.

PHAT 125 Administration and Pharmacy Law

Credits – 3

This is a comprehensive course, which instructs the student on pharmacy law, ethics, and regulatory agencies in the development, manufacturing, packaging, marketing, licensing, sale, and distribution of controlled substances, medications, and medical devices in various pharmacy settings. Furthermore, the course covers the patient's right of medication safety, as well as safety strategies, including United States Pharmacopeia <797> regulations, to reduce medication errors. Students will discuss how the OTC (over the counter) products are regulated, discuss restricted OTC, as well as, how a prescription drug becomes an OTC drug.

PHAT 130L Pharmacy Sterile and Non-Sterile Compounding Laboratory

Credits – 3

This course covers the differences of sterile and non-sterile preparations, the need of certain medications to be sterile as well as necessary standard precautions, supplies, and equipment in the process of compounded sterile and non-sterile preparations. The student will learn about the United States Pharmacopeia (USP) <797>, USP-NF <795>, how to list the main components, as well as, the three risk levels. Furthermore, the student will describe and demonstrate the proper aseptic techniques as well as the key components of USP <800> regulations to be competent in compounding hazardous preparations. Lastly, the student will apply course knowledge regarding pharmacy sterile and non-sterile compounding throughout practice exercises.

PHAT 135 Posology

Credits – 3

This course will integrate the Joint Commission Official "Do Not Use List", as well as, the medical terminology to interpret prescriptions and communicating effectively in the field. Furthermore, the student will compare the classification of medications and relate them to the pertaining body system. The student will identify the dosage formulation and routes of administration; as well as, the pharmacokinetic and pharmacodynamics of drugs in the human body. Moreover, the student will describe the purpose of excipients in the production of medication. The student will discover and differentiate generic and trade names, define suffixes, and infixes; as well as, discuss therapeutic agents and classify drugs using the drug schedules under the Controlled Substance Act (CSA).

PHAT 148 Introduction to Pharmacy Practice

Credits – 3

This course provides the structure to review, emphasize, reinforce, and refresh the knowledge from previous core professional courses such as pharmaceutical calculations, pharmacotherapy, pharmacy administration and law, sterile, non-sterile compounding, and posology to prepare for their externship. The student will submit any pertinent documentation for the placement in the pharmacy of preference. In addition, this course will prepare the student with test-taking techniques, strategies, and reviews to take the Pharmacy Technician Certification Exam (PTCE).

PHAT 150 Externship I

Credits – 3

This externship enables the student to apply and integrate foundational professional competencies, as well as personal and interpersonal knowledge and skills. In a real-life pharmacy environment, the student will apply patient care, quality, and safety knowledge and skills. The externship will provide the student with opportunities to process and handle medication orders, while following regulations in compliance with state and federal laws. The student in the externship will complete a total of 80 hours in

a retail/chain pharmacy environment affiliated under the supervision of a pharmacist with an active license/registration in the state in which the program is offered.

PHAT 151 Externship II

Credits – 3

This externship provides an additional opportunity for the student to apply and integrate foundational professional competencies, as well as personal and interpersonal knowledge and skills. In a real-life pharmacy environment, the student will apply patient care, quality, and safety knowledge and skills. The externship will provide the student with opportunities to process and handle medication orders, while following regulations in compliance with state and federal laws. The student in the externship will be completing a total of 80 hours in a compounding, hospital, or infusion environment under the supervision of a pharmacist with an active license/registration in the state in which the program is offered.

PHIL 201 Introduction to Philosophy

Credits – 3

Study of the nature and development of philosophical thoughts and its problems. Studies the principal philosophers from Greece to the present.

PHLE 100 Blood Borne Pathogens

Credits – 2

This course includes topics related to protecting yourself from blood borne pathogens on the job, following the Occupational Safety and Health Administration (OSHA) standards. . All health care workers are covered by the standard if it is reasonably anticipated that you could be exposed to blood borne pathogens while performing your job duties. Learn how to properly approach patient, identify patient, and learn all the appropriate steps that the Phlebotomist must apply before collection of blood. Also discussed are topics related to HIV/AIDS, such as understanding the disease, how it is contracted, and understanding what precautions to take as a health care worker and what equipment to use for protection.

PHLE 101 Collection Equipment and Specimen Transportation Procedures

Credits – 3

This course includes topics related to learning how to identify the proper tubes and the reagents within the tubes as well as to identify appropriate laboratories to which to send specimens. Also covered will be the use of safety devices, how to dispose of needles, and understanding what safety devices are available. Some cases may require special preparation of the patient before collection of the blood specimens, special handling techniques for research patients, as well as use of special collection equipment such as for blood cultures or blood gases. Students will also examine the timing specimens and the use of a centrifuge.

PHLE 102-O Communication and Interview Techniques in Health Care Settings

Credits – 3

This course allows students to explore techniques related to communication with patients. Activities such as role playing will allow for interactive learning of the patient interview process and other important communication techniques. The scope of practice for phlebotomists will be reviewed, as well as job duties and skills, time management of the health care professional, and continuing professional education. Professional organizations for phlebotomists will be examined, as well as the importance of accreditation and certification.

PHLE 103 Phlebotomy Clinical Externship

Credits – 3

Students are assigned to a healthcare facility, under facility/staff supervision. Clinical externships consist of 160 hours and take place at a local healthcare facility chosen by the University staff.

POSC 373 Political System of the United States

Credits – 3

The course covers the evolution of the federal government, its structure, procedures, and functions. Emphasis will be placed on organization as well as on separation of powers in the legislative, executive, and judicial branches.

POSC 380 Constitutional Law

Credits – 3

The course is an introduction to the constitutional development of United States, with emphasis on civil rights provisions in the Constitution.

PRMG 600 Operations Management

Credits – 3

This course will introduce concepts and techniques for coordination and planning to manage and control manufacturing and service operations. In general, the course provides definitions of operations management terms, tools, and techniques for analyzing operations, and strategic context for making operational decisions. The content is organized in modules: Operations Analysis, Coordination and Planning, Quality Management, Project Management and Supply Chain Management.

PRMG 601 Project Scope and Time Management

Credits – 3

This course includes the definition and analysis of the project management processes required to ensure that the project includes all the work required to complete the project according to project goal, objectives, needs, and expectations. Definition and analysis of the processes required to ensure that the project is completed on time taking into consideration activity list, durations, activity sequencing, start and finish dates and graphical representations such as GANTT and Critical Path Method charts. It is the application of how the project scope baseline is defined and how the work breakdown structure is created and defined.

PRMG 602 Project Cost Management

Credits – 3

Definition and analysis of the processes required to ensure that the project is completed within the approved budget. It is the application of financial concepts, earned value and forecasting techniques. There is a discussion regarding cost estimating, budgeting, S-curves, operation, and maintenance life cycle costs, contingency reserve and baseline. The budget definition for a project is covered as part of this course. The discussion of the differences between a new change to the approved project budget and project variances are reviewed. Impact analysis about critical project areas is also covered.

PRMG 603 Project Quality Management

Credits – 3

Definition and analysis of the processes required to ensure that the project and each deliverable satisfy the needs for which they were undertaken. It is the application of quality concepts, quality costs and quality control to the management process. The course emphasizes the importance of quality plan definition, the requirements, the audits, the quality control, and the quality baseline. The definition and development of a quality plan are covered. The discussion of the differences between a new change to the approve quality plan, and project variances are reviewed. Impact analysis about critical project areas is also covered.

PRMG 604 Project Human Resources and Risk Management**Credits – 3**

Definition and processes required to make more effective use of human resources assigned to the project and the project team development analysis. Study of the characteristics of successful teams. Strategies for the selection and recruitment of members of the team. Development and teamwork control. Description and analysis of the processes involved in the identification, analysis, and answers to the project risks. Development of a plan of risks and opportunities and a plan of responses to risks. Identification, qualification, and quantification of risks and opportunities. Analysis of the impact of risks and opportunities by critical factors of success or “Triple Constraint.”

PRMG 605 Project Integration Management**Credits – 3**

The students will have the opportunity to participate in a real project to apply the project management concepts by developing a project (definition and analysis of the processes) required to ensure that the five processes groups and nine knowledge areas of the project are properly coordinated in the project. Aspects required to integrate all areas of knowledge and processes established, will be complemented with the discussion.

PRMG 606 Project Procurement Management**Credits – 3**

Definition and analysis of the processes required to acquire goods and services from outside the performing organization. Topics include the discussion about contract types, negotiation processes, contractual terms and conditions, clauses, procurement team, quality levels, financial components among others. Also covered in the class are a cost-benefit analysis, make or buy decisions, management of proposals, quotations, and contracts.

PRMG 607 Project Communication Management**Credits – 3**

Definition and analysis of the processes required to ensure timely and appropriate generation, collection, dissemination, storage, and ultimate disposition of project information. Emphasis is on the components of effective communications with project stakeholders, and the definition of project team ground rules and conflict management are also covered.

PRMG 608 Using a Project Management Information System**Credits – 3**

This course covers the use of a Project Management information system tool such as Microsoft Project. The attendee will receive knowledge of schedule development, resource management, dependencies, dashboards, metrics, cost estimating and budget, baseline setup, using reporting options, among others.

PROD 205 Audiovisual Production I**Credits – 3**

Introductory and theoretic study of the administrative and production processes of film, video and multimedia. Study of the human resources of production from the point of view of a producer and the processes of pre-production, production and postproduction. Elaboration of the responsibilities and tasks of producer from the conception of the production design, final projection and distribution of an audiovisual object. Study of the languages of audiovisual production.

PRTE 630 Instructional Design and Technological Project I**Credits – 3**

In this course, students apply their knowledge and skills gained to develop, write, and present instructional design proposals that meet a need of a hypothetical client of a distance learning program.

PRTE 640 Instructional Design and Technological Project II

Credits – 3

In this course, students apply their knowledge and skills gained to develop, write and present instructional design proposal that meets a need of a hypothetical client of a professional learning program.

PSYC 121 – PSYC 122 General Psychology I and II

Credits – 6

The course is an introduction to basic theories of human behavior and their relation to social progress and individual growth.

PSYC 123 General Psychology (Compendium)

Credits – 3

Study of basic principles, concepts and theories of individual and social behavior.

PSYC 205 Personal Growth and Development

Credits – 3

The course emphasizes the dynamics of human behavior, and techniques for effective interpersonal relations. Human activity and mechanisms for personal and social adjustment are analyzed in order to achieve understanding of oneself and others.

PSYC 206 Human Growth and Development

Credits – 3

A study of the changes in behavior and mental processes across the life-span and the biological, psychological, social and cultural factors influencing those changes.

PSYC 221 Child Psychology

Credits – 3

Main theories of child development, emphasizing cognition, learning, personality and behavior.

PSYC 222 Adolescent Psychology

Credits – 3

The course deals with adolescent development and behavior, including personality, learning, vocational selection, moral development and social adjustment in society. Alienation and social Commitment will also be discussed.

PSYC 225 Social Psychology

Credits – 3

The course centers on the relationship between the individual and society. Attitudes, perception of group behavior, prejudices, and conformity will be discussed.

PSYC 228 Diversity Psychology

Credits – 3

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.

PSYC 283 Human Development

Credits – 3

Course covers human development theories from conception to death, providing emphasis in personality issues, but also including biological and social bases of human behavior.

PSYC 305 Human Relations and Public Service

Credits – 3

The course deals with the complexity and the dynamics of human relationships. The variables that influence individual behavior in group situations will be studied. Topics include motivation, leadership, communication, resistance to change, and the importance of good human relations in public service.

PSYC 307 Group Dynamics

Credits – 3

The course covers group dynamics, cohesion, structure, emotional factors, leadership, and communication. The classroom situation is used as a laboratory for the concepts studied.

PSYC 321 Theories of Personality

Credits – 3

The course deals with theories, problems, and research regarding the role of motivational, perceptive, socioeconomic, biological, genetic, somatic, and learning factors in the development of the personality.

PSYC 343 Learning Theories

Credits – 3

The course covers theories of learning as a determinant of behavior. Topics include variables in the learning process, experimentation, and application to education.

PSYC 350 Principles of Psychopathology

Credits – 3

The course covers dynamics, diagnosis, and prediction of abnormal behavior. Mental disorders and illnesses will be discussed. Psychotherapies used in the treatment of abnormal behavior will be analyzed.

PSYC 355 Industrial Psychology

Credits – 3

The course deals with the application of psychological techniques to industry and business. Emphasis is on promotion and recruitment of personnel. Psychological factors that determine efficiency of industrial organizations will be discussed.

PSYC 360 Seminar on Human Sexuality

Credits – 3

The Human Sexuality Seminar includes the study of the anatomy and formation of sexual organs, analysis of the biological, psychological, and social characteristics that contribute to sexual identity and individual behavior. It also includes the cultural factors of sexuality, the ethical dimension, the dysfunction in sexual behavior and sexually transmittable illnesses like AIDS.

PSYC 400 Experimental Psychology

Credits – 3

The course is an introduction to experimental methods from a methodological point of view. Topics emphasized include epistemological bases of sciences, ethical issues in conducting experimental research, APA Ethical Standards, scientific and non-scientific approaches to knowledge, and goals of scientific methods. Other topics discussed include independent and dependent variables, external validity, experimental and statistical hypothesis, and identification of statistically significant effects, elements of descriptive and inferential statistics, treatment effects, experimental treatment, control and experimental groups, and features of the experimental methods. Basic experimental designs discussed include completely randomized, within subject, and factorial designs. Emphasis will be placed on independent group designs, random groups, matched groups and others.

PSYC 405 Physiological Psychology

Credits – 3

The course covers physiology and human behavior, including the central nervous system, the autonomous nervous system, cortical processes, processes of emotion, motivation, and behavioral disorders with physical etiology. Relationships between learning and psychological processes will be discussed.

PSYC 450 Integration Seminar

Credits – 3

The course centers on analyzing psychologists' work and functions in diverse service settings. It includes discussion of the psychologist's Code of Ethics and the most relevant laws involved in the rendering of psychological services. The design and implementation of a community service activity are also included.

PSYC 510 Motivation and Learning

Credits – 3

This course focuses on different theories concerning motivation and learning processes. Their scope, importance and relation to human behavior will be discussed.

PUAG 502 Public and Nonprofit Organizations: Management and Leadership

Credits – 3

This course is designed to review the theory and examine the practice of leadership and management in public and nonprofit organizations. Students will examine the mission, organizational structure, resources, and work processes in both sectors. It focuses on the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising.

PUAG 512 Public and Non-Profit Accounting and Finance

Credits – 3

The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given to the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management, assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the key issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework.

PUAG 515 Research Methods Applied to Public Affairs

Credits – 3

This course focuses on the study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools are also included. No previous training in statistics is required, but fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences.

PUAG 524 Legal, Ethical and Governance Issues in Public and Nonprofit Organizations

Credits – 3

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fundraising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions.

PUAG 535 Strategic Management and Public Policy

Credits – 3

This course introduces students to the concept of public service strategies and how they relate to the public policy-making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy-making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques, and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role in developing, implementing, and monitoring strategy for organizations operating in the public sector.

PUAG 604 Urban Affairs and Public Policy

Credits – 3

This course explores national and local urban policy concerning the major problems that cities and metropolitan regions confront today. Economic globalization, income inequality, and metropolitan decentralization shape the urban policy and analytic focus of the course. It will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation.

PUAG 605 Topics and Cases in Urban Policy and Planning

Credits – 3

This course focuses on the basic analysis for the revitalization of and planning for communities in general and neighborhoods. Emphasis is given to the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues, and related areas. The emphasis is on the project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity.

Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 608 Community Organizations and Public Policy

Credits – 3

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

PUAG 615 Development of Financial Proposals for Public Sector

Credits – 3

This course is a practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on the formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or nonprofit organization project is a requirement.

PUAG 625 Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs

Credits – 3

This course focuses on the study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course integrates methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public and nonprofit agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the non-union sector in both private, non-profit and public sectors.

PUAG 626 Special Topics

Credits – 3

The course explores modern topics in the field of public administration and non-profit management. Study of the economic, political, social affairs and contemporary challenges that affect the administration of public sector and nonprofit agencies are done. Understanding of the relationships between social, political, economic, and communication systems of today's modern world. Analysis of the management and leadership characteristics of the new public sector administrator, according to new management trends in the changing environment of the 21st Century.

PUAG 630 Development and Management of Strategic Alliances with Non-Profit Organizations

Credits – 3

This course will provide the analysis of on management issues unique to the nonprofit sector. The course focuses on the hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non-financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long-term contractual and non-contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 632 Legislative Process

Credits – 3

This course focuses on a strategic study of the legislative process in the state and its impact on public and non-profit management.

PUAG 640 Development and Management of E-government Projects

Credits – 3

This course focuses on the perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include the development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This course will be conducted using different teaching methods including, but not limited to lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in E-Government.

PUAG 665 Capstone Course

Credits – 3

The purpose of this course is to engage the students in a capstone experience intended to bring together the various areas of knowledge and skills covered in the program. This course integrates knowledge from the curriculum and uses this core knowledge to complete an applied research project that demonstrates proficiency in key concepts, methods, and skills in the public and nonprofit management program.

PUHE 101 Introductions to Public Health and Health Education

Credits – 3

Introduction to the different conceptions about health, as well as the basic principles of education. Analysis of the relationships that exist among the 4 mayor factors that determine health. Deals with various epidemiologic concepts about health and illness, the natural history of diseases, attention and prevention levels, specific protection measures and health promotion. Emphasis is placed on existing health education models for individual and community intervention.

PUHE 201 Introduction to Biostatistics

Credits – 3

Basic concepts and principles of statistics applied to life and health. Emphasis in the basic techniques used in scientific research, primarily in areas of health education and public health. Analysis of the major statistical concepts such as: the scientific method and the statistics method and others.

PUHE 203 Introductions to Epidemiology**Credits – 3**

Studies the occurrence, distribution and causes of diseases in communities using the epidemiologic method. The epidemiologic, as well as the scientific method are applied to the health-illness process and its causes, particularly transmissible, chronic, mental diseases and high-risk behaviors.

PUHE 210 Biological Aspects of Human Diseases**Credits – 3**

Develops sound scientific attitudes, the concepts and the basic biological processes of diseases, such as: inflammation, immunological reactions, regeneration and growth control, fibrosis and necrosis using the scientific method as the tool. Pathogenesis is incorporated to the various perspectives of epidemiology and disease control as they relate to public health. Laboratory experiences promote the application of technology to the study of the principal human diseases and agents that cause them.

QETE 240 Quality Management Principles and Improvement Tools**Credits – 3**

This course focuses on the organizational goal of producing a quality product or service. The meaning and benefits of quality, the cost of quality and problem-solving tools for continuous improvement. Topics include overview of quality philosophies; principles of quality, commitment to continuous improvement, customer focus and paradigm shift, understanding process variation and employee involvement Also, describes the quality tools that provide the basics for examining processes and systems and making data-based decisions to improve work processes and systems. Covers the 7-step improvement process, includes flow-charting, Pareto charts and cause and effect diagrams.

QETE 245 Fundamentals of Statistical Process Control/Metrology**Credits – 3**

This course provides the basic concepts of Statistical Process Control (SPC, for its acronym in English). The course covers control charts, including the adjustment of scales, graphing, interpreting and analyzing process capability. Troubleshooting techniques are emphasized and practical exercises are integrated into the implementation of SPC in the workplace. Different instruments that are used for data collection are studied, with the purpose of performing statistical analysis.

QETE 245L Fundamentals of Statistical Process Control/Metrology Laboratory**Credit – 1**

The course covers control charts, including the adjustment of scales, graphing, interpreting and analyzing process capability. Techniques are emphasized problem solving and practical exercises are integrated into the implementation of SPC in the workplace. Are discussed, different instruments used for data collection, with the purpose of statistical analysis.

QETE 250 Introduction to Technical Engineering Management**Credits – 3**

An introduction to the principles of administration of engineering, including the management functions of planning, decision making, organizing, human aspects, leading, and controlling. Also, in this course, the students describe the functions and typical activities in the product life cycle.

QETE 255 Fundamentals of Lean Manufacturing-Six Sigma**Credits – 3**

Fundamental concepts of Lean Manufacturing, Six Sigma and other contemporary performance improvement methodologies or contemporary quality management systems. Students try to determine

cause and effect to predict, improve and optimize the performance of the process. In addition, it uses basic tools such as: 5S, Kaizen and others.

QETE 260 Principles of Industrial Regulations and Validations

Credits – 4

This course covers the study of current Good Manufacturing Practices (cGMP's) and the series of international quality standards known as ISO 9000 through 9004, ISO 10011, 10012, ISO 13485 and ISO 14000. The validation for characterizing processes, intermediates process and final products emphasizing effectiveness cost while determining what levels of validation are required for different phases of development and process improvement also are included. Includes topics such of recent trends in industrial process validation.

QUME 250 Quantitative Methods

Credits – 3

Pre-calculus course for students with the major in Business Administration. Includes: linear equations, linear inequalities and functions, quadratic function, exponential functions and logarithms; financial mathematics and matrix algebra. All topics are applied to problems of Business Administration and Economics.

QUME 507 Quantitative Methods and Statistics for Business

Credits – 3

This course provides an overview of quantitative methods and statistics applied in commerce and industry especially for the analysis of business situations and decision-making. Decision modeling of organizational systems uses statistics, mathematical and computer models to provide a quantitative perspective on identifying, analyzing, and solving complex decision problems. Topics covered include equations for quantitative analysis, introduction to linear programming, break-even analysis, descriptive statistics, correlation and regression analysis, time series data analysis, probability, money variables over time, decisions analysis, networks analysis, sampling methods, statistical inference, hypothesis testing, and managing quantitative research simulation. Some sections may be technologically mediated.

QYLE 110 Attitude Development and University Adaptation

Credits – 3

This course was designed to support students in facilitate the process of student transition to university life. Students will learn to access information, use technology to be able to meet course requirements and gain knowledge of the University's policies and procedures that impact completion of program of study. Must be taken the 1st part of term or enrollment.

REIL 101 Research and Information Literacy

Credits – 3

This course focuses on analysis of the basic principles of research and the development of information skills. The course presents the basic methodology of researching a topic of interest, identifying appropriate sources after conducting a systematic search for information, and promoting the use of information in an effective, legal, and ethical manner.

REIL 102 Research and Information Literacy

Credits – 4

This course focuses on analysis of the basic principles of research and the development of information skills. The course presents the basic methodology of researching a topic of interest, identifying appropriate sources after conducting a systematic search for information, and promoting the use of information in an effective, legal, and ethical manner. 15 hours for research lab are required

RESM 850 Seminar in Information Systems I ***Credits – 3**

In this course we examine the scope and role of research in management information systems. An exploration of theoretical foundation underlies the course. Information systems (IS) support the making and communication of decisions. Thus, this course highlights the role of IS research in the decision theory and other managerial frameworks. The course seeks to develop an understanding of the rather unique interdisciplinary nature of information systems research and its application and integration to other organizational disciplines. It is specifically designed for students to develop the necessary knowledge and ability to understand and evaluate current research in the field. This course will also allow you to make progress on your research in a structured way and to help fulfill program requirements, and also to present professionalization information crucial to success in the field.

RESM 860 Seminar in Information Systems II ***Credits – 3**

This course presents the fundamental techniques in business research integrating the most effective research design in a changing environment. The course includes the topics of design, configuration, measurement scaling and sampling. It addresses quantitative and/or qualitative research using survey instruments and other data collection procedures. It deals with the issues of planning for data analysis, model building and the data analysis process in light of current developments in the field of modeling. It also deals with the issue of research reporting and evaluation, with contemporary ethical considerations in business research.

RESM 862 Seminar in Management I**Credits – 3**

The primary objective of this doctoral seminar is to survey the major theoretical perspectives and issues studied in organization and management research. Organization theory is currently one of the liveliest areas in all social sciences in part because of the importance of understanding organizations. The course is designed to present and discuss the key domains in organization and management research. Also, students will learn how to write research proposals (grant writing) related to the discipline.

RESM 864 Seminar in Management II**Credits – 3**

This course presents the fundamental techniques in business research integrating the most effective research design in a changing environment. The course includes the topics of design, configuration, measurement scaling and sampling. It addresses quantitative and/or qualitative research using survey instruments and other data collection procedures. It deals with the issues of planning for data analysis, model building and the data analysis process considering current developments in the field of modeling. It also deals with the issue of research reporting and evaluation, with contemporary ethical considerations in business research.

RESM 872 Dissertation I ****Credits – 3**

This is the first of two required courses of dissertation writing and was designed to help the student to produce a research proposal. This research proposal must have at least three (3) chapters as follows: Problem statement, Literature review and Methodology. This proposal should be the input for the second dissertation course.

RESM 873 Continuation of Dissertation I *****Credits – 3**

This is the continuation of the first of two required courses of dissertation writing and was designed to help the student to produce a research proposal. This research proposal must have at least three (3)

chapters as follows: Problem statement, Literature review and Methodology. This proposal, after approval by the Dissertation Proposal Committee, will be the input for the second dissertation course. The student has up to a maximum of three (3) attempts, any exceptions must be discussed with the Associate Dean.

RESM 874 Dissertation II **

Credits – 3

This is the second of the two required courses of dissertation writing and was designed to help the student to produce the dissertation. This document must be the result of the research developed by the student and must comply with the requirements established in the Dissertation Manual of the School. This course should finish with the oral defense of the dissertation made by the student.

RESM 875 Continuation of Dissertation II ***

Credits – 3

This course was designed to allow the student to continue the process of producing the dissertation. This document must be the result of the research developed by the students and must comply with the requirements established in the Dissertation Manual of the School. The course ends with the oral defense of the dissertation.

SBOT 101 Principles of Selling

Credits – 3

Combination of principles and techniques of selling. Emphasis on person-to-person situations, consumer motivations, persuasion and problems dealing with psychology of sales situations related to small business operations.

SCIE 111 Integrated Sciences I

Credits – 3

This course integrates concepts from the different areas of science applying the scientific method. The relationship between science and technology is established. The origin and development of the Universe is studied the planet Earth, and the origin and evolution of the organisms. The concepts of matter and energy applied to systems are studied. The sources and uses of energy and their impact on the environment are described, incorporating real life situations.

SCIE 112 Integrated Sciences II

Credits – 3

This course integrates different science concepts through the scientific method. They will study the origin and evolution of organisms, the interaction among them, with the environment and the importance of conservation of the environment and biodiversity. They will study the human body as a system-emphasizing human and public health, nutrition and sexuality. Finally, the interdisciplinary field of modern biotechnology is studied, considering its variety of applications and contributions.

SOCI 203 Sociology Principles (Compendium)

Credits – 3

Topics include social organization, cultural phenomena, and socialization. Basic institutions, social deviation, stratification, social mobility, social and cultural change will also be discussed.

SOCI 203-O Principles of Sociology/Survey Course

Credits – 3

This is a survey course on principles of sociology. It focuses on the study of the theories of groups, institutions, and society. Analysis of social organization and social problems is integrated in the course.

SOCI 325 Social of Deviance

Credits – 3

Theories of social deviance. The role of social and cultural values in the definition of deviant behavior. Emphasizes the influence of traditional and modern society in deviant behavior.

SOCI 325-O Sociology of Deviancy**Credits – 3**

Study of sociological theories explaining deviant behavior. Special attention will be given to the role of cultural values and norms in the definition of deviant behavior. Pathological aspects such as poverty, family disorganization, overpopulation, prostitution, and alcoholism are studied.

SOCI 358 Social Problems**Credits – 3**

The course deals with social problems in contemporary world. 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 world-wide.

SOCI 358-O Social Problems of the Hispanic Community in United States**Credits – 3**

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.

SOSC 101 Introduction to Social Sciences I**Credits – 3**

Course offers introductory view of general principles and fundamentals of the social sciences, specifically anthropology, sociology and psychology. By way of a guided use of the scientific method, social dynamics are scrutinized with attention to the role and effect of cultural, class, gender, race and ethnic differences as well as that of globalization in the contemporary world.

SOSC 102 Introduction to Social Sciences II**Credits – 3**

This is the follow up to the introduction to the social sciences course, focusing on political science, economics and demography. This course analyzes the manners in which political systems obtain, maintain and lose power; the shifts and changes in world population; the effects of a globalized economy in the United States and abroad. Particular attention is placed on important variables such as cultural diversity, social class, gender, race and ethnicity.

SOSC 103 Introduction to Social Sciences (Compendium)**Credits – 3**

The course consists of a compendium of the general principles and foundations of the Social Sciences as scientific disciplines. The course specifically studies basic concepts in the fields of anthropology, sociology, economics, and political science, and considers their significance in the analysis of social problems. The course themes are approached from both the global and local perspectives.

SOSC 111 Individual, Community, Government, and Social Responsibility I**Credits – 3**

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.

SOSC 112 Individual, Community, Government, and Social Responsibility II

Credits – 3

This course focuses on the study of the civic, social, cultural, and psychological elements of the individual in our society. The course emphasizes in the personal, interpersonal, and social dimensions of human behavior and social responsibility.

SOSC 258 Research Techniques in Social Sciences**Credits – 3**

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

SOSC 303 Applied Statistical Methods for Social Sciences**Credits – 3**

The Applied Statistical Methods for Social Sciences is an introductory course to 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.

SOSC 320 Social Research Techniques**Credits – 3**

The course deals with research methods and techniques for the Social Sciences.

SPAN 101 Introducción a la Lengua Española I**Credits – 3**

Study and use of the Spanish language in its oral and written form. Frame of reference: Basic concepts such as reading comprehension, writing, literary analysis and grammatical theories. It emphasizes the analysis of readings, the writing and execution of grammar exercises in situations, models and strategies based on critical and reflective analysis and creative activities.

SPAN 103 Introducción a la Lengua Española I**Credits – 3**

Study and introduction to linguistics. The course emphasizes the acquisition of oral and written expression skills through oratory, reading analysis, and text writing.

SPAN 101-102 Introduction to Spanish Language - Basic Level**Credits – 6**

Study and use of the Spanish language in its oral and written form. Frame of reference: Basic concepts such as reading comprehension, writing, literary analysis, and grammatical theories. It emphasizes the analysis of readings, the writing and execution of grammar exercises in situations, models and strategies based on critical and reflective analysis and creative activities.

SPAN 103-104 Introduction to Spanish Language – Intermediate**Credits – 6**

Introduction to linguistics. The historical evolution of the Spanish language. Grammar review, vocabulary enrichment and written communication. Latin American Literature.

SPAN 105-106 Introduction to Spanish Language – Advanced Level**Credits – 6**

Study of written communication. Readings of masterpieces of Hispanic literature. Emphasis on techniques of literary criticism and research.

SPAN 110 Elementary Spanish

Credits – 3

It is a basic language class designed for students who enter with no previous knowledge of Spanish. This course is taught with a communicative-based methodology (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations. Critical thinking activities. CMC (Computer-mediated Communication) activities. 15 hours of writing lab.

SPAN 111 Elementary Spanish**Credits – 4**

It is a basic language class designed for students who enter with no previous knowledge of Spanish. This course is taught with a communicative-based methodology (task-based oriented). The course introduces basic grammatical or vocabulary knowledge and engages students in the practice of the four language skills (listening, reading, writing, speaking) and provides the student with exposure to the target language and culture in different Spanish-speaking countries and/or situations. Critical thinking activities. CMC (Computer-mediated Communication) activities. 15 hours of writing lab.

SPAN 115 Reading, Writing and Oral Communication in Spanish I**Credits – 4**

This course covers the phases of the writing process, with special emphasis on the structure of writing argumentative/persuasive academic papers. In addition, it focuses on the conventions of paragraph construction, content, organization, vocabulary, and syntax of academic writing. It also aims to prepare students to respond to academic writing demands while focusing on critical reading and incorporating the material they collect as a source for their reading. The student will use their field of study as a context when carrying out most written activities. Research projects will be developed through the responsible use of technology by individual, 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 Spanish faculty.

SPAN 116 Reading, Writing and Oral Communication in Spanish II**Credits – 4**

This course aims for students to develop their oral communication skills in Spanish to the maximum. In addition, it focuses on the study of strategies and trends in public speaking, with topics ranging from effective writing and the use of technology to good practices when presenting; this provides a useful framework for them to apply the knowledge to their professional and academic reality. The course is developed through analysis, process refinement, writing exercises, and constant practice, while promoting the use of technology and trends when presenting. 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 Spanish faculty.

SPAN 215 Writing and Composition**Credits – 3**

Develops proficiency in the practical use of written language; current idiomatic Spanish. Provides practice in the more complex problems of sentence structure and usage and in theme writing and analysis.

SPAN 255 Spanish for Writing and Research**Credits – 4**

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.

SPED 101 Teacher Preparation in Special Education

Credits – 3

This course covers the history of special education, the legal and ethical requirements, the concept of inclusion and assistive technology, as well as the procedures to identify and to serve students with impairments. This course also covers a critical discussion of the legislative, judicial and present matters that belong to the special education process. Self-reflection of personal and necessary professional attributes for the work with students with impairments is emphasized.

SPED 102 Assistive Technology and other Resources in Special Education

Credits – 3

This course covers assistive technology as a means to promote the independent participation of the exceptional student in the school environment and in its community. Analysis of the role of the assistive technology in the extension of the social, cognitive, physical and communication abilities of the student with special needs, as established in the law IDEA (1997) is emphasized. Students will analyze application of appropriate assistive technology and evaluate its use for students with different impairments, as recommended by the Assistive Technology Industry Association for the purpose of planning, delivery of instruction and assessment.

SPED 103 Learning Disabilities

Credits – 3

This course emphasizes the study of concepts, theories, discipline standards, characteristics, and issues related to students who display specific learning disabilities. Analysis of foundation knowledge essential to understanding the nature and needs of individuals with learning disabilities and contextual influences, especially for pre- and in-service classroom teachers and related professionals are explored. The course also covers a reflection of recent developments and research findings, current issues, and the general structure of educational intervention programs. It also includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology.

SPED 203 Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder

Credits – 3

This course focuses on the analysis of strengths and social, psychological, physiological, and emotional weaknesses that characterize a student with a deficit of attention. Emphasis on the development of individualized educational programs, appropriate educational practices in the special education classroom and/or in the regular setting is given. Study of the interdisciplinary contribution required for the effective transition of the student to the school life and work is explored. Application, observations, analysis, and development of assessment instruments and planning lessons; responsible uses of technology are also included.

SPED 204 Nature, Needs and Behavior Modification in the Gifted Education Students

Credits – 3

This course provides the opportunity for students to study the social, emotional, and cognitive characteristics of the gifted student. Analysis of the diverse programs and theories related to the education of this population is studied. Emphasis on the development of projects for the education of these students is given. Field observations experiences in schools specialized in the education of gifted students with talents. It also covers the application, observations, analysis, and development of assessment instruments and planning lessons; also, responsible use of technology.

SPED 205 Integration of the Fine Arts in Special Education

Credits – 3

The course emphasizes on the application of music, theater, movement, visual arts and other areas of the fine arts for the purpose of effective educational planning and strategies for special education students. Practice, case studies, curriculum development and field observation experiences are provided. This course also covers the application, observations, analysis, and development of assessment instruments and planning lessons; responsible use of technology.

SPED 207 Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level

Credits – 3

This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Elementary Level. The emphasis on the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of the curriculum in sciences and math with attention to the individual differences. It focuses on the application, observations, analysis, and development of assessment instruments and planning lessons; and responsible use of technology.

SPED 208 Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level

Credits – 3

This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Secondary Level. The emphasis on the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of the curriculum in sciences and math with attention to the individual differences. Practice, case studies, curriculum development and field observation experiences are provided. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology.

SPED 210A Language Development and the Reading-Writing Processes in the Special Education Student I

Credits – 3

This course provides students with the analysis of the basic cognitive processes (attention, perception, and memory) that interfere in the development of language and literacy skills for students with special needs. Students will review the development and processes of reading and the writing to identify how to modify and/or accommodate instruction so that students are successful in meeting their individualized goals in K-6th grade.

SPED 210B Survey of Exceptionalities: The Inclusive Classroom

Credits – 3

An overview of differences associated with varying exceptionalities as defined under the Individuals with Disabilities Education Improvement Act (IDEIA). Review of professional issues, legal and ethical considerations and best practices in instruction, detection, and programming for culturally and linguistically diverse students with exceptionalities. 10 hours of Field Experience required.

SPED 211 Language Development and the Reading-Writing Processes in the Special Education Student II

Credits – 3

This course provides students with the analysis of the basic cognitive processes (attention, perception, and memory) that intervene interfere in the development of language and literacy skills the language of the for students with special needs. Students will review the development and processes of reading and the writing to identify how to modify and/or accommodate instruction so that students are successful in meeting their individualized goals in 6-12th grade.

SPED 295 Evaluation and Assessment in Students with Special Needs

Credits – 3

This course focuses on the study of the evaluation methods of the student with special needs. Analysis and evaluation protocols of the exceptional student for the development of assessment process at the initial and during the school year. It provides students with the study of the relation of the processes of evaluation and assessment, the federal and state laws of academic achievement and the development of the Individual Educational Plan (IEP). It also includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology.

SPED 300 The Brain and Learning

Credits – 3

This course is an introduction to the study of the most recent research about neurophysiological phenomena that have a bearing on learning. It also includes the analysis of the role played by cerebral activity in the different learning styles, especially learning disabilities at K-12 levels. Analysis of the curricular design that is most compatible with these neurophysiological phenomena is studied. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology.

SPED 315 Teaching Exceptional Children

Credits – 3

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 needs of exceptional children.

SPED 405 Teaching Practicum in Special Education

Credits – 3

This course is the final stage of a practice field experience in which the candidate assumes the duties and responsibilities of a teacher in a special education classroom during the last semester of the program of study. It offers the teacher candidate the opportunity to promote the physical, emotional, social and intellectual development of children and youth in special education. Students work under the supervision of a regular teacher from an accredited school and a college supervisor appointed by the School of Education. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Students must be aware that the internship is performed during a regular school day schedule and must plan accordingly. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

SPED 406 Seminar on Teaching Practicum in Special Education

Credit – 1

This course focuses on discussion, analysis, and evaluation of the responsibilities and situations arising in the student teaching practice. This course is designed to enrich and complement the practicum experience. It includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

STAT 201 Introduction to Business Statistics

Credits – 3

Study of central tendency and dispersion measurements, sampling methods, probability theory, binomial probability distribution, normal density probability function and lineal regression.

STAT 300 Elements of Statistics I

Credits – 3

The course deals with statistics for the social sciences student. It includes sampling, averages, mode, median, probability and others.

STAT 301 Elements of Statistics II

Credits – 3

The course deals with statistics as applied to psychology, economics, and other social sciences. Topics include probability and probability curves, games and variance, random variables, statistical inference, nonparametric tests, and correlation coefficient. Experimental design, Baye's Formula, and decision-making theory will be discussed. Multivariable and bi-variable lineal analysis will also be presented.

STAT 556 Applied Managerial Statistics

Credits – 3

Business decision problems can be characterized as situations in which managers must select the best alternative from several competing alternatives. Managers frequently rely on results from statistical analyses to help make the best decision. The decision-aiding tools that can be applied by managers to gain insight into decision problems range from simple graphic displays of data to sophisticated statistical tests. Students use real-world data sets and PC-based software to describe sets of measurements, construct probability distributions, estimate numerical descriptive measures, and build multiple regression models.

STMG 600 Leadership and Entrepreneurial Vision

Credits – 3

Analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organization's vision and mission. The course includes theoretical and analytical studies of types of leadership strategies, leadership styles and organizational context in which the leader works. Human resources strategies for empowerment and their impact on the organizational culture are also explored — application of theoretical knowledge about an individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuously changing global environment.

STMG 601 Strategic Management

Credits – 3

Analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses. The

emphasis on the application of the vision, mission, goals, and objectives for the development of strategies in the planning process. Development of a strategic plan that includes identification and evaluation of alternatives for its control. This course is targeted at the development and application of analytical skills related to strategic planning.

STMG 602 Technological Applications and Information Systems

Credits – 3

The course develops strategic management skills in entrepreneurial leaders for the operational integration of different information resources. It allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations' effectiveness. The course also emphasizes the importance of technology for strategic planning and problem-solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate, and make decisions related to information systems.

STMG 603 Entrepreneurial Communication

Credits – 3

This course develops the needed communication skills for the efficient, effective, and successful performance of the modern leader. It emphasizes the relationship between effective leadership and communication, its role, both internally and externally. Also included are the types of communication in the organization, reinforcing with the critical use of various techniques and the integration of technologies that support the management process of the effective leader. This course analyzes the responsibilities and tasks inherent in properly informing management decisions, how to handle communication in times of crisis and the expectations and tendencies of the leader as a communicator. It also emphasizes the support provided by the leader in the processes of changes and challenges of communication and the leader in the entrepreneurial dynamics.

STMG 604 Organizations in a Global Economy

Credits – 3

This course studies the opportunities that global economy offers to management. Analyze economic principles based on problem examination and the challenges presented in a globalized economy. It includes decision making on financial, economic, and stock market issues. This course evaluates strategic opportunities and risks regarding organizational development in the global context.

STMG 608 Strategies for Change, Professional and Entrepreneurial Development

Credits – 3

Strategic analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Tolerance and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a world-class organizational culture. The emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

STMG 738 Management and Strategic Leadership Seminar

Credits – 3

This seminar is designed to develop in the students the concepts and skills related with the business administration practices driven by a strategic leadership focus. The seminar will allow the integration of subjects like: leadership, entrepreneurial vision, strategic management, technology application for decision making, changing organizations and challenges for enterprises in a global economy. The development of

this research as a course requirement will allow students to apply all their business management knowledge acquired. Will also, prepare them to contribute with practical and real solutions through the strategic negotiation theories' research techniques and fundamental principles.

SWGR 504 Social Policy Analysis**Credits – 3**

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field, nationally, internationally and globally. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505 Human Diversity and Social Justice**Credits – 3**

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506 Social Work with Individuals and Families**Credits – 3**

An introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507 Social Work with Groups and Communities**Credits – 3**

The course explores the process of formation, maintenance, and evolution of groups, communities, and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities, and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in the group, community, and organizational processes. The focus is placed on the social worker's commitment with social justice, equality and respect for human rights in order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations.

SWGR 510 Research Design**Credits – 3**

This course deals with the methodology of designing scientific social research. It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the

investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 511 Research Analysis

Credits – 3

This is the second part of the 6 credits course centralized in the scientific, social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

SWGR 555 Social Work with Seminar and Field Practicum I

Credits – 6

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals, groups, families, communities, and organizations. It is expected that students can consolidate their education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system. In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frame their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work.

SWGR 601 Theories and Models of Human Development and Behavior I

Credits – 3

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications of these models for a diverse society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 602 Clinical Intervention I

Credits – 3

This course is part of an advanced component of the curricular model. This is intended to aid the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples, and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification and precise diagnosis of mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders. Several aspects that relate to the environmental and psychosocial functioning in which humans operate are also considered. Moreover, analysis of the clinical interventions, strategies, various roles of the social work professionals, their functions, activities as well as personal traits or qualities necessary to facilitate the process, are also taken into consideration. Similarly, with the learning of this course, it is intended that students develop necessary the skills to identify the strengths and the importance of prevention and promotion r to achieve improved psychosocial functioning among individuals. Students are expected to follow social work ethics

and practice within the human diversity and cultural context to identify the needs, problems, and concerns that require attention during clinical intervention.

SWGR 606 Theories and Models of Human Development and Behavior II

Credits – 3

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for diverse society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 607 Clinical Intervention II

Credits – 3

This course is part of an advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the theoretical model and therapeutic intervention techniques considering the target population. It emphasizes on the analysis of various mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems, and concerns that require attention during the clinical intervention.

SWGR 608 Psychopathology, Human Behavior, and Social Environment

Credits – 3

The course examines the history of mental health, its sociocultural context and evaluation of different approaches to studying psychopathology. The student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment.

The course explores some of the most common mental conditions, their etiology, and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the evaluation of the functions, roles, and social responsibility as well as the contrast of the ethical and legal aspects of the social worker in clinical practice.

SWGR 623 Drug and Substance Abuse

Credits – 3

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions. The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marijuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the Diagnostic and Statistical Manual of Mental Disorders. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services.

SWGR 655 Social Work with Seminar and Field Practicum II

Credits – 6

The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values, ethical and legal issues in professional

practice. It is expected that students develop clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system, for objective clinical analysis of the various situations presented. At this stage, it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the intervention with the client, and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar the students should evaluate the use of supervision and consultation in social work practice.

SWGR 665 Social Work with Seminar and Field Practicum III

Credits – 6

The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design, and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the Diagnostic and Statistical Manual of Mental Disorders for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. During this course, it is expected that students integrate their knowledge, values, and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the course encourages students to achieve integration of evidence-based practices in the intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, the students should evaluate the use of supervision and consultation in social work practice.

SWGR 670 Comprehensive Exam (1st Part)

Credits – 0

The comprehensive exam 1st part is an individual exercise course covering the master's degree core professional courses, these are: SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601, SWGR 606 and SWGR 555. The exam is divided into three areas: a) research, b) professional foundation and c) generalist practice.

SWGR 671 Comprehensive Exam (2nd Part)

Credits – 0

The comprehensive exam 2nd part is an individual exercise course covering the master's degree Specialization courses; these are SWGR 511, SWGR 602, SWGR 607, SWGR 655 and SWGR 665. The exam is divided into three areas: a) research, b) clinical specialization and c) advanced practice.

SWGR 801 Philosophical Foundations of Social Work

Credits – 3

This course focuses on the analysis of the epistemological, ontological, and ethical bases of Social Work. This course pretends to develop the knowledge, understanding, and application of the epistemological, ontological, and ethical grounds of Social Work, underlying its nature as an applied social science guided by the promotion of social justice in different social and economic environments. Accordingly, the

course will assess the various conceptions of and aims of Social Work regarding the constant challenges post by modern and contemporary social history.

SWGR 802 Justice and Social Policy

Credits – 3

This course will assess the evolution of the concept of Social Justice and its various historical meanings according to the different economic, cultural, political, and ideological contexts within which it is assumed. The course will critically analyze the importance of Social Justice as a guiding principle of Social Work in society, as well as a fundamental constitutive element of the XXI century ethics for social workers.

SWGR 803 Social Policy and Organizational Behavior in North and Latin America

Credits – 3

This course addresses the various theoretical models for the analysis of social policies and organizational behavior, and how those models respond and their impact upon the different social, economic and political orders. Case studies are examined in order to understand the scope and limits of the diverse models and to enable a serious consideration about the applicability of the social policy theories.

SWGR 804 Social Work Theory and Practice: Programs Administration and Social Policy

Credits – 3

During this doctoral course, we will promote critical and in-depth analysis of the different models used throughout the history of public and social administration in the West. Special attention will be placed upon the insertion of the Social Work perspective in the evolution of the social policy administration. In addition, the course will promote, among the registered doctoral students, the development of the essential administrative skills and knowledge that can allow them to become qualified administrators of social policy programs in the present world.

SWGR 811 Epistemology in Social Work Research

Credits – 3

This course addresses the epistemological considerations underneath research designs in the Social Sciences and in Social Work. Throughout the course we will examine the theoretical grounds of social knowledge and their implications upon contemporary methodological controversies and ethical issues related to the research on Social Policies. Finally, the seminar will assess the various ways in which the particular nature of social work research might help to acquire the knowledge required for the promotion of Social Justice.

SWGR 812 Social Work Quantitative Research

Credits – 3

Throughout this course, we will study the general aspects related to the scope and limits of quantitative methods in the Social Sciences and in Social Work. Also, we will conduct in depth analysis of the more relevant quantitative strategies for the analysis of Social Policies, including the full knowledge of the conceptual considerations and the mechanics related to the application of the corresponding mathematical and statistical procedures.

SWGR 813 Social Work Qualitative and Mixed Methods Research

Credits – 3

Emphasis on promoting qualitative research as a strategy for the production of knowledge related to the Social Work practice and the conceptualization, implementation, and evaluation of social policy. Analysis and advanced application of qualitative and mixed methods for the creation of social policy, legislation and social programs that respond to the needs of diverse populations. Exposure to available technology for the collection and analysis of qualitative data (NVIVO and others).

Throughout this course, we will study the general aspects related to the scope and limits of qualitative and mixed methods in the Social Sciences and in Social Work. Also, we will conduct in depth analysis of the more relevant qualitative strategies for the analysis of Social Policies. The course will emphasize on the conceptual considerations that enable the social work student to integrate the various research strategies in complementary fashion. At the same time, the course will underline the importance of individual and intersubjective narratives in the analysis of social policies.

SWGR 820 Social Services Management

Credits – 3

Throughout the course development, the philosophy, basic and theoretical principles, processes, and practices of administration and supervision will be studied. The student will have a progressive approach to the process of administration and supervision, through the development of activities that allow appreciation of all the stages of such a process. Lastly, it highlights the importance of the administration and supervision process within the organizational context, as well as the role of the Social Worker as an executive leader in the position of manager who provides effective social services.

SWGR 821 Human Resources Management

Credits – 3

This course examines the importance of human resources in organizational development. Includes the study of planning in the administration of human resources, which allows selecting, training, and retaining competent personnel for the growth, development, and success of the organization. The topics of discussion are human resources law, selection and hiring process, effective supervision, conflict management, performance evaluation, professional development plan, and collective bargaining.

SWGR 822 Management and Budgeting in Government and Social Organizations

Credits – 3

The course covers the philosophical principles of fiscal administration applied to the government sector and service organizations. The study of the theories of public policy in its relationship with the budget administration of the public and private sector. It integrates the principles of budget admission of social work organizations. It analyzes the different ways of managing the budget from a government and private perspective. The administrative principles of public administration, the organizational culture, and policy of fiscal actions, and the different models of the government and fundraising budget are studied. It also addresses the study and analysis of budget management and administration models in other countries so that graduates of the doctoral program can acquire a broad knowledge from a global perspective.

SWGR 823 Executive Leadership: Models and Strategies

Credits – 3

This course is designed to expose students to the development and practice of identified leadership skills. A comprehensive study of the theory base for leadership, analysis of leadership and management processes, exploration of individual assets and liabilities of leaders, examination of leadership in groups.

SWGR 830 Compendium for Social Work Practice with Individuals, Families, Groups and Communities

Credits – 3

This course is designed to expose students from other disciplines to social work theory and practice with individuals, families, groups and communities. Emphasis is given to social work evidenced based practice. Study of the ethical, professional behaviors and competencies in social work practice. Exposure to the following topics: social justice, human rights, diversity, and differences in social work practice. Contemporary theoretical perspectives of social work and their contributions to a critical practice are addressed, specifically: evidence-based practice, anti-oppressive practice, post-structuralist, hermeneutic and Marxist currents. It studies the notion of professional projects and the ethical-political

dimension of the profession in the neoliberal context. Exposure to the ethical principles of social justice, equity, democracy, human rights, diversity and inclusion from critical approaches. Discusses the importance of social research for the profession and social policy.

SWGR 831 Strategic Planning in Organizations and Community

Credits – 3

In this course, the students will explore the theory and practice of the Strategic Planning Paradigm. As a tool for social programs administration, the students can learn how to apply the strategic planning, like mission and vision statements, environmental scanning, identification of strengths and weakness, strategic policies, interventions, and others.

SWGR 832 Social Programs Evaluation: Theory and Practice

Credits – 3

This course focuses on the examination of evaluation strategies, techniques, and models applicable to social programs. Study of the application of objectives to evaluation development of designs, systematic approaches to assessment, problems of implementation and accountability. The course allows students to analyze and design appropriate strategies for evaluating social programs. The course emphasizes applications in fieldwork settings.

SWGR 840 Dissertation Seminar

Credits – 3

This course focuses on the formulation, discussion and approval of the doctoral dissertation proposal and the designation of the Doctoral Committee. Includes conceptualization of research and methodology.

SWGR 841 Comprehensive Exam

Credits – 0

This course is a comprehensive examination of social work theoretical and methodological knowledge at doctoral level, social work professional competencies, administration competencies and analytical skills in a multiple-choice format. The student will demonstrate knowledge and integration of content of core professional courses, research courses, and management specialty courses.

SWGR 842 Doctoral Dissertation

Credits – 3

This course is aimed at the application of theoretical knowledge that underpins the practice of Social Work and the application of qualitative, quantitative, or mixed methods research methodology used by the Doctoral Program Students, to initiate the data analysis and the writing of their dissertation, with the changes recommended by the Director of Dissertation and Doctoral Committee. This course is aimed at obtaining a Ph.D.

SWGR 843 Doctoral Dissertation Continuation

Credits – 3

This course is aimed at the application of theoretical knowledge that underpins the practice of Social Work and the application of qualitative, quantitative, or mixed methods research methodology used by the Doctoral Program Students to complete their dissertation, with the changes recommended by the Director of Dissertation and Doctoral Committee. At the end of the course, the student will present and defend the dissertation, as part of the requirements for obtaining a Ph.D. degree.

TCOM 335 Principles of Telecommunications and Networking

Credits – 3

This course covers the key concepts of telecommunications and networking. It provides a solid introduction to networking fundamentals including key acronyms, protocols, and components that are essential to understanding how networks operate today. It covers the basic concepts of telecommunications such as analog/digital communications, basic encoding, bandwidth and capacity and serves as a solid foundation for in-depth study of networking. It identifies the types of communications networks that have evolved based on the various technological configurations and the internetworking process behind data communications. Upon completion, the participant will have a solid understanding of how information travels from a computer to another computer across a network.

TCOM 335L Principles of Telecommunications and Networking Laboratory

Credit – 1

This laboratory course provides students with theoretical concepts and practical skills in telecommunications and networks. It discusses the concepts of data transmission, wireless communication protocols and standards among others. The issues are addressed to the operating principles, selection and specification of networking systems. Also, in this laboratory the students apply of voice communications technologies.

TCOM 350 Fundamentals of Networking Infrastructure Management

Credits – 3

This course concentrates on the Windows/2000 infrastructure management protocol, which is the largest in used at a Global scale. It covers in detail the procedures for planning and servicing network infrastructure. Covers areas such as protocols, services required calculation in the light of the organization needs, packet exchange and sequential packet exchange IPX/SPX, integration with Novell Netware, TCP/IP. Netbios, WINS, DHCP and DNS maintenance and configuration issues are covered. Routing, remote access and VPNs are also covered from an infrastructure and management perspective.

TCOM 350L Fundamentals of Networking Infrastructure Management Laboratory

Credit – 1

This laboratory course provides the student with the theoretical concepts and practical skills of Network Systems Infrastructure Management. Software / Hardware considerations of the plan of considerations of networks and protocols (possible considerations) 2nd and 3rd are analyzed. Topics address the principles of operation, selection, and specifications of network systems. Also, in this lab students apply voice communication technologies.

TCOM 500 Applied Mathematics in Telecommunications

Credits – 3

This course covers elementary discrete mathematics for computer science and engineering. It emphasizes mathematical definitions as well as applicable methods. Topics include formal logic notation; sets, functions, relations; elementary graph theory; Number theory; growth of functions; permutations and combinations, counting principles; discrete probability. Further selected topics may also be covered, such as state machines and invariants.

TCOM 503 Introduction to TCP/IP

Credits – 3

The Internet is also one of the world's most powerful communication tools. This course will discuss and present the underlying applications, components and protocols of TCP/IP and its necessary link to the Internet. The Introduction to TCP/IP course will help participants learn how to identify TCP/IP layers, components and functions. Navigation tools, TCP/IP services and troubleshooting methodologies are also covered in this course.

TCOM 511 Internet Technologies

Credits – 3

The Internet Technologies course begins with an overview of the Internet, its history, organization and structure. Once the general structure is understood, we look at different ways to access the Internet, both as an individual user and as a group of users. Areas such as copyrights issues, bandwidth considerations, portal development, practical research using the internet, FTP and electronic mail, HTML, web servers, graphics, scripts, tables, audio, video and security are covered.

TCOM 512 Introduction to Networks**Credits – 3**

This course introduces participants to the key concepts of data communications, telecommunications, networking, technologies, components, and protocols used in local area networking (LAN) and wide area networking (WAN) environments. Students will learn about the popular LAN protocols of Ethernet, Token Ring, and asynchronous transfer mode (ATM), with emphasis on all speeds of Ethernet. This course also introduces the most widely used network operating systems.

TCOM 513 Information Technology (IT) Project Management**Credits – 3**

Information Technology (IT) Projects are major organizational investments. In today's Global Economy the level of success of these projects is paramount to Enterprise Sustainability and continued business. This class will concentrate on providing not only the basic PM skills but will concentrate on the particular techniques designed for technology-based projects, ITPM. It will discuss and explain PMBOK techniques (Project Management Body of Knowledge), the ITPM cycle, tools and processes, scope definition, verification and control. ITPM estimation techniques, risk management, analysis, assessment, monitor and control methods will be covered also. Implementation, closure and evaluation techniques specifics for ITPM projects will also be presented and discussed.

TCOM 514 Telecommunications Governance I**Credits – 3**

IT governance is an integral part of the business and an integral part of corporate governance. IT governance consist of the leadership, organizational structures and processes that ensure that the organization's IT sustains and extends the organization strategies and objectives. The key goal of technology governance is enterprise sustainability. This series of two courses will cover the framework elements, areas of focus, risk management, strategic alignment, performance measures, IT value delivery and resource management in the design of an effective IT governance plan and strategy. This first course will focus on the basics of IT governance including the legal framework, global standards and considerations, governance archetypes and will study practical cases in various organization types.

TCOM 515 Telecommunications Governance II**Credits – 3**

IT governance is an integral part of the business and an integral part of corporate governance. Its governance consists of the leadership, organizational structures an processes that ensure that the organization's IT sustains and extends the organization strategies and objectives. The key goal of technology governance is enterprise sustainability. This series of two courses will cover the framework elements, areas of focus, risk management, strategic alignment, performance measurements, IT value delivery and resource management in the design of an effective IT governance plan and strategy. This second course will focus on the mechanisms for implementing IT governance, linking strategies and performance, leadership principles, business intelligence, real time business intelligence, and changing landscape of the telecommunications industry. Multiple cases will be presented, and the students will create a BI based strategy and roadmap.

TCOM 521 Networking Fundamentals

Credits – 3

This course introduces participants to the key concepts of data communications, telecommunications, networking, technologies, components, and protocols used in local area networking (LAN) and wide area networking (WAN) environments. Students will learn about the popular LAN protocols of Ethernet, Token Ring, and asynchronous transfer mode (ATM), with emphasis on all speeds of Ethernet. This course also introduces the most widely used network operating systems. Basic network design and security concepts are discussed.

TCOM 522 Telecommunications Management and Policy**Credits – 3**

This course presents and discusses the most relevant aspects of the telecommunications sector from policy, business, and technology perspectives. It presents and studies the driving forces behind the changes in the telecommunications policy and the significant impact of legal and regulatory changes on business operation. It focuses on the globalized enterprise challenges, opportunities, and threats. Such key issues as the global economy and its impact on information and communications technologies (ICTs), enterprise strategy and telecommunications, standards, ISO's and good practices, challenges and risk involved in information and telecommunications management are thoroughly covered. The role of ICTs in innovation, value creation, and global strategic positioning are also presented through actual cases.

TCOM 523 Wireless Networks**Credits – 3**

This course covers fundamental concepts related to wireless networks including wireless channel characteristics, wireless data transmission, multiple access protocols, error control, wireless standards, and cellular concepts and resource allocation. It provides a broad understanding of modern wireless networks, in particular local area networks and cellular networks. Students are exposed to design and analyze concepts that are essential in the development of wireless networks.

TCOM 524 Technological & Scientific Innovation**Credits – 3**

Innovation; practical creativity; effective creative scientific thinking methods and procedures; new ideas development are all key elements of a successful scientist. This course will introduce and cover the scientific methods used in innovation and creative thinking. Will introduce innovation from the standpoint of the modern school of innovation scholars such as, Schumpeter, Eric Rogers, Von Hippel, Altshuller (the engineer that created TRIZ or theory of inventive problem-solving), Alex Osborn, Robert Sternberg and others. Will cover innovation toolkits such as Altshuller's innovation pyramid, Burgelman and Seigel's minimum winning game, Osborn and Parnes' creative problem-solving (CPS), Altshuller's TRIZ, Amabile's internal and external motivation, Guilford's convergent and divergent thinking and Ries' build-measure-learn wheel. Will also cover Christensen's disruptive innovation process, Usher's path of cumulative synthesis, Van de Ven's leadership rhythms, d.school's design thinking modes, Henderson and Clark's four types of innovations, Rogers' adoption and diffusion curve, Abernathy and Utterback's three phases of innovations, Chesbrough's open innovation, March's exploration vs exploitation, Powell and Grodal's networks for innovation and Boyd's OODA loop.

TCOM 556 IP Tel & Design and Configuration of Voice Networks**Credits – 3**

This course explains the structure and design of telecommunication networks, both large and small. It begins with an overview of the public telephone network and describes the large networks and transmission facilities that switch telephone calls. Presents and explains the many and varied techniques, solutions, principles, and challenges both carriers and end users develop, experience, and overcome in

implementing Voice-over IP services. Then it focusses the PBX switching systems that are essential to most businesses.

TCOM 606 Network Design Project

Credits – 3

Development, analysis, simulation and implementation of a significant design project related to the area of Computer Networks. Discussion of design constraints and manufacturing cost, compatibility with the environment, aesthetics, safety, possible social, political, or ethical implications. Development of a prototype including discussion of the design cycle and experimental verification or simulations. A detailed written report and final presentation are required.

TCOM 609 Thesis

Credits – 3

This course aims to establish the relationship and working environment between the student and thesis advisor. The course studies the principles and methods, techniques of scientific investigation, and proper academic writing. At the end of the course, the student will have a written thesis proposal.

TESL 223 Applied Linguistics in ESOL

Credits – 3

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.

TESL 310 Language Development: English Learners

Credits – 3

Study of second language development including the developmental stages and acquisition processes for reading and writing in students first (L1) and second language (L2). Language variety with an emphasis on social and cultural contexts and the successful development of multilingualism in families, communities, and schools.

TESL 315 Teaching and Learning of English Learners in the Classroom

Credits – 3

Current approaches to second language acquisition and instruction; methodology of teaching and testing English Learners (EL); design, implementation and evaluation of EL programs and materials. Analysis of language contact in society including code switching, language varieties and multilingualism. 20 hours of Field Experience required.

TESL 522 Theory and Practice of Teaching ESOL Students in Schools

Credits – 3

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.

TESL 523 Understanding English Language Learners for School Counselors

Credits – 3

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.

THMC 100 Massage Introduction

Credits – 3

This is an introductory course that offers students theoretical knowledge about the history and origins of massage therapy. Studies the professional, ethical, legal, hygiene, cleaning and sterilization techniques, and security aspects in the massage room, types of clients, basic massage theory and techniques, with the preparation of the therapeutic environment. It also covers equipment and products mostly used, with their general effects and contraindications. Includes concepts of OSHA in the profession.

THMC 102 Massage Therapy I

Credits – 3

This course provides students with the basic techniques in therapeutic massage. Includes the study of massage techniques, including their effects, benefits, indications and contraindications in the anatomy and physiology of body structures. It is considered as a general introduction to the theory, history and practice of massage. The student will be able to fully perform the basic concepts and manipulations of massage, and at the same time demonstrate such concepts and skills in the classroom. Also, will enable students to learn the theory and practice of Hydrotherapy modalities using various applications of water for the purpose of therapy and rehabilitation. Students will learn and practice the correct use of contrast therapy, ice packs, hot packs, herbal wraps, and other related techniques.

THMC 103 – Essential Science for Massage Therapist

Credits – 2

The Essential Science for Massage Therapist course gives the future massage therapist an in-depth point of view of the need-to-know anatomy and physiology for therapists to develop clinical critical thinking skills. By developing critical thinking skills with applied anatomy, the future therapist will be able to custom tailor a massage treatment according to specific client needs because there is seldom only one correct way to do anything. Essential science will cover many topics, such as the facial system, musculature system, skeletal system, and innervation. This course has also included indications and contraindications as a continuation of practice from other courses. This course has been designed to address various learning approaches to massage students.

THMC 105 Clinical Pathology

Credits – 3

Introduction to the study of diseases and how conditions affect the anatomy and physiology of the human body. The student will learn to recognize specific diseases, and health conditions through observation and the use of different diagnostic sources, to determine the appropriate massage treatment or further referral to other specialists, when necessary. This includes HIV/AIDS education, how the immune system works, how these infections are spread, identified, controlled and how it is affected by HIV/AIDS among other diseases.

THMC 106 Documentation and Evaluation

Credits – 2

This course trains the future massage therapist to design and personalize the massage session according to the specific needs of the client. Using the S.O.A.P. notes, the massage therapist will learn to assess subjective and objective information to follow a therapeutic plan for a specific condition. Initial evaluation is crucial to define the therapy needed, but it should be supported with proper written documentation. It covers professional communication, medical terminology, HIPAA and EMR. The course

also prepares the student to document such conditions through a clinical history. Palpation methods, as well as posture and evaluation will be covered in the course as important skills for the massage therapist. All procedures explained are based in what is required by Law and States regulations of the massage therapy profession.

THMC 108 Massage Therapy II

Credits – 3

Review of the anatomy and physiology of the musculoskeletal system and its implications on the therapeutic massage. Includes the theoretic support and Chiro massage techniques for musculoskeletal systems. Students will be trained in the use of different techniques to manipulate soft tissue and alleviate muscular conditions. This course will provide the student with the basic theory and history of anatomic concepts related to the lymphatic system and the main practices that support the draining of lymphatic fields. Students will learn the main conditions and diseases affecting the lymphatic system and will develop the basic skills to apply the manipulation protocols for lymphatic draining.

THMC 110 Allied Modalities in Massage Therapy

Credits – 5

Introduction to the basic theory and practical applications of related massage modalities such as sports massage, reflexology, aromatherapy, therapeutic stretching, positional release, massage in clinical chair, SPA techniques, Shiatsu, Swedish Massage, massage with stones and Asian bodywork therapy. The course covers prevention of falls, safety practices, procedures, and contraindications for each modality of massage.

THMC 113 Structural Kinesiology

Credits – 3

In this course, the student will learn to define, identify, and locate bony markings of the upper extremities, lower extremities, and both the axial and appendicular skeleton. The course also reviews the anatomy and physiology of skeletal muscles and their origins, insertions, actions of the scapula, shoulders, elbows, radioulnar joints, wrists, hands, hips, knees, ankles, and feet. Also, the student learns to identify muscle origins, insertions, and actions of the neck, face, trunk, vertebral column, respiration, and how massage theory and techniques apply for each body structure.

THMC 115 Massage to Special Populations

Credits – 3

In this course, the student will learn methods, techniques, and allied modalities of clinical massage, which are combined to treat an array of conditions and diseases in persons of different ages, gender, and physical constitution. The course will also prepare the student to understand, adapt and provide massage therapy modifications for clients with special needs due to specific physical restrictions that may limit their mobility.

THMC 116 Clinical Therapeutic Massage Seminar

Credits – 2

In this course, the student will review all the competencies and concepts needed to become a Certified Massage Therapist by the National Certification Board of Therapeutic Massage & Bodyworks (NCBTMB). This course will include the discussion of the Florida Laws, Rules, and Regulations (Chapter 456 and 480, F.S. and Chapter 64 B7).

THMC 117 Clinical Practice

Credits – 2

The Clinical Practice Course constitutes the most important clinical experience in the Massage Therapy certificate. In this course, the student will apply all the knowledge, skills, and techniques acquired

throughout the program. Practicum will take place in entities or venues that meet all requisites and standards established by applicable laws, in order to be authorized to provide therapeutic massage (sports facilities, health centers, elderly centers, therapy centers, institutional activities, among others), and will be supervised by a licensed professional in the field. The course requires 125 practicum hours.

WEDE 100 Web Design and Graphics Studio 1

Credits – 3

This course will cover elements of computing, programming, performance situations, and types of Internet connection. Topics such as security, effective email composition, web etiquette, organization of information, introduction to e-commerce, customization of tools, chats, online synchronization, forums, and blogs will be discussed in detail. Finally, basic design using the web publishing language, HTML, and XHTML will be covered.

WEDE 200 Web Design and Graphics Studio 2

Credits – 3

This course focuses on the principles of Web Usability, client purpose and needs as the key element in successful Web Design. Simplicity of design is introduced as a practical Web Design principle. Page Loading time, graphics design for the Internet, writing for the web, document size and readability, fonts for the web, color schemes and visual impact, site architecture vs. content are some of the subjects covered. Introduced to some software tools and effective web site navigation strategies.

WEDE 250 Web design and Graphics Studio 3

Credits – 3

The student begins the course learning the fundamentals of digital imaging, audio combined with Web technologies. Also, this course will introduce the student to the interactive media authoring, video technology, learning programming and scripting techniques using Flash, JavaScript and ActionScript for design, animation, and data handling. A study of 2D and 3D animation using computer modeling and animation software program as the primary tool. This course will emphasize the creation of animated sequences and GIF animation for multimedia applications.

WEDE 260 Web Design and Graphics Studio 4

Credits – 3

This course will teach the student through the methods used in dynamic websites integration. Will create content types and management, social media and mobile applications.

WEDE 275 Integration Seminar for Web Design

Credits – 3

This course allows application of knowledge, skills, and abilities acquired in previous courses in order to develop an advanced web environment. Emphasis is placed on research as an essential element in design and functionality of the website. The student will create and test applications, interfaces and navigation menus for the Web-based environment that aligned with actual trends in the profession and presents the project for critique and discussion by the entire class.

WEDE 280 Portfolio

Credits – 3

This studio will focus on the preparation and refinement of a portfolio that encompasses the student's work within the program and any other distinguishing activity. The goal will be the production of a refined, multifaceted presentation of the student goals and creative vision and his or her ability to engage in professional practice.