AGM
ANA G. MÉNDEZ
UNIVERSITY

● Main Campus ● Metro Orlando ● South Florida ● Tampa Bay

# ACADEMIC CATALOG AND STUDENT HANDBOOK

## 2023-2024

**Volume II**
**January 2024**

**Ana G. Mendez University**

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# Catalog Disclaimer

This catalog provides information about programs, policies, and procedures for Ana G. Mendez University (AGM University or AGMU)'s academic year 2023-2024.

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.

AGM University 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 AGM University rules and regulations. This catalog complies with the institution's bylaws, regulations, administrative orders, and duties under Federal Law. The catalog is subject to subsequent amendments.

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

AGM University 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. Mendez University

**AGM University (AGMU)** is a 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

AGM University is an accredited institution that offers a university education of excellence through the on-campus and online modalities using emerging and innovative technologies. It promotes innovation, entrepreneurship, research, as well as appreciation and respect for diversity. It encourages integral education through an approach in competencies for the benefit of the Hispanic and international communities. Its resources support the post-secondary, undergraduate, graduate, and continuing education academic offerings, framed by the highest standards of quality.

## Vision

AGM University will be recognized as an institution focused on academic excellence, research, and service, with social responsibility and local and global projection.

## Institutional Values Statement

AGM University 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 Objectives

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 post-secondary, 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

AGM University 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.fidoe.org/cie).

### Accreditation

AGM 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 AGM University 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 AGM University 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 2023. 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 Boards

The Administrative Council of AGM University is the legislative body of the Institution. Its main function is to establish the institutional policy of the University in accordance with the bylaws of Ana G. Mendez University, Inc.

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

## Statement of Legal Control

Ana G. Mendez 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. Mendez University, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as Ana G. Mendez University.

Board of Directors:
José F. Méndez – Permanent Member
Dr. Herminio Martínez – Chairman of the Board
Dr. René Soto
Dr. Migdalia Torres
Delia Castillo de Colorado, Esq.
Rita DiMartino
Ubaldo Catasús
Sherley Rivera – Secretary of the Board

# University Administration and Locations

### AGMU Administration

**Syndia A. Nazario-Cardona, MS**
Acting Chancellor

**Gisselle Tapia, EdD**
Dean of Academic Affairs

**Jadyrah Escobar, PhD (c)**
Dean of Student Affairs

**Glorivette Pérez Valentín, EdD**
Dean of Administration

### Academic Affairs Administration

**Gisselle Tapia, EdD**
Dean of Academic Affairs

**Claudia Camacho, MBA**
Director of Licensing, Compliance and Accreditation

**Ineabelle Colón, MPS**
Director of Product Development & Instructional Design

### Student Affairs Administration

**Jadyrah Escobar, PhD (c)**
Dean of Student Affairs

**Mariola Rivera Salazar, MEd**
University Registrar

**James McKnight, MBA**
Director of Retention

**Mónica Brotóns, MA**
Director of Career Placement

**Taira Class Cruz,**
Director of Financial Aid Processing

**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

AGM 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**

**Juan G. Rivera, DBA**
Interim Dean of Online Division

**Marilys Rivera Díaz**
Associate Dean of Operations

**James Wright**
Director of Online Operations

**Denisse Colón Rodríguez**
Academic Director

**Agustín Gonzalez**
Director of Admissions

**Vacant**
Director of Retention

**Ariel Méndez**
Associate Director of Retention

**Mónica Brotóns**
Director of Career Placement

**Leonides Perez, EdD**
Director of Learning Resources Center

**Dirza Almestica**
Associate Director of Learning Resources Center

**Katia Godineax**
Director of Financial Aid

**Latoya Arthur**
Director of Financial Aid

**Jessie Pérez**
Registrar

**Andrew McMahon**
Assistant Registrar

**Johjan Báez**
Bursar Director

**Yadira Berríos**
Bursar

## 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

**Suheily Martínez**
Interim Campus Director

**Rosa Musi**
Academic Director

**Jacqueline Castro**
Director of Student Affairs

**Yeriel Rodríguez Bartolomei**
Associate Director of Enrollment

**Velma Aponte**
Director of Financial Aid

**Rosana Ramirez**
Associate Registrar

**Dimary Dosal**
Bursar

**Mónica Brotóns**
Director of Career Placement

**Leonides Perez**
Director of Learning Resources Center

**Rafael Del Rio**
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 Lopez**
Director of Student Affairs

**Kalinka Sotolongo**
Associate Director of Enrollment

**Velma Aponte**
Director of Financial Aid

**Cinthia Tineo Vasquez**
Associate Registrar

**Mónica Brotóns**
Director of Career Placement

**Jorge Báez**
Bursar

**Leonides Perez**
Director of Learning Resources Center

**Dianelys Breijo**
Assistant Director of Learning Resources Center

## Tampa Bay Campus

3655 West Waters Ave. Tampa, Florida 33614
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 26,408 square feet with 16 classrooms, 1 language lab, 1 computer lab, 1 pharmacy lab, 1 nursing lab, 1 library, administrative offices, 16 faculty offices, 1 conference room and student and a staff lounge. Also, a parking area is available for students and the administration.

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

**Viviana Barrabia**
Interim Campus Director

**María C. Rodríguez**
Academic Director

**Carlos Ayala**
Director of Student Affairs

**Carlos Ayala**
Interim Associate Director of Enrollment

**Velma Aponte**
Director of Financial Aid

**Marisabel Quiroga**
Associate Registrar

**Miriam Avilés**
Bursar

**Leonides Perez**
Director of Learning Resources Center

**Manuel Robayna**
Learning Assistant Specialist

**Mónica Brotóns**
Director of Career Placement

# Academic Calendars

## 2023-2024 Academic Registration Calendar

## Main Campus-Online Spanish

## Fall 2023

| | 51<br>8/21/2023-9/23/2023<br>(5 weeks) | 52<br>9/25/2023-10/28/2023<br>(5 weeks) | 53<br>10/30/2023-12/9/2023<br>(5 weeks) | 71<br>8/21/2023-10/7/2023<br>(7 weeks) | 72<br>10/9/2023-12/2/2023<br>(7 weeks) | 81<br>8/21/2023-10/14/2023<br>(8 weeks) | 82<br>10/16/2023-12/9/2023<br>(8 weeks) | 14<br>8/21/2023-12/2/2023<br>(14 weeks) |
|---|---|---|---|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 8/19/2023 | 9/23/2023 | 10/28/2023 | 8/19/2023 | 10/7/2023 | 8/19/2023 | 10/14/2023 | 8/19/2023 |
| Admissions Deadline | 8/19/2023 | 9/23/2023 | 10/28/2023 | 8/19/2023 | 10/7/2023 | 8/19/2023 | 10/14/2023 | 8/19/2023 |
| Classes Begin | 8/21/2023 | 9/25/2/2023 | 10/30/2023 | 8/21/2023 | 10/9/2023 | 8/21/2023 | 10/16/2023 | 8/21/2023 |
| Add/Drop Deadline (Without charges) | 8/26/2023 | 9/30/2022 | 11/4/2023 | 8/26/2023 | 10/14/2023 | 8/26/2023 | 10/21/2023 | 8/26/2023 |
| Census Attendance Deadline | 9/5/2023 | 10/7/2023 | 11/11/2023 | 9/12/2023 | 10/21/2023 | 9/12/2023 | 10/28/2023 | 9/12/2023 |
| Deadline to Request Class Reinstatement | 9/8/2023 | 10/10/2023 | 11/14/2023 | 9/15/2023 | 10/24/2023 | 9/15/2023 | 10/31/2023 | 9/15/2023 |
| Withdrawal Deadline | 9/9/2023 | 10/14/2023 | 11/18/2023 | 9/18/2023 | 11/18/2023 | 9/30/2023 | 11/252023 | 11/18/2023 |
| Classes End | 9/23/2023 | 10/28/2023 | 12/9/2023 | 10/7/2023 | 12/2/2023 | 10/14/2023 | 12/9/2023 | 12/2/2023 |
| Grades Due | 9/25/2023 | 10/30/2023 | 12/11/2023 | 10/10/2023 | 12/4/2023 | 10/17/2023 | 12/12/2023 | 12/5/2023 |
| Graduation Application | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 |
| Holidays/University Recess | *9/4/2023 | *10/9/2023 | *11/13/2023, 11/19-11/26 | *9/4/2023 | 11/19-11/26 *10/9/2023 | *9/4/2023, *10/9/2023 | *11/13/2023 11/19-11/26 | *9/4/2023, *10/9/2023, *11/13/2023, 11/19-11/26 |

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

** Deadlines on holiday will be processed on the next business day.

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

Calendar is subject to change.

## 2023-2024 Academic Registration Calendar
## Main Campus-Online Spanish
## Spring 2024

| | 51<br>1/15/2024-<br>2/17/2024<br>(5 weeks) | 52<br>2/19/2024-<br>3/23/2024<br>(5 weeks) | 53<br>4/1/2024-<br>5/4/2023<br>(5 weeks) | 71<br>1/15/2024-<br>3/2/2024<br>(7 weeks) | 72<br>3/4/2024-<br>4/27/2024<br>(7 weeks) | 81<br>1/15/2024-<br>3/9/2024<br>(8 weeks) | 82<br>3/11/2024-<br>5/4/2024<br>(8 weeks) | 14<br>1/15/2024-<br>4/27/2024<br>(14 weeks) |
|---|---|---|---|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 1/13/2024 | 2/17/2024 | 3/23/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 |
| Admissions Deadline | 1/13/2024 | 2/17/2024 | 3/23/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 |
| Classes Begin | 1/15/2024 | *2/19/2024 | 4/1/2024 | 1/15/2024 | 3/4/2024 | 1/15/2024 | 3/11/2024 | 1/15/2024 |
| Add/Drop Deadline (Without charges) | 1/20/2024 | 2/24/2024 | 4/6/2024 | 1/20/2024 | 3/9/2024 | 1/20/2024 | 3/16/2024 | 1/20/2024 |
| Census Attendance Deadline | 1/27/2024 | 3/2/2024 | 4/13/2024 | 1/27/2024 | 3/16/2024 | 1/27/2024 | 3/23/2024 | 1/27/2024 |
| Deadline to Request Class Reinstatement | 1/30/2024 | 3/5/2024 | 4/9/2024 | 1/30/2024 | 3/19/2024 | 1/30/2024 | 4/2/2024 | 1/30/2024 |
| Withdrawal Deadline | 2/3/2024 | 3/9/2024 | 4/20/2024 | 2/17/2024 | 4/13/2023 | 2/24/2023 | 4/20/2023 | 4/20/2024 |
| Classes End | 2/17/2024 | 3/23/2024 | 5/4/2024 | 3/2/2024 | 4/27/2024 | 3/9/2024 | 5/4/2024 | 4/27/2024 |
| Grades Due | 2/20/2024 | 3/26/2024 | 5/7/2024 | 3/5/2024 | 4/30/2024 | 3/11/2024 | 5/6/2024 | 4/30/2024 |
| Graduation Application | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 |
| Holidays/University Recess | | *3/22/2024<br>*2/19/2024 | | *2/19/2024 | 3/25/2024-<br>3/30/2024<br>*3/22/2024 | *2/19/2024 | 3/25/2024-<br>3/30/2024 | *2/19/2024,<br>3/25/2024-<br>3/30/2024<br>*3/22/2024 |

*Make-up classes will be required to meet the minimum classroom hour requirement.
** Deadlines on holiday will be processed on the next business day.
Calendar is subject to change.

## 2023-2024 Academic Registration Calendar
## Main Campus-Online Spanish
## Summer 2024

| | 51<br>5/13/2024-<br>6/15/2024<br>(5 weeks) | 52<br>6/17/2024-<br>7/27/2024<br>(5 weeks) | 71<br>5/13/2024-<br>6/29/2024<br>(7 weeks) | 72<br>7/1/2024-<br>8/17/2024<br>(7 weeks) | 81<br>5/13/2024-<br>7/13/2024<br>(8 weeks) | 14<br>5/13/2024-<br>8/17/2024<br>(14 weeks) |
|---|---|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 5/11/2024 | 6/15/2024 | 5/11/2024 | 6/29/2024 | 5/11/2024 | 5/11/2024 |
| Admissions Deadline | 5/11/2024 | 6/15/2024 | 5/11/2024 | 6/29/2024 | 5/11/2024 | 5/11/2024 |
| Classes Begin | 5/13/2024 | 6/17/2024 | 5/13/2024 | 7/1/2024 | 5/13/2024 | 5/13/2024 |
| Add/Drop Deadline (Without charges) | 5/18/2024 | 6/22/2024 | 5/18/2024 | 7/6/2024 | 5/18/2024 | 5/18/2024 |
| Census Attendance Deadline | 5/25/2024 | 6/29/2024 | 5/25/2024 | 7/13/2024 | 5/25/2024 | 5/25/2024 |
| Deadline to Request Class Reinstatement | 5/28/2024 | 7/9/2024 | 5/28/2024 | 7/16/2024 | 5/28/2024 | 5/28/2024 |
| Withdrawal Deadline | 6/1/2024 | 7/13/2024 | 6/16/2024 | 8/3/2024 | 6/22/2024 | 8/3/2024 |
| Classes End | 6/15/2024 | 7/27/2024 | 6/29/2024 | 8/17/2024 | 7/13/2024 | 8/17/2024 |
| Grades Due | 6/17/2024 | 7/29/2024 | 7/1/2024 | 8/19/2024 | 7/15/2024 | 8/19/2024 |
| Graduation Application | 6/30/2024 | 6/30/2024 | 6/30/2024 | 6/30/2024 | 6/30/2024 | 6/30/2024 |
| Holidays/University Recess | *5/27/2024 | *6/19/2024,<br>7/1/2024-7/6/2024 | *5/27/2024 | 7/1-2024-7/6/2024<br>*7/4/2024 | *5/27/2024,<br>*6/19/2024<br>7/1-2024-7/6/2024 | *6/19/2024<br>*7/1-2024-7/6/2024 |

*Make-up classes will be required to meet the minimum classroom hour requirement.
** Deadlines on holiday will be processed on the next business day.
Calendar is subject to change.

## 2023-2024 Academic Registration Calendar
## Ground Campuses and Main Campus-Online English
## Fall 2023

| | **71**<br>8/21/2023-<br>10/7/2023<br>(7 weeks) | **72**<br>10/9/2023<br>12/2/2023<br>(7 weeks) | **81**<br>8/21/2023-<br>10/14/2023<br>(8 weeks) | **82**<br>10/16/2023-<br>12/9/2023<br>(8 weeks) | **14**<br>8/21/2023-<br>12/2/2023<br>(14 weeks) |
|---|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 8/19/2023 | 10/7/2023 | 8/19/2023 | 10/14/2023 | 8/19/2023 |
| Admissions Deadline | 8/19/2023 | 10/7/2023 | 8/19/2023 | 10/14/2023 | 8/19/2023 |
| Classes Begin | 8/21/2023 | 10/9/2023 | 8/21/2023 | 10/16/2023 | 8/21/2023 |
| Add/Drop Deadline (Without charges) | 8/26/2023 | 10/14/2023 | 8/26/2023 | 10/21/2023 | 8/26/2023 |
| Census Attendance Deadline | 9/12/2023 | 10/21/2023 | 9/12/2023 | 10/28/2023 | 9/12/2023 |
| Deadline to Request Class Reinstatement | 9/15/2023 | 10/24/2023 | 9/15/2023 | 10/31/2023 | 9/15/2023 |
| Withdrawal Deadline | 9/18/2023 | 11/18/2023 | 9/30/2023 | 11/252023 | 11/18/2023 |
| Classes End | 10/7/2023 | 12/2/2023 | 10/14/2023 | 12/9/2023 | 12/2/2023 |
| Grades Due | 10/10/2023 | 12/4/2023 | 10/17/2023 | 12/12/2023 | 12/5/2023 |
| Graduation Application | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 | 10/30/2023 |
| Holidays/University Recess | *9/4/2023 | 11/19-11/26<br>*10/9/2023 | *9/4/2023,<br>*10/9/2023 | *11/13/2023<br>11/19-11/26 | *9/4/2023,<br>*10/9/2023,<br>*11/13/2023,<br>11/19-11/26 |

*Make-up classes will be required to meet the minimum classroom hour requirement.
** Deadlines on holiday will be processed on the next business day.
September 17 is the celebration of the U.S. Constitution.
Calendar is subject to change.

## 2023-2024 Academic Registration Calendar
## Ground Campuses and Main Campus-Online English
## Spring 2024

| | **71**<br>1/15/2024-<br>3/2/2024<br>(7 weeks) | **72**<br>3/4/2024-<br>4/27/2024<br>(7 weeks) | **81**<br>1/15/2024-<br>3/9/2024<br>(8 weeks) | **82**<br>3/11/2024-<br>5/4/2024<br>(8 weeks) | **14**<br>1/15/2024-<br>4/27/2024<br>(14 weeks) |
|---|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 1/13/2024 | 3/9/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 |
| Admissions Deadline | 1/13/2024 | 3/9/2024 | 1/13/2024 | 3/9/2024 | 1/13/2024 |
| Classes Begin | 1/15/2024 | 3/4/2024 | 1/15/2024 | 3/11/2024 | 1/15/2024 |
| Add/Drop Deadline (Without charges) | 1/20/2024 | 3/9/2024 | 1/20/2024 | 3/16/2024 | 1/20/2024 |
| Census Attendance Deadline | 1/27/2024 | 3/16/2024 | 1/27/2024 | 3/23/2024 | 1/27/2024 |
| Deadline to Request Class Reinstatement | 1/30/2024 | 3/19/2024 | 1/30/2024 | 4/2/2024 | 1/30/2024 |
| Withdrawal Deadline | 2/17/2024 | 4/13/2024 | 2/24/2024 | 4/20/2024 | 4/20/2024 |
| Classes End | 3/2/2024 | 4/27/2024 | 3/9/2024 | 5/4/2024 | 4/27/2024 |
| Grades Due | 3/5/2024 | 4/30/2024 | 3/11/2024 | 5/6/2024 | 4/30/2024 |
| Graduation Application | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 | 2/28/2024 |
| Holidays/University Recess | *2/19/2024 | 3/25/2024-<br>3/30/2024 | *2/19/2024 | 3/25-3/30 | *2/19/2024,<br>3/25/2024-<br>3/30/2024 |

*Make-up classes will be required to meet the minimum classroom hour requirement.
** Deadlines on holiday will be processed on the next business day.
Calendar is subject to change.

## 2023-2024 Academic Registration Calendar
## Ground Campuses and Main Campus-Online English
## Summer 2024

| | **71**<br>5/13/2024-<br>6/29/2024<br>(7 weeks) | **72**<br>7/1/2024-<br>8/17/2024<br>(7 weeks) | **81**<br>5/13/2024-<br>7/13/2024<br>(8 weeks) | **14**<br>5/13/2024-<br>8/17/2024<br>(14 weeks) |
|---|---|---|---|---|
| Financial Aid- FAFSA Priority Deadline | 5/11/2024 | 6/29/2024 | 5/11/2024 | 5/11/2024 |
| Admissions Deadline | 5/11/2024 | 6/29/2024 | 5/11/2024 | 5/11/2024 |
| Classes Begin | 5/13/2024 | 7/1/2024 | 5/13/2024 | 5/13/2024 |
| Add/Drop Deadline (Without charges) | 5/18/2024 | 7/6/2024 | 5/18/2024 | 5/18/2024 |
| Census Attendance Deadline | 5/25/2024 | 7/13/2024 | 5/25/2024 | 5/25/2024 |
| Deadline to Request Class Reinstatement | 5/28/2024 | 7/16/2024 | 5/28/2024 | 5/28/2024 |
| Withdrawal Deadline | 6/16/2024 | 8/3/2024 | 6/22/2024 | 8/3/2024 |
| Classes End | 6/29/2024 | 8/17/2024 | 7/13/2024 | 8/17/2024 |
| Grades Due | 7/1/2024 | 8/19/2024 | 7/15/2024 | 8/19/2024 |
| Graduation Application | 6/30/2024 | 6/30/2024 | 6/30/2024 | 6/30/2024 |
| Holidays/University Recess | *5/27/2024 | *7/4/2024 | *5/27/2024,<br>*6/19/2024<br>*7/1-2024-7/6/2024 | *6/19/2024<br>*7/1-2024-7/6/2024 |

*Make-up classes will be required to meet the minimum classroom hour requirement.
** Deadlines on holiday will be processed on the next business day.
Calendar is subject to change.

# 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 thirty (30) 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, or Spanish must have a commercial translation (or evaluation for credit transfer purposes) completed by an agency approved by the National Association of Credential Evaluation Services (NACES) at the student's expense.
3. Distance education 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). International students may submit a citizenship card or certificate of citizenship (i.e., passport).

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. For information, refer to the Academic Catalog and Student Handbook.

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 thirty (30) 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, or Spanish must have a commercial translation (or evaluation for credit transfer purposes) completed by an agency approved by the National Association of Credential Evaluation Services (NACES) at the student's expense.

3. Distance education 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). International students may submit a citizenship card or certificate of citizenship (i.e., passport).

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.

## Doctoral 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. For information, refer to the Academic Catalog and Student Handbook.

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 30 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 or Spanish must have a commercial translation (or evaluation for credit transfer purposes) completed by an agency approved by the National Association of Credential Evaluation Services (NACES) at the student's expense.
3. Distance education 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). International students may submit a citizenship card or certificate of citizenship (i.e., passport).

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. AGMU is currently accepting applications for international students for Main Campus, Online programs only.
2. All requirements for admission, readmission, and transfer apply to international students.

## 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 student. 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. For information, refer to the Academic Catalog and Student Handbook.

**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.

**Appealing Admissions Decisions**

Applicants may appeal admission decisions to the designated university personnel identified in the AGMU Appeal of University Decisions Policy, detailed in the AGMU Academic Catalog and Student Handbook.

**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**

Criteria for accepting transfer credits.

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.

- 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 other governmental agency.
- Generally, no transfer of credit will be validated for grades of P (Pass), S (Satisfactory), or similar non-quality grades.
- 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.
- Core professional skills or technology courses may be accepted if those credits were earned no more than 5 years prior to enrollment date. General Education courses may be accepted if those credits were earned no more than 10 years prior to the enrollment date.
- Students must comply with the Residency requirements for the purpose of granting a degree (see Residency Requirements in Academic Catalog and Student Handbook).
- Remedial courses, professional experience, Continuing Education, or exams taken at other university institutions will not be validated, except Advanced Level.

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.

Additional Criteria for Transfer Students

- Official transcripts from all institutions attended must be received no later than thirty (30) calendar days after the start of the student's first term at AGMU to receive transfer credit.
- Transfer students must comply with AGMU residency requirements.
- Any such courses which are 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.

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

1. The student will file an Application for Admission, including any proposed transfer credits with the Admissions Office. Courses from an institution that the student has identified in their Admission Application will not be considered.

2. The student will provide an official transcript and any other documentation, including relevant course descriptions or an Academic Catalog and Student Handbook, requested by AGMU to validate transfer credits. The student has thirty (30) calendar days from the start of classes to submit the official transcripts and other required documentation. If the documentation is received within thirty (30) calendar days, the requested credits will not be considered. Student-printed or faxed credit transcripts will not be accepted.

3. 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.

4. The student will be notified through the institutional email if the requested credits have been validated within sixty (60) calendar days after the start of classes.

5. 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 the 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 seven (7) business days after the appeal has been submitted. If the Registrar finds merit to change the decision, the student record's will be updated accordingly. The decision of the Registrar is final. If the student does not file an appeal, the decision will be considered final, and no alterations will be made.

**Validation of Courses by Non-Traditional Teaching Means**

Military Students - The learning acquired by the military is recognized and validated for university credits, as defined by current federal regulations. These courses must be certified through an official credit transcript issued by the Office of Educational Services of the Armed Forces, National Guard or the Puerto Rico National Guard. The equivalences are subject to evaluation by the designated representative of the respective departments or the Dean of Academic Affairs.

College Level Examination Program (CLEP) consist of validated exams on some subjects generally required in a study program. The student must obtain three (3) points or more on a scale of five (5) points in each subject. Six (6) university credits equivalent to the corresponding course will be awarded for each exam. The grade for these courses will be reflected with (T) in the student's academic record.

## Transcripts

AGM University provides official and unofficial copies of student transcripts within our established university guidelines. AGMU does not provide copies of other institution's transcripts to the student or to other institutions.

## Residency Requirements

A student must complete a minimum of 25% of their applicable program credits from 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 on a daily basis.

## 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 where 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 add/ drop period of each semester. 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 on-site (face to face) or online. Some programs might be offered through blended/hybrid modality, as applicable. These modalities are defined as:

1. **On-Site**: is the face-to-face interaction between the professor and the student which is offered in a traditional classroom on the campus where the learning-teaching process is developed.
2. **Online**: is the asynchronous interaction in which the professor and the student are separate in space, and the totality of contact hours is offered through a technological platform (Learning Management System).
3. **Blended/Hybrid**: courses that combine the face-to-face and online modalities and are supported by a technological platform (Learning Management System).

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

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

### Registration process:

- 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), seven (7), eight (8) or fourteen (14) week sessions.
- 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, Programing of Courses, Closing and Eliminating Sections**

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

**Programming of Courses**

Academic Affairs is responsible for determining which courses will be offered, the number of sections to be created, the number of sections and the professor 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 a 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 AGM University 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 professor 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 professor 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 professor 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 professor 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 30 days of completion of the course to be considered for transfer credit.

**Class Attendance**

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

**Census Policy**

**Introduction/Purpose**

The purpose of the Ana G. Mendez 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 on-ground 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 professors as never attended.
- Send communications to students identified as not attended.

Professors:

- 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 professor.
  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 professor. In addition, students are expected to engage in a minimum of two hours of out of class student work per each course credit hour.

**Partial and Final Evaluations:**

1. Each part of term (PT), professors will evaluate students based on the competencies required of the course where there will be at least three (3) partial evaluations and a final evaluation.
2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the professors and depend on the nature of the course.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.

4. If the student has been absent for justified reasons, the professor 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 Professor:**

1. It will be the responsibility of the professor 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 professor 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, Dean of Online Operations 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 Student Advisors/Retention Officer and processed by the Registrar’s Office.

***Grade Grievance Procedure***

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

1. The assignment of the course grade to a student was on some basis other than performance in the course.
2. A procedural error has been discovered in the calculation or recording of the course grade; or
3. The assignment of a course grade to a student was not fairly given.

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

If the basis of a student's grade grievance is that the student was subjected to harassment or discrimination, 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 | 10th business day of following spring semester |
| Spring | 10th business day of following fall semester |
| Summer | 10th business day of following fall semester |

A written decision from the faculty member or 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 most course requirements, (2) is passing at the time that the Incomplete is requested, and (3) has a justifiable and documented reason, beyond the control of the student (such as accident, illness, or military service), for not completing the work on schedule.

**Conditions:**

1. The final exam will be offered, or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of "D."

2. It will be the student's responsibility to make the necessary arrangements with the professor and the Academic Director of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.

3. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic semester of the first day of class of the following session and according to the dates established in the academic calendar.

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

If the student completes the required work in the timeframe allotted, the faculty member will complete a *Change of Grade* form to assign the appropriate letter grade. If the student does not complete the required work in the timeframe allotted, the Incomplete grade will be converted by the campus Registrar staff to a grade of 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 may not be awarded a second Incomplete for the same course.

*Responsibility of Faculty*

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

**Repeating Courses**

General 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).

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**

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

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

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

## 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 a 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 Counselor, who will submit the documentation to the Appeals Committee.

The Appeals Committee is composed of a representative of the following offices: Academic Counselor, 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 |

**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. AGM University 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.

***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.

**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 masters and doctoral programs. There are programs that requires 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

**Classification of Undergraduate Students**

**By number of credit hours enrolled**

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

**By credit hours leading to a degree**

- **First year students –** Those who have completed a minimum of 0 to 30 to credit hours.
- **Second year students –** Those who have completed a minimum of 31 to 60 credit hours.
- **Third year students –** Those who have completed 61 to 90 credit hours.
- **Fourth year students** – Those who have completed 91 to 120 credits hours.
- **Fifth year students** – Those who have completed 121 or more credits hours.

**Academic Load- Undergraduate Students**

**Academic Load per Term**

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

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

**Classification of Graduate Students**

**By number of credit hours enrolled**

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

**By credit hours leading to a degree**

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

**Academic Load- Graduate Students**

**Academic Load per Term**

A regular student is defined as a student who has fulfilled all admissions requirements to enter the institution, has enrolled in a program of study with six or more credits per semester, uninterrupted unless otherwise specified by the program. Courses are scheduled in semester terms. Each semester is divided into five (5), seven (7), eight (8), or fourteen (14) weeks part of terms.

1. The regular academic load for full-time master's students and doctoral students is six (6) credits per semester.
2. For an academic load of more than six (6) credits per semester or enrollment in more than two (2) classes per part of term, an authorization from the Academic Division Associate Dean. This may vary by program.
3. Students who have registered with the maximum academic load permitted and need three more credits to complete the graduation requirements in the same semester will be allowed to take three additional credits with the authorization from the Academic Division Associate Dean.
4. An academic load greater than six (6) credits will be permitted for students that are graduation candidates to be completed during the summer term.

## 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.

## On-Site Programs

| Cost per Credit | Cost |
|---|---|
| Diploma programs | **$295.00** |
| Undergraduate (Associate and Bachelor) degree programs | **$395.00** |
| Master's degree programs | **$495.00** |
| Doctoral degree programs | **$625.00** |
| **Fees (Non-Nursing Programs)** | |
| CAPSIM (MBA Programs) | **$70.00** |
| Laboratory & Supplies (per course) | **Varies** |
| Academic Resources (per course) | **Varies*** |
| Electronic Resources (per semester & apply to all programs) | **$50.00** |
| Technology Fee (per semester) | **$375.00** |

| Cost per Credit Nursing Programs (Courses with subject code NRSE or NURS) | Cost |
|---|---|
| Undergraduate programs | **$480.00** |
| Graduate programs | **$562.00** |
| Doctorate program | **$625.00** |
| **Fees (Nursing Programs)** | |
| Nursing Programs Entrance Exam | **$50.00** |
| Nursing Programs Background Check | **Varies** |
| Academic Resources (per course) | **Varies*** |
| Electronic Resources (per semester & apply to all programs) | **$50.00** |
| Technology Fee (per semester) | **$375.00** |

| Other Fees and Charges | Cost |
|---|---|
| Student Activities / Service Fee (per credit) | **$15.00** |
| Graduation Fee (non-doctoral degrees programs) | **$85.00** |
| Graduation Fee (doctoral degree programs) | **$135.00** |
| ID Card Duplicate | **$5.00** |
| Transcript | **$10.00** |
| Returned Check Fee | **$25.00** |
| Diploma Duplicate | **$25.00** |
| E-Diploma | **$15.00** |
| Degree Conferral Certificate | **$20.00** |

Fees and charges will apply to all programs regardless of residency and are non-refundable.

* Students may be required to purchase textbooks and other supplies depending on the requirements of the course.

**Online Programs**

| Cost per Credit | Cost US Residents and International Students | Cost Puerto Rico Residents |
|---|---|---|
| Diploma programs | **$295.00** | **$180.00** |
| Undergraduate (Associate and Bachelor) degree programs | **$395.00** | **$190.00** |
| Master's degree programs | **$495.00** | **$260.00** |
| Doctoral degree programs | **$625.00** | **$375.00** |
| **Fees** | | |
| CAPSIM (MBA Programs) | **$70.00** | **$70.00** |
| Laboratory & Supplies (per course) | **Varies** | **Varies** |
| Academic Resources (per course) | **Varies*** | **Varies*** |
| Electronic Resources (per semester & apply to all programs) | **$50.00** | **$50.00** |
| Technology Fee (per semester) | **$375.00** | **$375.00** |

| Other Fees and Charges | Cost |
|---|---|
| Student Activities / Service Fee (per credit) | **$15.00** |
| Graduation Fee (non-doctoral degrees programs) | **$85.00** |
| Graduation Fee (doctoral degree programs) | **$135.00** |
| ID Card Duplicate | **$5.00** |
| Transcript | **$10.00** |
| Returned Check Fee | **$25.00** |
| Diploma Duplicate | **$25.00** |
| E-Diploma | **$15.00** |
| Degree Conferral Certificate | **$20.00** |

Fees will apply to all programs regardless of residency and are non-refundable.

* Students may be required to purchase textbooks and other supplies depending on the requirements of the course.

**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.

**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 student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors.
3. The technology fee 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. Mendez 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 ground campus students. The non-refundable cost of replacing a lost, misplaced or stolen identification card is $5.00. The identification card is required to access the campus facilities.

**Payment and Refund Policy**

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 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.

**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. **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.

3. **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.

4. **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%.

5. **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.

6. **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.

7. **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.

**Refunds**

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 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 lessor of:

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

Any unearned funds are returned in the following order:

- Unsubsidized Direct Loans;
- Subsidized Direct Loans;
- Direct PLUS Loans;

- Federal Pell Grants;
- IASG Grants;
- FSEOG Grants;
- TEACH Grants.

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

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

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

- They complete all requirements for graduation in the same term they cease attendance.
- They successfully complete one or more part of term courses that includes 49% or more of the number of days in the student's payment period.
- They are enrolled in a program offered in a part of term format and they successfully complete coursework equal to or greater than the university's definition of a half-time student.
- They are enrolled in a program offered in a part of term format and provide written confirmation that they will begin attendance in another part of term course in the same term within 45 calendar days from the date they ceased attending. If the student does not subsequently begin the part of term course, they confirmed they would attend, a R2T4 calculation is required.

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

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

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

**Financial Aid Credit Balances**

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.

**How to apply for Federal Financial Aid**

To be considered for federal financial aid, a student must complete a Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov. The FAFSA collects financial and other information used to calculate the expected family contribution (EFC) and should be renewed by June 30th each award year that you are enrolled in school.

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

Eligibility Requirements

In order to meet the eligibility requirements, students must:

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

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

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

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

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

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

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.

**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 l974 (Title IV of the U.S. Public law 90-247) for more information regarding FERPA please visit https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

### Student 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: Registrar, Retention, Bursar, Financial Aid, Career Placement, and other Student Affairs support staff who assist students from point of admission to graduation and beyond as university Alumni. They also include the professional staff in the following Academic Affairs departments: Learning Resource Center & Library.

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

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

**Student service hours of operation:**
Monday, 9am-8pm
Tuesday, 9am-8pm
Wednesday, 9am-8pm
Thursday, 9am-8pm
Friday, 9am-6pm
Saturday, 9am-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 an advisor. Students are encouraged to remain in regular contact with their assigned Retention staff member. These staff serve as student advocates, advisors, and guides and help to ensure that our students are supported in their academic, personal, and professional goals.

The Retention staff assist all students with the following:

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

Academic Counselors are also available to provide the following services:

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

**Student Disability Services**

Ana G. Mendez 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 Counselors (Ground campuses & Main campus- Online Spanish & Online English) 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 Counselors 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 Counselor 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 Counselor 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 Counselor will draft the letter of Reasonable Accommodation.
- The Director of Retention or Academic Counselor 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 professors 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 Counselor 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 Counselor.

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 Counselor. 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 professor(s) first to attempt to resolve the issue. If the student does not find a resolution after communicating with their professor, they should contact their campus Director of Retention or Academic Counselor.

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. Mendez University ("AGMU" or the "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 Student Affairs 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 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.

<u>General Provisions</u>

- 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. Mendez University ("AGMU" or the "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 Chancellor within ten (10) business days of the receipt of a final University Decision. The Chancellor or the Chancellor'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 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.

### Student Regulations and Code of Conduct

The Ana G. Mendez University ("AGMU" or the "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 hard 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 Chancellor. The Chancellor 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 ground campus students, the Director of Student Affairs, 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.

**Academic Integrity and Title IX**

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

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

**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 Chancellor.

**Expulsion -** A permanent separation from the University. When circumstances warrant expulsion, the student is banned from the University property and the student's presence at any University-sponsored activity or event is prohibited. This action may be enforced with a no-trespass notice as necessary. Being convicted in a court of law for a criminal offense involving personal misconduct may constitute sufficient grounds for suspension or expulsion from the University. A student with a finding of Expulsion will be administratively withdrawn from their current courses. This administrative withdrawal will be noted on their transcript, and the student will be ineligible to receive a tuition and fees refund. Disciplinary expulsions are determined by the Dean of Student Affairs, under the approval of the Chancellor.

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

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

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

**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) inwriting 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. AGM University 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.

## 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 online or hybrid course learning experience, 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 on-site students.

**Student Attendance and Participation**

Online or hybrid 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 or hybrid courses, in preparation for a course, must employ between 15-20 hours per week participating in experiences and activities established by the professor. 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.

**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**

AGM University calculates engagement time based on the Carnegie Model.

One semester credit is defined as:

1. the equivalent to a minimum of fifteen (15) hours of planned learning engagement composed of hours of instruction and individual or group activities as indicated in the course outline under the guidance of a qualified professor. Students are expected to engage in a minimum of 30 hours per credit of out of class student work.
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

## Behavioral Sciences

### Academic Programs

- Associate of Science in Forensic Investigation
- Associate of Science in Paralegal Studies
- Bachelor of Arts in Criminal Justice
- Bachelor of Science in Criminology
- Bachelor of Science in Psychology
- Master of Public Administration with specialization in Criminal Justice
- Master of Science in Counseling with specialization in Clinical Mental Health

## Associate of Science in Forensic Investigation
## Credits: 63

### Program Description

The Associate Degree in Forensic Investigation introduces forensic investigation from a theorical 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 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 1 GE* OR<br>SPAN 101<br>SPAN 103<br>SPAN 105 | Pick one (1) of the Approved General Education Electives OR<br>Introduction to Spanish Language – Basic Level<br>Introduction to Spanish Language –Intermediate Level<br>Introduction to Spanish Language – Advanced Level | 3 | |
| ENGL 150 OR<br>ENGL 101<br>ENGL 103<br>ENGL 105 | English Composition I OR<br>Introduction to English Language – Basic Level<br>Introduction to English Language –Intermediate Level<br>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 1st 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 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 1st 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 1st 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 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 1st 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 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 it 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 505 | Computer Education for Public Administrators | 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** | 21 | |
| **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 |
| MSPA 710 | Research Seminar for Public Administration | 3 | ALL MAJOR COURSES |
| | **TOTAL** | 15 | |
| **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 |
| CRJU 730 | Criminality, Crime Control and Criminal Justice | 3 | MSPA 500 |
| | **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 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 Diversity**
Employ cultural, social justice, advocacy, theoretical approaches, and strategies to counseling relationships with diverse populations.
**PLO 3: Human Growth and 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 and Helping 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 Testing**
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 | CMHC 600, CMHC 601, CMHC 602 |
| COUN 504 | Human Growth and Development | 3 | |
| COUN 505 | Counseling and Advocacy with Diverse Populations | 3 | COUN 500 |
| COUN 506 | Theories and Counseling in Career Development | 3 | COUN 501, COUN 502 |
| COUN 507 | Comprehensive Assessment in Counseling | 3 | COUN 501, COUN 504 |
| COUN 508 | Communication Skills, Consultation and Collaboration in Counseling | 3 | CMHC 600 |
| COUN 509 | Group Counseling: Dynamics and Practice | 3 | COUN 501, COUN 502 |
| COUN 510 | Crisis Intervention Counseling | 3 | CMHC 600, CMHC 602 |
| | **TOTAL** | **33** | |
| **Specialization Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| CMHC 600 | Introduction to Clinical Mental Health Counseling | 3 | COUN 500 |
| CMHC 601 | Psychopathology and Diagnosis | 3 | COUN 502, COUN 504 |
| CMHC 602 | Advanced Mental Health Counseling Approaches and Interventions | 3 | CMHC 600 |
| CMHC 603-A<br>or<br>CMHC 603-B | Applied Neuroscience and Psychopharmacology for Counselors<br>or<br>Human Sexuality[1] | 3 | COUN 504 |
| CMHC 604 | Counseling Children and Adolescents | 3 | CMHC 600, CMHC 601, CMHC 602 |
| CMHC 605 | Couples and Family Counseling | 3 | CMHC 600, CMHC 601, CMHC 602 |
| CMHC 606 | Addictions Counseling | 3 | CMHC 600, CMHC 601, CMHC 602 |
| | **TOTAL** | **21** | |
| **Internship and Practicum Courses** | | | |
| CMHC 607 | Practicum in Clinical Mental Health Counseling** | 3 | CMHC 600, CMHC 601, CMHC 602 |
| CMHC 608 | Internship I in Clinical Mental Health Counseling*** | 3 | CMHC 600, CMHC 601, CMHC 602, CMHC 607 |
| CMHC 609 | Internship II in Clinical Mental Health Counseling*** | 3 | CMHC 608 |
| CMHC 610 | Comprehensive Exam**** | 0 | COUN 503, CMHC 607 |
| | **TOTAL** | **9** | |
| | **TOTAL CREDITS** | **63** | |

**Notes:**

1. This academic program requires IRB certification. For more information about the process and requirements, please contact the Associate Dean of the School Academic Division or refer to the Student Manual of your program, if applicable.
2. **The semester will include a Practicum with 14 weeks over two partial terms (100 hours total) and two additional courses of seven weeks for a total of nine credits.
3. *** The semester will include Internship I at 14 weeks over two partial terms (300 hours total) plus two additional courses of seven weeks and the Comprehensive Exam.
4. **** The semester will include Internship II at 14 weeks over two partial terms (300 hours total) plus two additional courses of seven weeks.
5. [1]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.
6. [+]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.
7. [++] 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.
8. [+++]This program is currently not accredited by CACREP.
9. Graduation GPA: 3.00

# 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 1st 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 1st 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 |
| 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 1st 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: 2.00

## 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 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 2 GE* OR<br><br>SPAN 101-102 or SPAN 103-104 or SPAN 105-106 | Pick two (2) of the Approved General Education Electives OR<br><br>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<br><br>ENGL 101-102 or ENGL 103-104 or ENGL 105-106 | English Composition I and II OR<br><br>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<br>FYIS 101 | Attitude Development and University Adaptation or Induction Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 2 GE* OR<br><br>SPAN 101-102 or<br>SPAN 103-104 or<br>SPAN 105-106 | Pick two (2) of the Approved General Education Electives OR<br><br>Introduction to Spanish Language - Basic Level Introduction to Spanish Language - Intermediate Level<br>Introduction to Spanish Language - Advanced Level | 6 | SPAN 101 FOR SPAN 102 OR<br>SPAN 103 FOR SPAN 104 OR<br>SPAN 105 FOR SPAN 106 |
| ENGL 150-250 OR<br><br>ENGL 101-102 or<br>ENGL 103-104 or<br>ENGL 105-106 | English Composition I and II OR<br><br>Introduction to English Language - Basic Level Introduction to English Language - Intermediate Level<br>Introduction to English Language - Advanced Level | 6 | ENGL 150 FOR ENGL 250 OR<br>ENGL 101 FOR ENGL 102 OR<br>ENGL 103 FOR ENGL 104 OR<br>ENGL 105 FOR ENGL 106 |
| MATH 112ON | College Algebra | 3 | |
| SOSC 101-102 OR<br>SOSC 103 and<br>PSYC 123 | Introduction to Social Science I and II OR Introduction to Social Sciences (Compendium) AND<br>General Psychology (Compendium) | 6 | SOSC 101 FOR SOSC 102 OR<br>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<br><br>SPAN 215 | Research and Writing OR<br><br>Writing and Composition | 3 | ENGL 250 FOR ENGL 340 OR<br>SPAN 101-102 OR<br>SPAN 103-104, OR SPAN 105-106 FOR SPAN 215 |
| COMM 140 OR<br><br>ENGL 212 | Effective Communication OR<br><br>English Second Year Basic Level | 3 | ENGL 101-102 or ENGL 103-104 or ENGL 105-106 |
| COMM 240 OR<br><br>ENGL 350 | Interpersonal Communication OR<br><br>Conversational English | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 OR<br>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,<br>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<br>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:**

2. 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 1st 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<br>FYIS 101 | Attitude Development and University Adaptation or<br>Induction Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 2 GE* OR<br><br>SPAN 101-102 or<br>SPAN 103-104 or<br>SPAN 105-106 | Pick two (2) of the Approved General Education Electives<br>OR<br><br>Introduction to Spanish Language - Basic Level<br>Introduction to Spanish Language - Intermediate Level<br>Introduction to Spanish Language - Advanced Level | 6 | SPAN 101 FOR SPAN 102 OR<br>SPAN 103 FOR SPAN 104 OR<br>SPAN 105 FOR SPAN 106 |
| ENGL 150-250 OR<br><br>ENGL 101-102 or<br>ENGL 103-104 or<br>ENGL 105-106 | English Composition I and II OR<br><br>Introduction to English Language - Basic Level<br>Introduction to English Language - Intermediate Level<br>Introduction to English Language - Advanced Level | 6 | ENGL 150 FOR ENGL 250 OR<br>ENGL 101 FOR ENGL 102 OR<br>ENGL 103 FOR ENGL 104 OR<br>ENGL 105 FOR ENGL 106 |
| MATH 112ON | College Algebra | 3 | |
| SOSC 101-102 OR<br>SOSC 103 and<br>PSYC 123 | Introduction to Social Science I and II OR<br>Introduction to Social Sciences (Compendium)<br>AND<br>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<br><br>SPAN 215 | Research and Writing OR<br><br>Writing and Composition | 3 | ENGL 250 FOR ENGL 340 OR<br>SPAN 101-102 OR<br>SPAN 103-104, OR SPAN 105-106 FOR SPAN 215 |
| COMM 140 OR<br><br>ENGL 212 | Effective Communication OR<br><br>English Second Year Basic Level | 3 | ENGL 101-102 or ENGL 103-104 or ENGL 105-106 |
| COMM 240 OR<br><br>ENGL 350 | Interpersonal Communication OR<br><br>Conversational English | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 OR<br>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,<br>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<br>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 1st 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:**

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 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 | |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| FAES 554 | Case Studies in Agribusiness | 3 | 30 credits or more |
| 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 |
| | **TOTAL** | **6** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| FINA 721 | Advance Finance Seminar | 3 | 30 credits or more |
| MANA 742 | Simulation | 3 | 30 credits or more |
| | **TOTAL** | **3** | |
| **Free Elective** | | | |
| Free Elective | | 3 | |
| | **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 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 | |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ADMI 595 | Knowledge Integration in Business Administration | 3 | 30 CREDITS OR MORE |
| 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 |
| | **TOTAL** | **6** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| INBU 716 | International Business Seminar | 3 | 30 CREDITS OR MORE |
| MANA 742 | Simulation | 3 | 30 CREDITS OR MORE |
| | **TOTAL** | **3** | |
| | **TOTAL CREDITS** | **48** | |

**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 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 | |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ADMI 595 | Knowledge Integration in Business | 3 | 30 CREDITS OR MORE |
| 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 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 | |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| STMG 738 | Management and Strategic Leadership Seminar | 3 | 30 credits or more |
| 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 |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ADMI 595 | Knowledge Integration in Business | 3 | 30 CREDITS OR MORE |
| 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 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 |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| PRMG 605 | Project Integration Management | 3 | 30 CREDITS OR MORE |
| MGMT 655 | Integration Seminar | 3 | 30 CREDITS OR MORE |
| 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 chose 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 |
| | **TOTAL** | **3** | |
| **Capstone Course (Select one course – 3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ADMI 595 | Knowledge Integration in Business | 3 | 30 CREDITS OR MORE |
| 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 theorical 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** |
| ECON 760 | Economic Analysis | 3 | |
| MANA 750 | Advanced Statistical Methods | 3 | |
| MANA 754 | Business Research Methods | 3 | |
| MANA 762 | Management Science | 3 | |
| INBU 764 | International Business Management | 3 | |
| MAIS 835 | IT Policy & Strategy | 3 | |
| | **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 | |
| | **TOTAL** | 15 | |
| **Specialization Elective Courses (Select three courses- 9 Credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| MAIS 827 | Data Warehousing Management | 3 | |
| MAIS 832 | Knowledge Management | 3 | |
| MAIS 842 | Web Services | 3 | |
| MAIS 847 | Special Topics in Information Security | 3 | |
| MAIS 852 | Multimedia Systems | 3 | |
| MAIS 857 | Special Topics in Computer Information Systems | 3 | |
| MAIS 858 | Data Mining | 3 | |
| MAIS 859 | Service Oriented Architecture | 3 | |
| | **TOTAL** | 9 | |
| **Comprehensive Test** | | | |
| TEST 800 | Comprehensive Test | 0 | |
| **Research Courses** | | | |
| RESM 850* | Seminar in Information Systems I | 3 | Comprehensive Test |
| RESM 860* | Seminar in Information Systems II | 3 | RESM 850 |
| RESM 866** | Dissertation I | 6 | RESM 860 and Advisor Approval |
| RESM 868** | Dissertation II | 6 | RESM 866 |
| | **TOTAL** | 18 | |
| **Optional Courses** | | | |
| RESM 867** | Continuation Dissertation I | 3 | |
| RESM 869** | Continuation Dissertation II | 3 | |
| | **TOTAL** | 45 | |
| | **TOTAL CREDITS** | 60 | |

**Notes:**

1. A passing score on the Comprehensive Test is required prior to enrolling to RESM 850.
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 867 and RESM 869 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** |
| ECON 760 | Economic Analysis | 3 | |
| MANA 750 | Advanced Statistical Methods | 3 | |
| MANA 754 | Business Research Methods | 3 | |
| MANA 762 | Management Science | 3 | |
| INBU 764 | International Business Management | 3 | |
| MAIS 835 | IT Policy & Strategy | 3 | |
| | **TOTAL** | **18** | |
| **Specialization Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| MANA 800 | Business Data Analysis | 3 | MANA 750 |
| MANA 802 | Corporate Finance | 3 | |
| MANA 804 | Strategic Management | 3 | |
| MANA 806 | Organizational Design | 3 | |
| ENTR 842 | Entrepreneurship Management | 3 | |
| | **TOTAL** | **15** | |
| **Specialization Elective Courses (Select three courses – 9 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| MANA 808 | Business Consulting | 3 | |
| MANA 810 | Negotiations Strategies | 3 | |
| MANA 820 | Management of Innovations and Technology | 3 | |
| MANA 822 | Project Management in Business | 3 | |
| MANA 824 | Risk Management | 3 | |
| MANA 830 | Advanced Human Resources Management | 3 | |
| MANA 832 | Training & Human Resources Management | 3 | |
| MANA 834 | Seminar in Leadership | 3 | |
| MANA 840 | Service Management | 3 | |
| MANA 844 | Managing Professional Service Organization | 3 | |
| MANA 850 | Strategic Planning in Public Organizations | 3 | |
| MANA 852 | Project Planning and Programming | 3 | |
| MANA 854 | Management and Budgeting in Government | 3 | |
| MANA 857 | Special Topics in Entrepreneurship & Management | 3 | |
| | **TOTAL** | **9** | |
| **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 866** | Dissertation I | 6 | RESM 864 and Advisor Approval |
| RESM 868** | Dissertation II | 6 | RESM 866 |
| **Optional Courses** | | | |
| RESM 867*** | Continuation Dissertation I | 3 | |
| RESM 869*** | Continuation Dissertation II | 3 | |
| | **TOTAL** | **18** | |
| | **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 require advisor approval.
4. **Dissertation courses are one semester courses.
5. *** RESM 867 and RESM 869 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 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
- 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 with specialization in Nutrition Sciences **(This program is not admitting new students.)**

**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.

## 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 | |
| ENMT 101 | Introduction to Entrepreneurial Development | 3 | |
| THMC 100 | Massage Introduction | 3 | |
| THMC 105 | Clinical Pathology | 3 | BIOT 106 |
| THMC 106 | Documentation and Evaluation | 2 | |
| THMC 102 | Massage Therapy I | 3 | BIOT 106, THMC 100 |
| 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 |
| THMC 110 | Allied Modalities in Massage Therapy | 5 | BIOT 106, THMC 100, THMC 102, THMC 108 |
| 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. 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.
4. 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's 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 101 or<br>SPAN 101 or<br>ENGL 150 | Introductory English Language Course Basic Level I or<br>Introducción a la Lengua Española I or<br>English Composition I | 3 | |
| MATH 101 | Mathematical Reasoning I | 3 | |
| COIC 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 100, HEST 101<br>Co-requisite: MEDA 202 |
| MEDA 202 | Examining Room Procedures | 4 | BIOT 106, HEST 100, HEST 101<br>Co-req. MEDA 201 |
| MEDA 203 | Fundamentals of Pharmacology | 3 | Co-req. MEDA 204 |
| MEDA 204 | Medical Office Management | 3 | Co-req. 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. 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.
4. 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 101 or SPAN 101 | Introductory English Language Course Basic Level I / Introducción a la Lengua Española I | 3 | |
| MATH 101 | Mathematical Reasoning I | 3 | |
| OFAS 121 | Basic Keyboarding | 3 | |
| COIC 101 | Introduction to Computers | 3 | |
| MIBC 101 | Medical Terminology and Abbreviations | 3 | Concurrent with BIOT 106 |
| MIBC 102 | Medical Billing Services | 3 | MATH 101 |
| MIBC 106 | Reconciliation and Auditing | 3 | MIBC 102, MIBC 107 |
| MIBC 107 | Health, Safety and Medical Law and Ethics | 3 | MIBC 101, BIOT 106 |
| 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. 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.
4. 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 101 or SPAN 101 | Introductory English Language Course Basic Level I or Introducción a la Lengua Española I | 3 | |
| MATH 101 | Mathematical Reasoning I | 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 101 |
| 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 120 |
| PHAT 135 | Posology | 3 | PHAT 115 |
| PHAT 148 | Introduction to Pharmacy Practice | 3 | HEST 100, MATH 101, BIOT 106, PHAT 100, PHAT 115, PHAT 120, PHAT 125, PHAT 130L, PHAT 135 Concurrent with PHAT 150 |
| PHAT 150 | Externship I | 3 | HEST 100, MATH 101, BIOT 106, PHAT 100, PHAT 115, PHAT 120, PHAT 125, PHAT 130L, PHAT 135 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. 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.
4. 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 101 | Mathematical Reasoning I | 3 | |
| COIC 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 101 |
| PHLE 100 | Blood-Borne Pathogens | 2 | BIOT 106 |
| PHLE 101 | Collection Equipment and Specimen Transportation Procedures | 3 | BIOT 106, PHLE 100, MATH 101 |
| PHLE 102 | Communication and Interview Techniques in Health Care Settings | 3 | HEST 100 |
| 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. 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.
4. 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. ** 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.
5. Graduation GPA: 2.00

## 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 1st 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<br>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<br>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<br>FYIS 101 | Attitude Development and University Adaptation or Induction<br>Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| PICK 1 GE* or<br>SPAN 101 – 102 or<br>SPAN 103 – 104 or<br>SPAN 105 – 106 | Pick one (1) Approved General Education Elective or<br>Introduction to Spanish Language – Basic Level<br>Introduction to Spanish Language – Intermediate Level<br>Introduction to Spanish Language – Advanced Level | 6 | SPAN 101 for SPAN 102<br>SPAN 103 for SPAN 104<br>SPAN 105 for SPAN 106 |
| ENGL 150 – 250 or<br>ENGL 101 – 102 or<br>ENGL 103 – 104 or<br>ENGL 105 – 106 | English Composition I and II or<br>Introduction to English Language – Basic Level<br>Introduction to English Language – Intermediate Level<br>Introduction to English Language – Advanced Level | 6 | ENGL 150 for ENGL 250<br>ENGL 101 for ENGL 102<br>ENGL 103 for ENGL 104<br>ENGL 105 for ENGL 106 |
| MATH 112ON | College Algebra | 3 | |
| SOSC 101 – 102 or<br>SOSC 103 and<br>PSYC 123 | Introduction to Social Science I and II or<br>Introduction to Social Sciences (Compendium) and<br>General Psychology (Compendium) | 6 | SOSC 101 for SOSC 102 or<br>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<br>SPAN 215 | Research and Writing and<br>Writing and Composition | 3 | ENGL 250 for ENGL 340<br>SPAN 102, or SPAN 104 or SPAN 106 |
| COMM 140 or<br>ENGL 212 | Effective Communication OR<br>English Second Year Basic Level | 3 | ENGL 102 or ENGL 104 OR ENGL 106 |
| COMM 240 or<br>ENGL 350 | Interpersonal Communication or<br>Conversation English | 3 | ENGL 102 or ENGL 104 or ENGL 106 and a<br>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,<br>HESM 310, HESM 320 |
| HESM 420 | Special Topics in Health Services | 3 | HESM 110, HESM 220,<br>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:**

2. 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.

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 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

# Nursing

## Academic Programs

- Associate of Science in Nursing
- Bachelor of Science in Nursing
- Bachelor of Science in Nursing (RN to BSN)
- Master of Science in Nursing with specialization in Executive Nursing
- Master of Science in Nursing in Family Nurse Practitioner
- 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.

The following information applies to the Associate of Science, Bachelor of Science, Master of Science and Doctorate in Nursing Programs at the South Florida campus:
Effective September 8, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on September 8, 2024.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

The following information applies to the Associate of Science, Bachelor of Science, Master of Science and Doctorate in Nursing Programs at the Tampa Bay campus:
Effective December 13, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 13, 2024.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

## Associate of Science in Nursing
## 67 credits

### Specific Program Admission Requirements

1. Students must first meet all admission requirements of Ana G. Mendez 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 485 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. A minimum grade of C is required to pass courses with the NRSE prefix.
3. 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 | |
| NRSE 109 | Nutrition Essentials for Nursing Practice | 3 | |
| NRSE 201 | Nursing Fundamentals | 3 | BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201L, NRSE 201C |
| NRSE 201L | Nursing Fundamentals Laboratory | 1 | BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201, NRSE 201C |
| NRSE 201C | Nursing Fundamentals Clinical | 1 | BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201L, NRSE 201 |
| NRSE 204 | Pharmacology | 3 | NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100<br>Co-req. NRSE 204L |
| NRSE 204L | Pharmacology Laboratory | 1 | NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100<br>Co-req. NRSE 204 |
| NRSE 220 | Health and Physical Assessment | 2 | BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 220L |
| NRSE 220L | Health and Physical Assessment Laboratory | 1 | BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 220 |
| NRSE 225 | Mental Health Nursing | 3 | NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C<br>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<br>Co-req. NRSE 225 |
| NRSE 230 | Medical Surgical Nursing I | 4 | NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100<br>Co-req. NRSE 230L, NRSE 230C |
| NRSE 230L | Medical Surgical Nursing I Laboratory | 1 | NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100<br>Co-req. NRSE 230, NRSE 230C |
| NRSE 230C | Medical Surgical Nursing I Clinical | 1 | NRSE 201, NRSE 201L, NRSE 201C, NRSE 220, NRSE 220L, NRSE 100<br>Co-req. 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<br>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<br>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 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C Co-req. NRSE 255C |
| NRSE 255C | Nursing Care of Children and Adolescents Clinical | 1 | NRSE 204, NRSE 204L, NRSE 230, NRSE 230L, NRSE 230C, NRSE 250, NRSE 250C 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 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 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.
4. A HESI exam must be taken prior to enrolling in any NRSE course, except NRSE 109. Students must pass the exam with a score of 75%. Students will have two opportunities to pass the exam.
5. Graduation GPA: 2.0

## Bachelor of Science in Nursing
## Credits: 120

### Specific Program Admission Requirements

1. Students must first meet all admission requirements of Ana G. Mendez 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. A minimum grade of C is required to pass courses with the NRSE prefix.
3. 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<br>Co-req. BIOL 117L |
| BIOL 117L | Anatomy and Physiology II Lab | 1 | BIOL 116, BIOL 116L<br>Co-req. BIOL 117 |
| CHEM 224 | Fundamentals of General Chemistry | 3 | MATH 112ON<br>Co-req. CHEM 224L |
| CHEM 224L | Fundamentals of General Chemistry Lab | 1 | MATH 112ON<br>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 | |
| NRSE 200 | Nursing Informatics | 3 | |
| NRSE 201 | Nursing Fundamentals | 3 | BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201L, NRSE 201C |
| NRSE 201L | Nursing Fundamentals Laboratory | 1 | BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201, NRSE 201C |
| NRSE 201C | Nursing Fundamentals Clinical | 1 | BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 201, NRSE 201L |
| NRSE 202 | Health and Physical Assessment | 3 | BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 202L |
| NRSE 202L | Health and Physical Assessment Laboratory | 1 | BIOL 116, BIOL 116L, BIOL 117, BIOL 117L, FYNE 100<br>Co-req. NRSE 202 |
| NRSE 203 | Medical Surgical Nursing I | 4 | NRSE 201, NRSE 201L, NRSE 201C,<br>NRSE 202, NRSE 202L, NRSE 205<br>Co-req. NRSE 203L, NRSE 203C |
| NRSE 203L | Medical Surgical Nursing I Laboratory | 1 | NRSE 201, NRSE 201L, NRSE 201C,<br>NRSE 202, NRSE 202L, NRSE 205<br>Co-req. NRSE 203, NRSE 203C |
| NRSE 203C | Medical Surgical Nursing I Clinical | 1 | NRSE 201, NRSE 201L, NRSE 201C,<br>NRSE 202, NRSE 202L, NRSE 205<br>Co-req. NRSE 203L, NRSE 203 |
| NRSE 204 | Pharmacology | 3 | NRSE 201, NRSE 201L, NRSE 201C,<br>NRSE 202, NRSE 202L, NRSE 205<br>Co-req. NRSE 204L |
| NRSE 204L | Pharmacology Laboratory | 1 | NRSE 201, NRSE 201L, NRSE 201C,<br>NRSE 202, NRSE 202L, NRSE 205<br>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. A HESI exam must be taken prior to enrolling in any NRSE course, except NRSE 109. Students must pass the exam with a score of 75%. Students will have two opportunities to pass the exam.
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<br>FYIS 101 | Attitude Development and University Adaptation or<br>Induction Seminar to University Life | 3 | |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 2 GE* OR<br>SPAN 101-102 or<br>SPAN 103-104 or<br>SPAN 105-106 | Pick two (2) Approved General Education Electives OR<br>Introduction to Spanish Language - Basic Level<br>Introduction to Spanish Language – Intermediate Level<br>Introduction to Spanish Language - Advanced Level | 6 | SPAN 101 FOR SPAN 102 OR<br>SPAN 103 FOR SPAN 104 OR<br>SPAN 105 FOR SPAN 106 |
| ENGL 150-250 OR<br>ENGL 101-102 or<br>ENGL 103-104 or<br>ENGL 105-106 | English Composition I and II OR<br>Introduction to English Language- Basic Level<br>Introduction to English Language- Intermediate Level<br>Introduction to English Language- Advanced Level | 6 | ENGL 150 FOR ENGL 250 OR<br>ENGL 101 FOR ENGL 102 OR<br>ENGL 103 FOR ENGL 104 OR<br>ENGL 105 FOR ENGL 106 |
| MATH 112ON | College Algebra | 3 | |
| SOSC 101-102 or<br>SOSC 103 and<br>PSYC 123 | Introduction to Social Science I and II OR<br>Introduction to Social Sciences (Compendium) AND<br>General Psychology (Compendium) | 6 | SOSC 101 FOR SOSC 102 OR<br>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<br>SPAN 215 | Research and Writing OR<br>Writing and Composition | 3 | ENGL 250 FOR ENGL 340 OR<br>SPAN 101-102 OR<br>SPAN 103-104, OR SPAN 105-106<br>FOR SPAN 215 |
| COMM 140 OR<br>ENGL 212 | Effective Communication OR<br>English Second Year Basic Level | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 |
| COMM 240 OR<br>ENGL 350 | Interpersonal Communication OR<br>Conversational English | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 AND A<br>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 Science in Nursing with specialization in Executive Nursing
## Credits: 39

**(This program is not admitting new students.)**

### 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 specialization of Executive Nursing, 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. Use clinical reasoning to apply nursing knowledge to leadership practice.
2. With an emphasis on diversity, equity, and inclusion, provide person-centered care in a variety of delivery settings.
3. Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations across cultures.
4. Generate, synthesize, and apply nursing knowledge to improve health and transform health care.
5. Provide leadership that enhances quality and minimizes risk of harm to patients and health care providers at the system level.
6. Build collaborative relationships across professions to optimize care and strengthen outcomes.
7. Display ethical behavior that fosters accountability in self and others.
8. Use healthcare technology to promote client health and healing at the systems level.

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 specialization in Executive Nursing

39 credits

**(This program is not admitting new students.)**

| **Core Courses** | | | |
|---|---|---|---|
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ADMI 500 | Managing Organizations | 3 | |
| ITMA 501 | Technology and Information Management | 3 | |
| HESM 520 | Fundamentals of Accounting and Finance in Health Services | 3 | |
| HESM 560 | Applied Biostatistics | 3 | |
| HESM 570 | Fundamentals of Epidemiology | 3 | HESM 560 |
| MGMT 530 | Human Resources Management and Handling Diversity | 3 | |
| HEMG 610 | Legal and Ethical Issues in the Evaluation of Health Services | 3 | |
| | **TOTAL** | **21** | |
| **Specialization Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| NRSE 600 | Health Policy, Finance and Regulatory Environments | 3 | HESM 520, HESM 560, ADMI 500, ITMA 501 |
| STMG 601 | Strategic Management | 3 | NRSE 600 |
| MANA 625 | Total Quality Management | 3 | |
| NRSE 601 | Quality Assurance and Risk Management in Healthcare Organizations | 3 | |
| NRSE 602 | Management and Leadership in Nursing Seminar | 3 | NRSE 600 |
| | **TOTAL** | **15** | |
| **Electives (Select one course-3 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| STMG 608 | Strategies for Change, Professional and Entrepreneurial Development | 3 | |
| HEMG 600 | Fundamentals in the Evaluation of Health Services | 3 | |
| PRMG 600 | Operation Management | 3 | |
| | **TOTAL** | **3** | |
| | **TOTAL CREDITS** | **39** | |

**Notes:**

1. Graduation GPA: 3.00

## Master of Science in Nursing in Family Nurse Practitioner
## Credits: 51

### Specific Program Admission Requirements

1. Hold a Bachelor of Science in Nursing from an accredited institution with a minimum CGPA of 3.00.
2. Have a minimum of two years' experience working as a registered nurse.
3. Basic statistics course at the baccalaureate level (3 credits).
4. Applicants must hold an unencumbered license as a registered nurse.
5. Complete an Interview process with the Director of Nursing or their representative.
6. Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

### 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.

Curriculum content includes pathophysiology and pharmacology, health assessment, biomedical ethics, health policy, and management of common primary care health concerns, providing the theoretical and practical foundations for nurses to expand their scope of practice. This program prepares students to sit for national certification as family nurse practitioners.

### End-of-Program Student Learning 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 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. Applies 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 in Family Nurse Practitioner

51 credits

| Core Courses | | | |
|---|---|---|---|
| **Course** | **Title** | **Credits** | **Prerequisites** |
| NRSE 500 | Theoretical Foundations of Advanced Practice | 3 | |
| NRSE 501 | Public Health Policies, Ethics and Systems | 3 | |
| NRSE 502 | Nursing Science and the Research Process | 3 | NRSE 500 |
| HESC 500 | Statistics Applied to Clinical Research | 3 | 3 Undergrad credits in statistics or NRSE 502 concurrent |
| NRSE 503 | Nursing Research Project Proposal to Publication | 3 | NRSE 502, HESC 500 |
| NRSE 505 | Health Promotion and Disease Prevention Transcultural Consideration | 2 | NRSE 501 |
| | **TOTAL** | **17** | |
| **Advance Practice Core Courses (15 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| NRSE 504 | Advanced History Taking and Physical Assessment | 3 | NRSE 506, NRSE 507 |
| NRSE 506 | Advanced Pathophysiology | 3 | Co-req. NRSE 507 |
| NRSE 507 | Advanced Pharmacology | 3 | Co-req. NRSE 506 |
| NRSE 508 | Diagnostic & Differential | 3 | NRSE 506, NRSE 507, NRSE 504 |
| NRSE 509 | Pharmacology for FNP | 3 | NRSE 506, NRSE 507 |
| | **TOTAL** | **15** | |
| **Specialty Courses (19 credits)** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| NRSE 510 | Primary Care 1 | 3 | NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, Co-req. NRSE 510C |
| NRSE 510C | Primary Care 1 Clinical | 1 | NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, Co-req. NRSE510 |
| NRSE 511 | Primary Care 2 | 3 | NRSE 510, NRSE 510C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, Co-req. NRSE 511C |
| NRSE 511C | Primary Care 2 Clinical | 1 | NRSE 510, NRSE 510C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, Co-req. NRSE 511 |
| NURSE 512 | Primary Care 3 | 3 | NRSE 511, NRSE 511C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, NRSE 510, NRSE 510C, Co-req. NRSE 512C |
| NRSE 512C | Primary Care 3 Clinical | 1 | NRSE 511, NRSE 511C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, NRSE 510, NRSE 510C, Co-req. NRSE 512 |
| NRSE513 | Residency | 3 | NRSE 511, NRSE 511C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, NRSE 510, NRSE 510C, NRSE 512, NRSE 512C, NRSE 529, Co-req.NRSE 513C |
| NRSE513C | Residency Clinical | 1 | NRSE 511, NRSE 511C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, NRSE 510, NRSE 510C, NRSE 512, NRSE 512C, NRSE 529, Co-req. NRSE 513 |
| NRSE529 | Pediatric Primary Care | 3 | NRSE 510, NRSE 510C, NRSE 511, NRSE 511C, NRSE 504, NRSE 505, NRSE 506, NRSE 507, NRSE 508, NRSE 509, Co-req. NRSE 512 |
| | **TOTAL** | **19** | |
| | **TOTAL CREDITS** | **51** | |

Notes:

1. Students must abide with the minimum required hours and policies set by the state and accrediting agencies for the practicum experience.
2. Students must comply with the state requirements to obtain an ARNP certification.
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 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 courses with the NRSE prefix.

# 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 | May be repeated until required hours are completed for DNP |
| | **TOTAL** | **15** | |
| | **TOTAL CREDITS** | **39** | |

**Notes:**

1. *NRSE 711 Scholarship Project Practice Matriculation (3 credits) (for the student who do not have 500 clinical hours from the MSN). Must be completed before starting NRSE 704.
2. To validate the required 500 clinical hours, the student must present an official verification of post baccalaureate practicum hours.
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. Scholarship Projects (NRSE 704, NRSE 706, NRSE 708, NRSE 710 and NRSE 711) are full semester courses.
5. Graduation GPA: 3.00

# Liberal Arts

## Academic Programs

- Bachelor of Arts in Communications
- 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.)**
- 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 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.

## 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 1st 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, COMM 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 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 1st 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 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 | Writing for Public Relations | 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 1st 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<br>FYIS 101 | Attitude Development and University Adaptation or<br>Induction Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 2 GE* OR<br>SPAN 101-102 or<br>SPAN 103-104 or<br>SPAN 105-106 | Pick two (1) of the Approved General Education Electives OR<br>Introduction to Spanish Language - Basic Level<br>Introduction to Spanish Language - Intermediate<br>Introduction to Spanish Language - Advanced Level | 6 | SPAN 101 FOR SPAN 102 OR<br>SPAN 103 FOR SPAN 104 OR<br>SPAN 105 FOR SPAN 106 |
| ENGL 150-250 OR<br>ENGL 101-102 or<br>ENGL 103-104 or<br>ENGL 105-106 | English Composition I and II OR<br>Introduction to English Language - Basic Level<br>Introduction to English Language - Intermediate<br>Introduction to English Language - Advanced Level | 6 | ENGL 150 FOR ENGL 250 OR<br>ENGL 101 FOR ENGL 102 OR<br>ENGL 103 FOR ENGL 104 OR<br>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<br>SPAN 215 | Research and Writing OR<br>Writing and Composition | 3 | ENGL 250 FOR ENGL 340<br>ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 OR<br>200 LEVEL ENGLISH COURSE |
| COMM 140 OR<br>ENGL 212 | Effective Communication OR<br>English Second Year Basic Level | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 |
| COMM 240 OR<br>ENGL 350 | Interpersonal Communication OR<br>Conversational English | 3 | ENGL 101-102 OR<br>ENGL 103-104 OR<br>ENGL 105-106 OR<br>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<br>PSYC ___ | Experimental Psychology or<br>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:**

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 leaner 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 read 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<br>FYIS 101 | Attitude Development and University Adaptation or<br>Induction Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| COMP 110 | Computers and Software | 3 | |
| ENGL 151 OR<br>ENGL 115 | English Composition I OR<br>English Reading and Writing I | 4 | |
| ENGL 251 OR<br>ENGL 116 | English Composition II OR<br>English Reading and Writing II | 4 | ENGL 151 or ENGL 115 |
| COMM 141 OR<br>ENGL 331 | Effective Communication OR<br>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<br>SPAN 115 | Pick one (1) Approved General Education Elective OR<br>Reading, Writing and the Oral Communication in Spanish I | 4 | |
| Pick 1 GE* OR<br>SPAN 116 | Pick one (1) Approved General Education Elective OR<br>Reading, Writing and the Oral Communication in Spanish II | 4 | SPAN 115 |
| ENGL 341 OR<br>SPAN 255 | Research and Writing OR<br>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,<br>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 Adverting

126 credits

| | | | |
|---|---|---|---|
| QYLE 110 or FYIS 101 | Attitude Development and University Adaptation or Induction Seminar to University Life | 3 | Must be taken in the 1st 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 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 1st 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

## Master of Arts with specialization in Public Relations
**Credits: 33**

### Specific Program Admission Requirement

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:**

1. 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.
2. 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.
3. 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.
4. 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:**

1. 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.

2. 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.

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 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 Science with specialization in Educational Leadership

**Credits: 42**

### Specific Program Admission Requirements

1. An earned 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, written at the time of the interview.

### 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 510 | Research Design | 3 | SWGR 506 |
| 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 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601 and SWGR 606 |
| SWGR 670 | Comprehensive Exam (1st part) | 0 | Co-req. SWGR 555 |
| | **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 555, SWGR 670 |
| SWGR 655 | Social Work with Seminar and Field Practicum II | 6 | SWGR 602, SWGR 511 |
| SWGR 665 | Social Work with Seminar and Field Practicum III | 6 | SWGR 655, SWGR 607 |
| SWGR 671 | Comprehensive Exam (2nd part) | 0 | Co-req. SWGR 665 |
| | **TOTAL** | **21** | |
| **Guided Elective Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| SWGR 608 | Psychopathology, Human Behavior and Social Environment | 3 | SWGR 555, SWGR 670 |
| SWGR 623 | Drug and Substance Abuse | 3 | SWGR 555, SWGR 670 |
| | **TOTAL** | 6 | |
| | **TOTAL CREDITS** | **54** | |

**Notes:**

1. Students must abide by the minimum required hours and policies the state and local education agencies set for practicum experiences.
2. Students must comply with state and local education certification requirements for the degree, as applicable.
3. Graduates of Social Work must seek professional licensing from the Board of Examiners at the State and local requirements or limitations to practice profession.
4. 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.
5. Credit will not be granted for life experience, volunteering, or work experience as a social worker.
6. Graduation GPA: 3.00

AGM University 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: Library and Information Systems** | | | |
| EDUC 822 | Electronic Databases and Information Systems | 3 | |
| EDUC 823 | Advanced Organization of Bibliographic Resources | 3 | |
| EDUC 824 | Seminar: Special Topics in Library and Information Systems | 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 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 Academic Division Associate Dean, 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 two courses – 6 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** | **6** | |
| **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 842 | Doctoral Dissertation | 3 | SWGR 841 |
| SWGR 843 | Doctoral Dissertation Continuation* | 3 | SWGR 842 |
| | **TOTAL** | **6** | |
| | **TOTAL CREDITS** | **45** | |

**Notes:**

1. A passing score on the Comprehensive Test is require prior to enrolling to SWGR 842.
2. 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.
3. *SWGR 843 is an optional course for those students requiring more time for the dissertation.
4. Students must comply with state and local education certification requirements for the degree, as applicable.
5. This program will not award transfer credits to students who have partially completed their degrees in other institutions.
6. 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.
7. 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 112 | 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, COIS 205 |
| CYBS 230 | Linux System Administration and Security | 3 | COIS 120, COIS 121, COIS 205 |
| COIS 242 | Operating Systems | 3 | COIS 230, COIS 250 |
| CYBS 250 | Digital Forensics and Incident Response | 3 | COIS 230, COIS 250 |
| | **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.

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<br>ENGL 115 | English Composition I OR<br>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<br><br>SPAN 115 | Pick one (1) of the Approved General Education Electives<br>OR<br>Reading, Writing and Oral Communication in Spanish I | 4 | |
| | **TOTAL** | **17** | |
| **Core/ Professional Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ENGL 251 OR<br>ENGL 116 | English Composition II OR<br>English Reading and Writing II | 4 | ENGL 151 FOR ENGL 251 OR<br>ENGL 115 FOR ENGL 116 |
| COMM 141 OR<br>ENGL 331 | Effective Communication OR<br>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,<br>Co-requisite EETE 223L |
| EETE 223L | Fundamentals of Computer Electronic Laboratory | 1 | ENGI 122, MATH 152,<br>Co-requisite EETE 223 |
| TCOM 335 | Principles of Telecommunications and Networking | 3 | EETE 223, CTEC 220, CTEC 220L<br>Co-requisite TCOM 335 L |
| TCOM 335L | Principles of Telecommunications and Networking Laboratory | 1 | EETE 223, CTEC 220, CTEC 220L<br>Co-requisite TCOM 335 |
| TCOM 350 | Fundamentals of Networking Infrastructure Management | 3 | CTEC 220, CTEC 220L, TCOM 335, TCOM 335L,<br>Co-requisite TCOM 350L |
| TCOM 350L | Fundamentals of Networking Infrastructure Management Laboratory | 1 | CTEC 220, CTEC 220L, TCOM 335, TCOM 335L,<br>Co-requisite TCOM 350 |
| CTEC 230 | Fundamentals of Intermediate Programming | 3 | MATH 152, ENGI 122, TCOM 335,<br>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<br>ENGL 115 | English Composition I OR<br>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<br><br>SPAN 115 | Pick one (1) of the Approved General Education Electives<br>OR<br>Reading, Writing and Oral Communication in Spanish I | 4 | |
| | **TOTAL** | **17** | |
| **Core/ Professional Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| ENGL 251 OR<br>ENGL 116 | English Composition II OR<br>English Reading and Writing II | 4 | ENGL 151 FOR ENGL 251 OR<br>ENGL 115 FOR ENGL 116 |
| COMM 141 OR<br>ENGL 331 | Effective Communication OR<br>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<br>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,<br>Co-requisite QETE 245 L |
| QETE 245L | Fundamentals of Statistical Process Control/Metrology Laboratory | 1 | ENGI 122, MATH 151,<br>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.

Students must comply with state and local education certification requirements for the degree program, as applicable.

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<br>ENGL 115 | English Composition I OR<br>English Reading and Writing I | 4 | |
| Pick 1 GE* OR<br><br>SPAN 115 | Pick one (1) of the Approved General Education Electives OR<br>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<br>FYIS 101 | Attitude Development and University Adaptation or<br>Induction Seminar to University Life | 3 | Must be taken in the 1st term of enrollment |
| **General Education Courses** | | | |
| **Course** | **Title** | **Credits** | **Prerequisites** |
| Pick 1 GE* OR<br><br>SPAN 101<br>SPAN 103<br>SPAN 105 | Pick one (1) of the Approved General Education Electives OR<br><br>Introduction to Spanish Language - Basic Level<br>Introduction to Spanish Language - Intermediate<br>Introduction to Spanish Language - Advanced Level | 3 | |
| ENGL 150 OR<br><br>ENGL 101<br>ENGL 103<br>ENGL 105 | English Composition I OR<br><br>Introduction to English Language - Basic Level<br>Introduction to English Language - Intermediate<br>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 1st 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 100 |
| 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:**

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 592 | Comparative Environment Risk Assessment | 3 | ENMP 590 |
| ENMP 593 | Current Topics in Environmental Affairs | 3 | |
| 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. Appy 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<br>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 | Bachelor of Business Administration Management, Pontifical Catholic University of PR 2004 |
| Abimael Forty Nieves | MA Education/Curriculum and Instruction in Math University of Phoenix<br>BA Education in Math University of Puerto Rico, PR |
| Abner Gomez Cortes | MBA Management & Strategic Leader Metropolitan University Aguadilla PR<br>BS Biology Inter American University of Puerto Rico Aguadilla PR |
| Aciel Sagrera Mulen | MSN-FNP, DNP South University<br>Maxillofacial Specialist Universidad Medica Camaguey<br>General Dentistry ISCM Camaguey/Cuba<br>RN/BSN ISCM Camaguey/Cuba |
| Adalgiza Sandoval | Doctorate in Psychology California Southern University, 2013<br>Master in Social Work Hunter College of SW, 1994 |
| Adileidy Quero | Bachelor's degree in Microbiology, University of Florida, FL 2020<br>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 |
| Aitza Haddad Nunez | PhD Communication Culture and Media Studies, Howard University School of Communication Washington DC, 2016<br>LL.M Comparative Law University of Florida Fredric Levin College of Law Gainesville FL, 2011<br>J.D. Common Law and Civil Law Inter American University of Puerto Rico Hato Rey PR, 2010<br>B.A. Political Science University of Puerto Rico Mayagüez PR, 2007 |
| Aixa E. Rivera Cintron | Ed. D. Education (distance learning and instructional Technology)<br>Nova Southeastern University Fort Lauderdale FL |
| Alain Llanes | Doctor in Nursing Practice DNP Chamberlain University FL 2019<br>Master of Science in Nursing Gurabo University FL 2015 |
| Alain Rojas Llanes | MRU Miami Regional University (Sept 2018-present), Doctor of Nursing Practice (DNP) program, FNP 2015, FL |
| Alana S Mendez Alvelo | MBA Marketing Management University of Puerto Rico, PR |
| Alejandro Gil De Lamadrid Pesant | MA History University of Barcelona Barcelona, Spain<br>Master's Degree in Humanities University of Puerto Rico San Juan PR |
| Alejandro Torres | Doctor of Philosophy Health Psychology Northcentral University CA 2020<br>Doctor of Ministry Barry University FL 2015<br>Master of Business Administration – Management and Strategic Leadership Universidad del Este FL 2010<br>Master of Science in Psychology Marriage and Family Carlos Albizu University FL 2001<br>Master of Arts – Spanish St. John's University NY 1998 |
| Alex D. Carrasquillo | MS Telecommunications Universidad del Turabo Gurabo PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Medina | 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<br>BA International Studies Philosophy Criminal Justice University of West Florida Pensacola FL 1995 |
| Alexander Forty Nieves | MEd Guidance and Couseling Universidad del Turabo, PR<br>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<br>B.S. Business Administration Information Systems Management 2007 |
| Alexis Diaz | Doctor of Medicine University of Medical Sciences of Cienfuegos Cuba, 1979<br>Master in Primary Care University of Medical Sciences of Cienfuegos Cuba, 2011<br>Register Medical Assistant Solidaridad sin Fronteras, Miami, FL 2014 |
| Alfredo Bultron Ortiz | PDBA Business Administration<br>Walden University Minneapolis MN<br>Ed.D Education Nova Southeastern University Fort Lauderdale FL<br>MBA Ana G. Mendez University Gurabo PR<br>BBA Inter American University of Puerto Rico Rio Piedras PR |
| Alfredo Moleiro | Doctor of Business Administration, University of Phoenix, AZ, 2022<br>Master of Business Administration Major in Global Management University of Phoenix EU 2015 |
| Alma Catala Valentín | 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<br>MA Computing Education Inter American University of Puerto Rico San Juan PR<br>BS Mathematics and Computer Science University of Puerto Rico Mayaguez PR |
| Amarilys Díaz | Doctor of Philosophy Nursing Education Capella University MN 215 |
| Amilcar Cintrón Aguilú | PhD History of PR and the Caribbean Center for Advanced Studies of Puerto Rico and the Caribbean San Juan PR<br>MA Puerto Rican Studies Center for Advanced Studies of Puerto Rico and the Caribbean San Juan PR<br>BA General Studies University of Puerto Rico Rio Piedras PR |
| Amilcar Jimenez | Master of Business Administration in Marketing Universidad Interamericana Puerto Rico 1999 |
| Amneris Soto Soto | MC Counseling University of Phoenix Puerto Rico<br>BA Criminal Justice Inter American University Puerto Rico |
| Ana Balcazar | Doctor of Nursing Practice Nursing Practice FIU FL 2020<br>Master of Science in Nursing Florida International University FL 2011<br>BSN (Bachelor Science of Nursing), Florida International University, Florida, 2009 |
| Ana Gonzalez Luna | PsyD Clinical Psychology Carlos Albizu University, PR<br>MS Clinical Psychology Carlos Albizu University, PR<br>MSW Inter American University of Puerto Rico, PR<br>BA Social Work Universidad Sagrado Corazón, PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Ana M. Ortiz Lebron | DBA Management Universidad de San Miguel Mexico<br>MBA Accounting Universidad del Turabo Gurabo PR<br>BBA Accounting University of Puerto Rico Humacao PR |
| Ana Mendoza Feliciano | Master of Sciences Educational Leadership Universidad del Este Metro Orlando Campus 2008 |
| Ana Cristina Uribe | Master in Social Work Florida International University FL, 1998 |
| Andres Caiaffa | DNP University of Miami Florida 2012<br>FNP Florida International University Florida 2007<br>BSN Florida International University Florida 2003<br>MD Universidad del Norte, Colombia |
| Angel Quintana | Master in General Psychology Universidad Internacional Isabel de Castilla, España<br>Master Degree in Clinical Social Work, Ana G. Mendez University, Fl 2020 |
| Angel A. Toledo Lopez | JD Law University of Puerto Rico, PR<br>PhD Political Science Penn State University, PA<br>MA Political Science Penn State University, PA<br>BA Political Science University of Puerto Rico, PR |
| Angel M. Ojeda Castro | DBA Management Information Systems Universidad del Turabo Gurabo PR<br>MBA Accounting Universidad del Turabo Gurabo PR<br>BBA Mathematics Universidad del Turabo Gurabo PR |
| Angel R. Pagán | MA Philosophy Cleveland State University OH 2003<br>BA English Lit. Linguistics Bayamon Central University PR 1996 |
| Angel V. Nieves Vega | PhD International Accounting Universidad Alas Peruanas Lima Peru<br>MBA Accounting Inter American University of Puerto Rico San Juan Puerto Rico<br>BBA Accounting Caribbean University Bayamon PR |
| Angela Cotto | PhD Public Affairs, Public Administration, UCF, 2022<br>Master in Nonprofit Management, UCF, 2015 |
| Ann Spackman | Master of Social Work, University of Pennsylvania, PA 2005<br>Bachelor of Social Work, Delaware State University, DE 2004 |
| Annie L. Roman Acevedo | DBA Project Management Walden University Minneapolis MN<br>MBA Technology Management University of Phoenix San Juan PR<br>BA Industrial Management University of Puerto Rico Mayaguez PR |
| Anthony Martin | Bachelor Information System in Networks, EDP University of Puerto Rico, 2014 |
| Araceli Been | MA English as a Second Language University of North Texas Denton TX 1985<br>Bachelors Translator Universidad Autonoma de Nuevo Leon Monterrey Mexico 1983<br>Teacher Certification Dallas Independent School District Dallas TX 1988 |
| 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<br>MBA Business Administration Caribbean University Ponce PR<br>BA Accounting Pontifical Catholic University of PR Mayaguez PR |
| Arlette Parrado | Ed.D. Education Nova Southeastern University Fort Lauderdale FL<br>MSW Social Work University of Southern California Los Angeles CA |
| Armando Martinez | Master of Business Administration-Health Administration Miami University FL 2007<br>Master of Science in Occupational Medicine London University 1987<br>Medical Doctor and Surgeon National University of Trujillo Peru 1985 |
| Arturo Vega | MA Spanish University of Salamanca Salamanca Spain<br>Master in Education Nova Southeastern University Fort Lauderdale FL<br>BA Communications University of the Sacred Heart San Juan PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Astrid Concepción Wichy | Ed.D. Education Administration University of Puerto Rico San Juan PR<br>JD Inter American University of Puerto Rico San Juan PR |
| Awilda Morales Gomez | MBA Management Universidad del Turabo, PR |
| Barbara Maich | MBA in Healthcare Administration, Baker College of Graduat4e Studies, Mi, 2009<br>BBA in Healthcare Administration, Davenport University, Mi, 2006 |
| Barbara Martinez Cordero | MA Educational Counseling<br>Inter American University of PR San Juan PR<br>MA University Teaching Inter American University San Juan PR<br>BA Social Sciences Ana G. Mendez University San Juan PR |
| Barbara G. Umpierre Garcia | DSW Clinical Social Universidad Interamericana, PR<br>MSW Social Work Universidad de Puerto Rico, PR<br>BSW Social Work Universidad de Puerto Rico, PR |
| Barbaro Forteza | Master of Science in Spanish Language Education NOVA 2006 |
| Beatrice Fernandez | Master of Education Guidance and Counseling Turabo University FL 2010<br>Pharmacy Technician Certification Board |
| Beatriz Sánchez Arquer | Pharmacist Santa Maria University Caracas Venezuela 1994<br>Pharmacy Technician Dep of Health 2018 |
| Bellaida Lozano | Doctor of Medicine University of Carabobo Valencia Venezuela<br>Master of Medicine Public Health and Administration University Central of Venezuela Caracas Venezuela<br>Physical Medicine and Rehabilitation Saint Vincent Hospital and Medical Center of New York NY<br>Internship in Pediatric Rehabilitation Rusk Institute New York University NY<br>Master of Education Universidad Santa Maria Caracas Venezuela<br>MPHS Universidad Catolica Andres Bello Caracas Venezuela<br>Master of Science Education NOVA Southeastern University FL |
| Belma A. Borras | DBA Accounting Walden University<br>MBA Accounting<br>BBA Accounting |
| Benjamín Velázquez | Master in Business Administration, Ana G Mendez University, Orlando FL, 2019<br>Master in Finance AGM 2021 |
| Benny L. Gonzalez Baez | MA Criminal Justice Inter American University of Puerto Rico, PR<br>BA Criminal Justice Inter American University of Puerto Rico, PR |
| Bethzaida Olivera | Juris Doctor Interamerican University School of Law San Juan PR 2006 |
| Beverly A. Alers Guzman | LL.M. Law Inter American University PR San Juan PR<br>Juris Doctor University of Puerto Rico School of Law San Juan PR<br>Bachelor's Degree-Communications Sacred Heart University San Juan PR |
| Bianca Aponte | Juris Doctor Florida A&M University 2021 |
| Bianca Pagan Andino | BA Public Relations and Advertising University of Puerto Rico, PR<br>MA Graphic Art Atlantic University College, PR |
| Billy B. Santiago Bermudez | PhD Clinical Psychology Carlos Albizu University San Juan PR<br>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 L. Ortiz Matos | DSW Clinical Social Work Universidad Interamericana, PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | MSW Social Work Administration Universidad Interamericana, PR<br>BA Social Work Universidad de Puerto Rico, PR |
| Briseida M. Medero Osorio | DBA Business Administration Universidad del Turabo Gurabo PR<br>MBA Business Administration Metropolitan Universtity Cupey PR<br>BA Business Administration University of Phonix Guaynabo PR<br>Pre-Medical Natural Sciences University of Puerto Rico Carolina PR |
| Broderick Martínez | Ph.D. of Business Administrationin Accounting Argosy University, FL 2009<br>Master of Business Administration in Accounting, Nova Southeastern University FL 1999 |
| Brunilda E. Sierra Torres | MA Criminal Justice Universidad del Turabo, PR |
| Byron I. Bonet Soto | MSN Medical Surgical and Role in Education National University College Bayamon PR<br>MBA National University College Bayamon PR<br>MSN National University College Bayamon PR<br>BSN Inter American University Arecibo PR |
| Calix Diaz | PsyD Carlos Albizu University, PR<br>MS Psychology Carlos Albizu University, PR<br>MSW University of Puerto Rico, PR<br>BSW University of Puerto Rico, PR |
| Camille Echevarria Peraza | PhD Education Metropolitan University San Juan PR<br>Master in ESL Universidad del Turabo Gurabo PR<br>Bachelor in ELS University of Puerto Rico Rio Piedras PR |
| Carla Nevarez Sanchez | MSET Educational Technology Devry University FL 2014<br>MBA Computerized Information Systems Universidad del Turabo PR 2005<br>BBA Computerized Information Systems Universidad del Turabo PR 2000 |
| Carla Zayas Santiago | Master of Arts in Spanish University of South Florida Tampa FL 2008.<br>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<br>BBA Accounting/Marketing Universidad de Puerto Rico, PR |
| Carlos A. Ramos Cruz | Ed. D. Educational Administration Inter American University of PR San Juan Puerto Rico<br>Master of Planning and Statistics University of Puerto Rico Rio Piedras PR<br>BS Industrial Engineering Inter American University of PR San Juan PR<br>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<br>BA Inter American University of Puerto Rico, PR |
| Carlos Calcador | Doctor of Business Administration Walden University 2017<br>Master in Business Administration-Accounting Metropolitan University PR 2011 |
| Carlos Campos | Master in Science in Electrical Engineering, University of Kansas, KA 1985<br>18 credits in Math at the Master's Level |
| Carlos Chaparro | Master in public administration Criminal Justice Universidad del Turabo-Orlando 2013 |
| Carlos Cruz | Master-Humanities/Social Science NOVA Southeastern University FL 2010<br>Master in Public administration University of Puerto Rico Rio Piedras PR 1978 |
| Carlos G. Lago Garcia | PhD History of PR and the Caribbean<br>Center for Advanced Studies of Puerto Rico and the Caribbean San Juan PR<br>MA Philosophy University of Puerto Rico Rio Piedras PR<br>BA Music Conservatory of Music of Puerto Rico San Juan PR |
| Carlos Mantaras Camero | MBA Finance Universidad Ana G. Méndez, PR<br>BBA Marketing Universidad de Puerto Rico, PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | |
| Carlos G. Sanchez Mojica | DBA Marketing Argosy University Sarasota FL<br>MBA Marketing Metropolitan University San Juan PR<br>BA Education University of Puerto Rico Rio Piedras PR |
| Carlos I. Santana Lugo | PhD Human Resources<br>Inter American University of PR San German PR<br>MSA Administration Central Michigan University Michigan<br>BSA Science Inter American University San German PR |
| Carlos J. Sanchez Rivero | DBA Management Universidad del Turabo Gurabo PR 2017<br>MBA Marketing Universidad del Turabo Gurabo PR 2014<br>BS Journalism University of Florida Gainesville FL 1995 |
| Carmelo II Allende Martinez | M.H.Sc-nph Health Sciences University of Puerto Rico-Medical Sciences Campus San Juan PR<br>BS University of Puerto Rico Rio Piedras PR<br>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)<br>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<br>MAE Educational Administration and Supervision Caribbean University Ponce PR<br>Master in Specialization Information systems e-business University of Leon Spain |
| Carmen G. Betancourt Marquez | PhD Educational Technology and Management<br>Andragogy Autonomous University Miami FL<br>DBA Management Information Systems Ana G. Mendez University Gurabo PR<br>MPA Personnel Administration University of Puerto Rico San Juan PR<br>BBA Computer Information Systems University of Puerto Rico San Juan PR |
| Carmen M. Caraballo Marquez | PhD Clinical Psychology Uiniversity of Puerto Rico Rio Piedras PR<br>BA Psychology University of Puerto Rico Mayaguez PR |
| Carmen M. England Bayron | Ed.D. Guidance and Counseling<br>University of Puerto Rico San Juan PR<br>Postdoctoral Certified-Management and Marketing University of Florida Gainsville FL<br>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<br>Master's in Education Administration Univesidad del Turabo, PR<br>Bachelor's in Office Administration Universidad del Turabo, PR |
| Carmen Perera | Doctor of Pharmacy Universidad de Santa Maria Venezuela 1993 |
| Carmen Rivera | Master of Arts in Spanish University of Central Florida FL 1999 |
| Carmen Y. Villoria Barrios | MBA Project Management Universidad del Turabo Gurabo PR<br>MHRM Human Resources Simon Rodriguez National Experimental University<br>BBA Computer Science Simon Rodriguez National Experimental University |
| 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<br>BA Public Relations and Advertising University of Puerto Rico Rio Piedras PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Carolim Rivera Rosario | MSW Social Work University of Puerto Rico San Juan PR<br>BA Social Work University of Puerto Rico Humacao PR |
| 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 |
| Cecilia Williamson | Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo Orlando FL 2005 |
| Cesar O. Irizarry | Doctor of Chiropractic Life University College Marietta GA 2001<br>MBA Healthcare Management Jones International University CO 2011 |
| Cesar R. Salas Guerra | Ph Autonomous University of Barcelona UAB<br>DBA Ana G. Mendez University |
| Chalie Colon Linares | MBA International Business Everest University Florida Metropolitan University (Everest University) Orlando Florida<br>BA Business Administration Management Inter American University San Juan PR |
| Chayra Sanchez Canetty | MA Library Science University of Puerto Rico PR 2021<br>E.D. Education of Leadership UAGM PR 2015<br>MA Sociology University of Puerto Rico PR 2010<br>BA Social Sciences/Political Science University of Puerto Rico PR 2004 |
| Christopher Ilacqua | Doctorate Business Administration-Leadership, University of Phoenix, AZ, Masters Business Administration-Accounting, western New England University, Springfield, MA., Bachelors Science Business Administration-Marketing, Western New England University, Springfield, MA. |
| Crystal Cotto Ramirez | MA English Education University of Puerto Rico Mayaguez PR<br>BA English Literature University of Puerto Rico Mayaguez PR |
| Cynthia Garcia | MAED Curriculum and Instruction in English University of Phoenix<br>BA Education Universidad de Puerto Rico, PR |
| Cynthia Moreno | Master of Science in Psychology Carlos Albizu University Miami FL 2010 |
| Cynthia Senquiz Diaz | DBA Management Ana G. Mendez University Gurabo PR<br>MBA Human Resources Inter American University PR<br>BA Administration University of Puerto Rico PR |
| Dally Ríos | Doctor in Clinical Psychology, Carlos Albizu University, 2006 |
| Damaris L. Morales Piñero | MA Educative Technology<br>Caribbean University Puerto Rico Vega Baja PR<br>B.Ed. Information Technology and Communications National University Arecibo PR<br>ABA Travel Agent Hospitality and Tour Guide National University PR |
| Damaris M. Claudio Rosario | PhD Industrial / Organizational Psychology Inter American University San Juan PR<br>MA Industrial /Organizational Psychology Inter American University San Juan PR<br>BA General Psychology University of Puerto Rico Cayey PR |
| Damaris Ramos | DBA Marketing Walden University 2021 /<br>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<br>MBA Inter American University San German PR<br>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 |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Management 2014 |
| Dante Valenzuela | Master of Education in Leadership Administration,<br>University of Illinois, IL 1997 |
| David Landis | Master of Science in Linguistics Georgetown University Washington DC 1983 |
| David Ruiz Cardona | PhD Entrepreneurial MGMT DE INTBUS Inter American University of Puerto Rico, PR<br>MBA General Business Administration Universidad de Puerto Rico, PR<br>BSBA in Computerized Information Systems Universidad de Puerto Rico, PR |
| David Salme | Master of Science in Mathematics Education NOVA University FL 2006 |
| Deborah Colon Serrano | Juris Doctor Pontifical Catholic University of Puerto Rico School of Law Ponce Puerto Rico 2011<br>BBA University of Puerto Rico Arecibo PR |
| Deborah Fontanez Flecha | DSW Administration of Social Policy University of Puerto Rico San Juan PR 2021<br>MA in Social Work Inter American University San Juan PR<br>BA Social Welfare University of Puerto Rico Humacao PR |
| Delenise Torres Rodriguez | MS Science Inter American University of PR San Juan PR<br>BA Education Biology Inter American University Fajardo PR |
| Delia I. Miranda Morales | MS Supervision Industrial Education Purdue University West Lafayette Indiana<br>BA Spanish Studies University of Puerto Rico Rio Piedras PR |
| Denisse Colón Rodriguez | M.Ed Educational Adm & Supervision UMET Cupey PR<br>BA Preschool Education UPR- Rio Piedras Campus |
| Derik V. Molinary Cortes | Juris Doctor Eugenio Maria De Hostos Law School Mayaguez PR<br>MA-Management and Strategic Leadership Metropolitan University Aguadilla PR<br>BA-Criminal Justice Metropolitan University Aguadilla PR |
| Deyka Otero Lugo | PhD Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR<br>MA Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR<br>BA Arts-Hispanic Studies University of Puerto Rico Rio Piedras PR |
| Dianelys Silva | Master in Health Service Administration, Universidad del Este, 2018<br>BS Nursing, Universidad del Turabo, 2016 |
| Didier E. Barreto Rivera | MBA Project Management Universidad del Turabo Gurabo PR<br>MS Health Information Management The College of St. Scholastica Duluth MN<br>BS Computer Science Inter American University Bayamon PR |
| Domingo A. Figueroa Rivera | DBA Management Universidad del Turabo Gurabo PR<br>MBA Marketing Universidad del Turabo Gurabo PR<br>BA Economy University of Puerto Rico Cayey PR |
| Dorelys Rivera | EdD Counseling University of Puerto Rico, PR<br>MEd Counseling University of Puerto Rico, PR<br>BA Social Work University of Puerto Rico, PR |
| Doris Morales Rodriguez | PhD Entrepreneurial and Management Development in International Business Interamerican University of Puerto Rico 2013<br>MA in Labor Relations Interamerican University of Puerto Rico 2001<br>BA in Political Science University of Puerto Rico 1995 |
| Ed Zeno-González | Master Degree in City and Regional Planning (MRP), Cornell University,2015<br>Master Degree in Economic Development and Public Policy (MA), Universidad Autónoma de Madrid, Spain, 2013<br>Bachelor Degree in Business Administration (BBA) Universidad del Sagrado Corazón, Puerto Rico, 2012 |
| Edda Jimenez | Doctorate in Pharmacy Nova Southeastern University San Juan PR 2014 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Edgar Arocho Font | Master's in Information Systems EDP College of Puerto Rico, PR<br>Bachelor's in Computer Programming EDP College of Puerto Rico, PR |
| Edgar J. Tirado Perez | MA in Forensic Science Universidad del Turabo Gurabo PR<br>BA in Criminology Universidad del Turabo Gurabo PR |
| Edgardo Rosaly Manfredy | PhD Curriculum and Teaching Fordham University at Lincoln Center New York Puerto Rico Campus<br>MS Education Fordham University at Lincoln Center New York Puerto Rico Campus<br>BA Elementary Education Catholic University of Puerto Rico Ponce PR |
| Ediel O. Ramos Melendez | DrPH Public Health University of Puerto Rico, PR<br>MPH Public Health University of Puerto Rico, PR<br>BA Journalism University of Puerto Rico, PR |
| Edith M. Santiago Estrada | EdD Guidance and Counseling Interamerican University of Puerto Rico, PR<br>MA Guidance and Counseling Interamerican University of Puerto Rico, PR<br>BA K-3 Teacher University of Puerto Rico |
| Edna Lugo | Master’s in business management and Entrepreneurship Metropolitan College of New York 2016 |
| Edna Morales | Bachelor’s Degree in Pharmacy Massachusetts College of Pharmacy Boston MA 1992 |
| Edna Orta Agnes | MBA Business Administration Ana G. Mendez University Cupey PR<br>BBA Management University of Puerto Rico Rio Piedras PR |
| Edward Cornejo | Doctor of Philosophy-History The city University of NYNY, 2010<br>Master of Arts History University Center NY, 2006<br>Master of Arts Counseling Manhattan College NY 1991. |
| Edwin Davila Aponte | DBA Finance Inter American University of PR San Juan PR<br>PhD International Business Inter American University of PR San Juan PR<br>MBA Accounting Inter American University of PR San Juan PR<br>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<br>MBA Management Information Systems Inter American University of PR San German PR<br>BBA Computer Science University of PR Aguadilla PR<br>BA Marketing Management University of PR Aguadilla PR |
| Edwin E. Rivera Cardona | JD Notary Interamerican Law School, PR<br>MA Criminal Justice Interamerican University of Puerto Rico, PR<br>BA Criminal Justice Interamerican University of Puerto Rico, PR |
| Edwin Maldonado Ramos | MBA Accounting<br>Ana G. Mendez University Gurabo PR<br>MSA Accounting Ana G. Mendez University Gurabo PR<br>BBA Accounting and Computerized Information Systems University of PR San Juan PR |
| Edwin Melendez Delgado | DBA Strategic Management Pontifical University of Puerto Rico 2014<br>MBA Global Management university of Phoenix Puerto Rico 2009<br>BBA Management Universidad del Turabo Phoenix Puerto Rico 2007 |
| Edwin R. Marrero Rodriguez | MBA Project Management Ana G. Mendez University Gurabo PR<br>BBA Marketing Ana G. Mendez University Gurabo PR<br>ABA Management Ana G. Mendez University Gurabo PR |
| Edwin Ramos | Medical Doctor (MD), Universidad de Los Andes (Merida, Venezuela), 2001<br>Doctor of Nursing Practice (DNP), Nova Southeastern University, FL, 2021<br>Master of Science in Nursing (MSN), University of Miami, 2018<br>Bachelor of Science in Nursing (BSN), State College of Florida, FL, 2016 |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Bachelor of Science (BS) - Interdisciplinary Natural Science (Health Professions), University of South Florida, 2005<br>Bachelor of Arts (BA) – Psychology, University of South Florida, 1991<br>Associate Degree in Nursing (ADN), Hillsborough Community College, 2014. |
| Eileen A. Acevedo Costas | MBA Human Resources Management University of Phoenix Puerto Rico Campus<br>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<br>MBA SPCL HRM Master of Business Administration with second specialization in Human Resources Phoenix University 2010<br>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. |
| Elein Ravelo | Doctor of Pharmacy Lake Erie College of Osteopathic Medicine 2018 |
| Eleonora C. Rodriguez | Master of Science in Criminal Economic Law & Organized Crime Pontificia Universidad Católica de Valparaíso, Chile 2010 |
| Elías Lorenzo | Ph.D. in Portuguese Indian University Bloomington IN, 2005<br>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<br>MS Cybersecurity Technology University of Maryland Global Campus Largo MD<br>MIB International Business Inter American University of PR San Juan PR<br>BBA Marketing University of PR Arecibo PR |
| Eliezer Morel Duval | MBA Supply Chain and Logistics Universidad Ana G. Mendez Online Campus San Juan PR<br>BS Industrial Engineer and Management Universidad del Turabo Gurabo PR |
| Elliette D. Hernandez Calero | MAED Curriculum Specialization University of Phoenix |
| 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<br>M.Ed. Technology applied to science teaching Cambridge College San Juan PR<br>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 M. Castro De Jesus | Ed. D. Inst Tech and Distance Educ Nova Southeastern University San Juan PR<br>Ph.D. American History Inter American University San Juan PR<br>MA Guidance and Counseling University of PR Rio Piedras PR<br>BA History Education University of PR Rio Piedras PR |
| Ely Ann Ortíz Vazquez | Master of Business Administration in Management University of Phoenix 2008 |
| Emanuel Cotto | MPA Concentration in State and Local Government Nova Southeastern University FL 2019<br>MS Leadership with Concentration in Education and Human Services Nova Southeastern University FL 2013<br>BS Health Services Administration University of Central Florida FL 2010<br>AS Business Administration Valencia College FL 2011<br>AA Business Administration Valencia College FL 2008 |
| Emily Diaz | Master of Science of Nursing-Medical Surgical Nursing. Pontifical Catholic University.PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | 1999<br>MSN in Family Nurse Practitioner. Universidad del Turabo, FL. 2015 |
| Emmanuel Hernandez Agosto | DBA Management Universidad del Turabo Gurabo PR<br>MBA Marketing BBA Management<br>BBA Management Universidad de Puerto Rico, PR |
| Emmanuel Santiago Perez | MBA major in Accounting Ana G Mendez Univeristy-Turabo PR 2009 / /BBA major in Finance Inter American University PR 2005 |
| Enid M. Rentas | PhD Barry University Orlando FL<br>Master's Degree in Leadership Roosevelt University Chicago IL<br>BA Education Northeastern Illinois University Chicago IL |
| Enrique A. Medina Sanchez | DBA Management of Information Systems Universidad Ana G. Méndez, PR<br>MPA Public Management, Public Finances Analysis & Management Universidad de Puerto Rico, PR<br>MBA Accounting / Management and Strategic Leadership Universidad Ana G. Méndez, PR<br>BA Political Sciences Universidad de Puerto Rico, PR |
| Enrique Martinez Calimano | DBA International Business Argosy University Sarasota FL<br>MBA Accounting Metropolitan University San Juan PR<br>BBA Accounting University of PR San Juan PR |
| Eric D. Guzman Mercado | MA Labor Relations Interamerican University of Puerto Rico, PR<br>BA Criminal Justice/Investigation Interamerican University of Puerto Rico, PR |
| Eric N. Virella Santos | JD Law Facultad de Derecho Eugenio María de Hostos<br>Master's in Criminal Justice and Criminology Universidad Ana G. Méndez, PR<br>BSN Management Universidad Ana G. Méndez, PR |
| Eric Santiago | Doctor of Business Administration Keiser University. FL 2021<br>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<br>BBA Accounting and Marketing Interamerican University of PR- Metro Campus |
| Ericks Vazquez Guzman | PhD International Relations Alas Peruanas University<br>MBA Management Universidad Ana G. Méndez, PR<br>BS Biomedical Sciences Interamerican University of Puerto Rico, PR |
| Ernesto Espinoza Galindo | Ed.D Leadership in Educational Organizations UPR- Rio Piedras Campus<br>MBA Quality Management Universidad del Turabo-Gurabo PR<br>BBA Computer Science Instituto Tecnologico de Hermosillo- Hermosillo Mexico |
| Ernesto J. Amador Miranda | B. EnvD. Architecture University of Puerto Rico, PR<br>Bachelor of Architecture Cornell University, NY |
| Esther I Rodriguez Miranda | PhD Caribbean and Puerto Rican Literature<br>Center for Advance studies of Puerto Rico and the Caribbean San Juan PR<br>MA Hispanic Literature Columbia University- NYC<br>BA Philosophy Boston College- Boston MA |
| Evelyn M. Ortiz Robert | PhD Industrial Psychology Interamerican University of PR- Metro Campus<br>MA Industrial Psychology Interamerican University of PR- Metro Campus<br>BA Social Science UPR- Rio Piedras Campus |
| Evert Paredes | Master of Education, Universidad Rafael Urdaneta, Maracaibo, Venezuela, 2011 |
| Felix Godinez | Master of Arts Language and Linguistics Florida Atlantic University Boca Raton FL 2016<br>Juris Doctorate Case Western Reserve University School of Law Ohio 2000<br>Master of Philosophy in Economics and Politics in Latin American Studies University of Oxford UK 1998 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Fernando Lopez | Master of Science in Spanish Language Education NOVA Southeastern FL 2006 |
| Fernando M. Rojas Otero | PhD Design Northumbria Univ- Newcastle Uk<br>MA Design Practice Northumbria Univ- Newcastle Uk<br>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<br>Master of Education Puerto Rico University PR,2019<br>Master of Social Work Inter American University of PR, 2020 |
| Florence Carbajal | MA Teaching English as a Second Language Universidad del Turabo FL 2010<br>BA Labor Relations Universidad del Puerto Rico PR 1976 |
| Frances Juelle | MBA Accounting University of Phoenix 2011 |
| Franscelia Rodriguez | PhD Management Nova Southeastern University Fl. projected completion year: 2023<br>MBA Ana G Mendez PR 2004<br>BSBA University of Puerto Rico PR 1997 |
| Fransheska Cardona | Master in Clinical Social Work, Ana G Mendez University, 2020 |
| Freddie A. Gutierrez Rojas | MA Religious Studies Universidad Central de Bayamón, PR<br>BBA (Computer Minor) University of Puerto Rico, PR |
| Freddy Suarez | Doctor of Education in Educational Leadership St. Thomas University Fl 2021<br>Master of Business Administration Florida International University Fl 2013<br>Master of Science in Mathematics Education NOVA University FL 2012<br>Registered and Certified Pharmacy Technician FL 2004 |
| Gabriel G. Diaz Olmeda | DBA Management Universidad del Turabo, PR<br>MBA Management Universidad Metropolitana, PR<br>BBA Management Universidad del Este, PR |
| Gannelin Gutierrez Turino | Doctor of Nursing Practice, Barry University, Miami Shore |
| Geisy Vilabrille | Doctor of Nursing Practice Healthcare Administration Miami Regional University FL 2021<br>Master of Science in Nursing-FNP Turabo University FL 2014 |
| George R. Suarez | Ed. D. Educational Leadership Nova Southestern University- Fort Lauderdale<br>MBA Maagement/ Human Resources Webster University- St. Louis Missouri<br>BA English Literature UPR- Mayaguez PR Campus |
| Gerald Willis | Ed. D Higher Education Administration UMASS Boston Boston MA<br>MA Applied Sociology UMASS Boston Boston MA MS Management Salve Regina University Newport RI BA Sociology Salve Regina University Newport RI |
| Gerardo A. Alvarado Gonzalez | DBA Business Administration Pontifical Catholic Univ PR- Ponce Campus<br>MBA Business Administration major in Administration of Healthcare Organizations Columbia Central University- Caguas PR<br>MBA Management Universidad del Turabo- Gurabo PR<br>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<br>MBA Management plus Ph.D Courses Tulane Unuversity A.B. Freeman School of Business- New Orleans LA<br>Doctoral credits for DBA International Business University of Sarasota- Sarasota<br>BBA Statistics University of Puerto Rico- Rio Piedras Campus |
| German Broemser Cesino | DBA Management Universidad del Turabo- Gurabo PR<br>MBA Accounting Finance and Human Resources UMET- Cupey PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | BA Accounting UNE – Carolina PR |
| German G. Broemser Cesino | DBA Management, Universidad del Turabo, PR<br>MBA Accounting, Finance and Human Resources, Universidad Metropolitana, PR<br>BA Accounting Universidad del Este, PR |
| German Diaz Maldonado | PhD Historia De Pr Y El Caribe Centro De Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR<br>MS Environmental Science UMET- Cupey PR<br>BS Biology Sagrado Corazon University of PR- San Juan PR |
| Giancarlo Pelosi | Master of Science Administration of Justice and Security University of Phoenix AZ, 2014 |
| Gilbert Malave | Master in Business Administration Major in Leadership in Project Management 2018 |
| Gilberto Clavell Moura | MBA Industrial Management Inter American University- Metro Campus PR<br>BBA Industrial Management UPR- Mayaguez PR Campus |
| Gino Franceschi Torres | DBA International Business Argosy University-Sarasota FL<br>MBA Marketing Interamerican University- San German PR Campus<br>BBA Marketing Interamerican University- Ponce PR Campus |
| Giovanni Alomar Sastre | PhD Clinical Psychology Pontificia Universidad Católica de Puerto Rico, PR<br>MSC Marriage and Family Couseling University of Phoenix<br>Bachelo's in Criminal Justice Interamerican University of Puerto Rico |
| Gisela I. Ramirez Gonzalez | MBA Marketing and Human Resouces Interamerican University, PR<br>BBA Management and Marketin Interamerican University, PR |
| Gisella Llamas | Doctor of Medicine Universidad Metropolitana-Colombia 2004<br>Doctor of Health Services Administration University Central of Ashdod, 2014<br>Master of Science in Nursing Florida National University FL, 2021 |
| Glenda Collins | Master of Social Work Florida State University Ocala FL 2012 |
| Glisel Figueroa Colon | Ed. D. Educational Leadership<br>UPR- Rio Piedras Campus<br>MA Educational Leadership/ Educational Technology Caribbean University- Carolina PR Campus<br>BA Agricultural Extension/ Teacher Family and Consumer Life UPR- Rio Piedras Campus |
| Gloria Martínez Medina | Ed.D Education with concentration in Orientation and Counseling University of PR 2017<br>Master in Education Inter PR 2007 |
| Glorializ G. Santiago Perez | MS Epidemiology University of Puerto Rico Medical Sciences Campus<br>BS Microbiology UPR- Mayaguez Campus PR |
| Glorivette D. Anibarro Soto | MA Literature in English UPR- Rio Piedras Campus<br>BA English Loyola University- New Orleans LA |
| Glorivette Perez Valentin | Ed. D. Educ Management & Leadership Interamerican University PR– San German Campus<br>MEd Administration and Supervision Education- UMET- Aguadilla Campus<br>BA Education Interamerican University – San German Campus |
| Glorynell Ortiz Rodriguez | PsyD Psychology Counseling- Universidad del Turabo Gurabo PR<br>MA Psych Counseling Universidad del Turabo Gurabo PR<br>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,<br>Melbourne FL, 1999 |
| Gretchen Irizarry González | Degree of Physicians Surgeon, (Doctor of Medicine) 2007 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Gretel Cortés | 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<br>MBA Human Resources and Marketing Interamerican University of PR- San German<br>BBA Management Pontifical Catholic Univ of PR- Mayaguez Campus |
| Grisel M. Vega Agosto | M.Ed. Guidance and Counseling Universidad del Turabo- Gurabo PR<br>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<br>BA Business Administration with Minor in Business Management ▪ June 2008 |
| Grisselle Pena Martinez | EdD Teaching Universidad Ana G. Méndez, PR<br>MaEd Education Supervision and Administration Universidad Metropolitana, PR<br>BA Primary and Early Childhood Education Universidad Metropolitana, PR |
| Grivel J. Hera Gomez | DNP Miami Regional University, US 2021<br>ARNP University of Puerto Rico, PR<br>BSN University of Sacred Heart, PR<br>Doctor in Medicine Higher Institute of Medical Sciences, Cuba |
| Gryselle Farrell | Doctor of Education Curriculum and Teaching University of Puerto Rico PR 2016<br>Master of Arts-TESL University of Puerto Rico PR 2006 |
| Guillermo Rebollo Gil | JD University of Puerto Rico<br>PhD Sociology University of Florida<br>MA Sociology University of Florida<br>BA University of Florida |
| Guisell Larregui Candelaria | PhD Entrepre Mgmt Dev Int Business Interamerican University- Metro Campus<br>MBA Marketing Interamerican University- San German PR Campus<br>BBA Marketing UPR- Arecibo PR Campus |
| Gustavo A. Mendez | Doctor of Education NSU FL 2020<br>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<br>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<br>MA Economics UPR- Rio Piedras<br>BBA Accounting UPR- Bayamon Campus |
| Hector Colon-Colon | Master of Divinity The Eastern Baptist Theological Seminary PA 1985 |
| Hector Miranda Ortiz | MA Teaching of Mathematics Universidad Interamericana- Metro Campus<br>BA Accounting- UNE- Carolina PR |
| Héctor Pérez-Segnini | Master of Business Administration Instituto de Estudios Superiores de Administracion Caracas Venezuela.<br>Masters of Arts Psychology –organizational Columbia University |
| Héctor 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<br>BA Social Work University of Puerto Rico- Rio Piedras Campus |
| Heidi Ramírez | Mater in Education in TESOL, Universidad del Turabo-FL, 2010 |
| Henry Fernandez | Doctoral Degree in Education Education Leadership University Central of Ashdod Golda |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Mier College of Education Chicago Illinois 2013<br>Master of Science Math Education NOVA University Fort Lauderdale 2013 Master of Arts in Education Argosy University Phoenix AZ 2010<br>Master Health Service Administration Florida National University Miami FL 2015 |
| Herbert Da Silva | M.Ed. Education Leadership, Texas Woman's University, Texas 2001<br>MBE, Southern Methodist University, 2002<br>BA, Criswell College |
| Hiram Montalvo Ruiz | Master's Engineering Management Polytechnic University of Puerto Rico, PR<br>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<br>MS Accounting University of Maryland- Adelphi MD<br>BA Economics I G De la Vega University- Lima Perú |
| Ibis Rodriguez Carro | PhD Literature Center for Advanced Studies of Puerto Rico and the Caribbean- San Juan PR<br>MA Spanish- Interamerican University- Metro Campus<br>BA Spanish Interamerican University- Metro Campus |
| Ida L. Rosado Figueroa | Ed.D. Teaching Curriculum Universidad del Turabo- Gurabo PR<br>MA Curriculum University of Phoenix- Guaynabo PR<br>BA Education UPR- Rio Piedras Campus |
| Idania R. Rodriguez Ayuso | PhD Public Health-Epidemiology Walden University, MN<br>MS Epidemilogy University of Puerto Rico, PR<br>BS Biology University of Puerto Rico, PR |
| Ileana Martinez Fraticelli | MBA Computerized Inf System Universidad el Turabo- Gurabo, PR<br>BBA Computer Science Interamerican University of PR- Metro Campus, PR |
| Ineabelle Colón | Master Professional Studies, St. Thomas University, FL, 2008, BA Organizational Leadership, St. Thomas University, FL 2007, BA Special Education, Florida International University, FL 1998 |
| Ineris Davila Villanueva | MBA Management<br>Universidad del Turabo- Gurabo PR<br>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<br>MA History Pontifical Catholic Univ of PR- Ponce PR<br>BA Education UPR- Cayey Campus |
| Ines M. Centeno Rivera | EdD Guidance and Counseling University of Puerto Rico, PR<br>MEd Interamerican University of Puerto Rico, PR<br>BA Psychology University of Puerto Rico, PR |
| Irina Méndez | Master of Liberal Arts in Extension Studies-Finance Harvard University Massachusetts 2021 |
| Iris E. Rosa Torres | M.Ed Special Education<br>Universidad Metropolitana- Cupey PR<br>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<br>MBA Human Resources Interamerican University- San Juan PR<br>BBA Marketing Pontifical Catholic Univ of PR |
| Irma Matos | Master of Business Administration-International Business Keiser University FL 2016<br>B.S For Science in Electrical Technology Instituto Superior Pedagógico<br>Cuba 1994 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Irma Ortiz Torres | M.Ed. Curriculum Instruction: Reading TESL Grand Canyon University 2006<br>(Over 50 credits at doctorate level in Education) |
| Irma Zender | Master's in educational technology National University of California 2003<br>B.A. Business Administration EAFIT Colombia 1979 |
| Irvin E. Cintron Ortiz | Juris Doctor Hostos School of Law Puerto Rico<br>BA Social Sciences UPR- Rio Piedras Campus |
| Irvyn E. Nieves Rolon | PhD Social Work Universidad de Puerto Rico, PR<br>MSW Social Work Universidad de Puerto Rico, PR<br>BA Psychology Universidad Central de Bayamón |
| Isaac Kravetz | Medical DoctorNational Autonomous University of Mexico 1983<br>Master of Business Administration in Management University of Phoenix 2004 |
| Isabel C. Shehadeh Micolta | MS Public Health UPR- Medical Science Campus<br>BS Home Economics UPR- Rio Piedras Campus |
| Isaura Rodriguez Castillo | MSS Criminology Pontifical Catholic Univ of PR- Ponce PR<br>Juris Doctor Pontifical Catholic Univ of PR- Ponce PR<br>BSS Political Science Pontifical Catholic Univ of PR- Ponce PR |
| Isidro Mancera Paredes | PhD Literature of Puerto Rico and the Caribbean Centro de Estudios Avanzados de Puerto Rico y el Caribe, PR<br>MEd Educational Administration and Supervision Universidad Ana G. Mendez, PR<br>BEd Elementary School (4-6) Universidad Ana G. Méndez, PR |
| Ismabel Colón | PhD Research & Academic Psychology UPR 2017 |
| Ismael Hernandez | PhD Psychology Keiser University Fl 2022<br>PhD Metaphysics Universal Life Ministries CA 2019<br>M.S Psychology Keiser University FL 2016<br>B.S Psychology UAGM FL 2012 |
| Ivan J. Escalante Claudio | MBA Management & Strategic Leadership UMET- San Juan PR<br>MA Science Teaching and Curriculum Interamerican University- San Juan<br>BA Science Education UPR- Cayey Campus |
| Ivan M. Borja Borja | PhD International Development Texas A&M University<br>MS Agricultural Economics Texas A&M University<br>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<br>MA Communication UPR- Rio Piedras Campus<br>BA Communication UPR- Rio Piedras Campus |
| Jack Catheline Galarza | MBA Computerized Inf System UAGM- Gurabo PR<br>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<br>B.A. – Family and Child Studies concentration in Early Childhood Education, Hudson County Community College May 2006<br>A.A. – Liberal Arts, Early Childhood Education |
| Jacqueline Figueroa Lozada | Master's in Education Universidad Ana G. Méndez, PR<br>BBA Computarized Information Systems Universidad Ana G. Mendez, PR |
| Jacqueline Saldaña | Doctor of Management in Organizational Leadership University of Phoenix, Phoenix AZ 2014<br>MBA University of Phoenix AZ 2007 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Jaqueline Viera | Dual Master of Arts Degree, Human Resources Management, Human Resources Development, Webster University, 2011 |
| Jadyrah Escobar Garcia | MBA Human Resources InterAmerican University of PR 1994 |
| 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 L. Torres George | PhD Entrepre Mgmt Dev Int Business Univ Interamericana PR- Metro Campus<br>MBA Finance Interamericana PR- Metro Campus<br>BBA Finance Interamericana PR- Metro Campus |
| Jaime Santiago Roman | PhD Administration eCommerce Northcentral University- California<br>MBA E-Business University of Phoenix- Arizona<br>BA in Psychology Intermerican University- San German PR Campus |
| Jane Holbrook | MBA Virginia College AL 2005<br>BA Teaching Mathematics Sam Houston State University TX 1991 |
| Janet Carrasquillo Aguayo | PhD Social Work administration and Social Policy University of Puerto Rico- Rio Piedras<br>MA Social Work UPR- Rio Piedras Campus<br>MSW Rehabilitation Counseling UPR- Rio Piedras Campus<br>BA Social Work UPR- Rio Piedras Campus |
| Janet Otero | Doctor of Philosophy<br>Spanish<br>Florida International University, FL, 2011 |
| John Contreras | New York Institute of Technology, New York, New York M.A. in Communication Arts with specialization in Graphic Design |
| José Carrasquillo | Master of Engineering Computer Systems, University of Louisville, Kentucky, 1980,<br>Bachelor of Science Computer Engineering, University of Louisville, Kentucky, 1978 |
| Jany Gonzalez | Doctor of Nursing Practice, Barry University FL 2019 |
| Jason Dragoni Rosado | MS Environmental Science Interamerican University of PR- San German Campus<br>MSc Food Science UPR- Mayaguez Campus<br>BS Microbiology Interamerican University- San German Campus |
| Javier A. Aleman Iglesias | PhD American History Inter American University of Puerto Rico San Juan Campus<br>BA Education UPR- Humacao Campus |
| Javier Ramos | Master of Science in Mathematics, NOVA Southeastern University FL 2006.<br>Master of Education in Special Education, San Buenaventura University Colombia 1992 |
| Javier J. Perez Perez | MBA Human Resources Universidad Ana G. Méndez, PR<br>BBA Human Resources Universidad de Puerto Rico, PR |
| Jayleen Gorritz Perez | MA Counseling Psychology Interamerican University- Recinto Metropolitano<br>BA Psychology Interamerican University- Recinto Metropolitano |
| Jeannette Alvarado Agosto | MBA Human Resources Univ del Turabo- Gurabo PR<br>BA Office Systems Administration Interamerican University- Guayama Campus |
| Jenkins Velez Melendez | MBA Info Security UNE- Carolina PR<br>BS Electrical Engineering/ Computer Speacialized Universidad Politecnica de PR- San Juan PR |
| Jeriel Ortiz | Doctor of Education, Concentration Instructional Leadership, Nova Southeastern University, 2013<br>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<br>Medical Assistant Career Training Institute 2001 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Jessica Mendez Peña | Galiano Career Academy-Medical Assistant 2005<br>A.R.M.A. Medical Assistant Certificate<br>MedCA Phlebotomy Tech Certified 2022 |
| Jessica Molina Cruz | Ed. D. Education Nova Southeastern University- Florida<br>MA Commercial Education Inter American University of PR- San Juan PR<br>BA Office Systems Inter American University of PR- Bayamon PR |
| Jessika N. Olivo Maldonado | MBA Global Management University of Phoenix<br>Bachelor in Communications Universidad Sagrado Corazón, PR |
| Jesus Garcia Oliveras | MC Mental Health Counseling University of Phoenix<br>BSS Criminal Justice Universidad del Este |
| Jesus M. Quiñones Sanchez | PhD History of America Inter American University of PR- San Juan PR<br>MA History Inter American University of PR- San Juan PR<br>BA Secondary Education Inter American University of PR- San Juan PR |
| Jesús Sánchez | Master Social Work Ana G. Mendez University, FL, 2020 |
| JoanVeronika Valedón | Juris Doctor University of Florida Gainesville FL 2002 |
| Joanne Muniz | DBA Advanced Accounting Northcentral University San Diego CA 2019<br>MAcc Keller Graduate School of Management Miami FL 2015<br>BS Accounting Elizabethtown College Elizabethtown PA 1990 |
| Joel U. Sevilla Palma | PhD Social Sciences Communications and Economics Universidad Rey Juan Carlos- Madrid Spain<br>Ph.D Economics and Business Universidad Europea de Madrid- Madrid Spain<br>MBA Business Administration Monterrey Technological Institute/Centro American Technological University- Monterrey Mexico/ Tegucigalpa Honduras<br>BS Agricultural Business Louisiana Estate University |
| Johanna Vivoni Suarez | Ph.D Curriculum and Teaching/ English University of Puerto Rico- Rio Piedras Campus<br>M.Ed. TESOL/ English University of Puerto Rico- Rio Piedras Campus<br>BA English as a Second Language University of Puerto Rico- Rio Piedras Campus |
| Johannes Abreu | Ph. In Economics University of Havana Cuba 2013<br>Master of Accounting and Financial, Keller of DeVry University Illinois 2018<br>Master's in Business Administration University of Havana Cuba 2008 |
| Jorge A. Rodriguez Romero | Ed.D. Counseling Interamerican University San Juan PR<br>MPA Human Services Administration Universidad del Turabo Gurabo PR<br>BA Communications Universidad del Turabo Gurabo PR |
| Jorge D. Espinosa | PhD Physics West Virginia University, WV |
| Jorge E. Ortiz Fernandez | Ed.D. Curriculum & Teaching University of Puerto Rico- Rio Piedras Campus<br>M.Ed. Curriculum and Teaching University of Puerto Rico- Rio Piedras Campus<br>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<br>MBA Global Management University of Phoenix Guaynabo PR<br>BBA Management UPR Bayamon Campus<br>ABA Management UPR Bayamon Campus |
| José Rojas | Doctor of Medicine Higher Institute of Medical Sciences of Havana, Havana, Cuba 1995<br>Master of Sciences in Nursing. University of Phoenix |
| Jose A. Flecha Ortiz | DBA Marketing Argosy University- Arizona<br>MS-Web Analytics Universidad de Barcelona- Spain<br>MBA International Trade UAGM- Cupey PR Campus<br>BBA Marketing UAGM- Gurabo PR Campus |

| Faculty Name | Faculty Degree Held |
|---|---|
| Jose A. Guzman Tavarez | MD Medical Science Universidad Iberoamericana- Santiago Dominican Republic<br>M.P.H. Epidemiology UPR- Medical Sciences Campus PR<br>BS Microbiology UPR- Arecibo PR Campus |
| Jose A. Martinez Rivera | MAE Curriculum History Caribbean University, PR<br>BA Social Studies and History University of Puerto Rico, PR |
| Jose A. Lopez Martinez | PhD Management/ Human Resources Walden University- Minnesota<br>Mphil Management/ Human Resource Walden University- Minnesota<br>MBA Human Resource Management Universidad del Turacos<br>BBA Management Columbia Central University |
| Jose A. Rivera Jimenez | Ed.D Curriculum and Teaching Pontifical Catholic University of PR- Ponce Campus<br>M.Ed. Curriculum Spanish Instruction University of Phoenix- Guaynabo PR<br>BA Spanish Teaching Education UPR- Rio Piedras Campus |
| Jose A. Ruiz Marquez | Master Degree in Information Security and Cybercrime<br>BS Education Universidad Sagrado Corazón, PR |
| Jose A. Valdes Rijos | MBA Accounting Inter American University of Puerto Rico, PR<br>MBA Finance Inter American University of Puerto Rico, PR<br>BBA Accounting Inter American University of Puerto Rico, PR |
| Jose Alvarez | Master in Business Administration-Accounting Carolina University FL 2020 |
| Jose Avilés | Master in Public Health-Biostatistics Universidad de PR 2007 |
| Jose C. Andrades Velazquez | PhD Clinical Psychology Carlos Albizu University, PR<br>MS Clinical Psychology Carlos Albizu University, PR<br>BA Psychology University of Puerto Rico, PR |
| Jose C. Roman Rodriguez | PhD Marketing and Management Univ Alas Peruanas- Lima Perú<br>MBA Marketing<br>BBA Purchasing Management American University PR |
| Jose D. Guadalupe Torres | Ph.D Clinical Psychology Pontifical Catholic University of PR- Ponce PR<br>MS Counseling University of Phoenix- Guaynabo PR<br>BA Mental Health and Psychology UPR- Ponce PR Campus |
| Jose E. Maldonado Rojas | Ed. D. Curriculum & Teaching Interamerican University PR- Metro Campus<br>MEd Educational Management and Leadership Interamerican University PR- Metro Campus<br>BS Biology Sagrado Corazon University- San Juan PR |
| Jose E. Penso Arcieri | MS Communication Florida International Univ- Miami FL<br>MA Marketing Webster University- Jacksonville Fl<br>BBA Business Universidad Autonoma- Barranquilla Colombia |
| José Fabian Muñoz | Master of Business Administration Major in Accounting Universidad Ana G. Mendez Tampa FL 2021 |
| José 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<br>BBA-Computer Information Systems UPR- Rio Piedras Campus |
| 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<br>BBA Management Universidad Ana G. Méndez, PR |
| Jose L. Cruz Caliz | PhD Human Resources and Management Pontifical Catholic Univ of PR- Ponce PR<br>MBA International Business Administration Specialization Human Resources Interamerican University of PR- Ponce Campus<br>BBA Marketing and Management UPR – Ponce Campus |

| Faculty Name | Faculty Degree Held |
|---|---|
| Jose L. Jimenez Negron | Ed. D. Educational Management Pontifical Catholic Univ PR<br>MBA Project Management UAGM- Santa Isabel PR<br>M.Ed Special Education Caribbean University- Ponce PR<br>B.Ed Education K-6 UPR- Ponce PR |
| Jose L. Marchant Melendez | Ed.D. Management and Leadership Interamerican University of PR- Metro Campus<br>MA Educ Teaching of Science Interamerican University of PR- Metro Campus<br>MA School administration University of Phoenix PR<br>BS Biology Interamerican University of PR- San German Campus |
| Jose L. Pacheco Velazquez | MEM Engineering Universidad Politecnica de PR- San Juan PR<br>MBA Accountability University of Phoenix- Guaynabo PR<br>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 Martínez | Master of Business Administration in Finance Wake Forest University North Carolina 1994 |
| José Polanco | Master of Science, School Counseling Carlos Albizu University Miami, Fl 2016 |
| Jose M. Rodriguez | Master of Divinity Pastoral Studies Southern Baptist Theological Seminary KY 2009 |
| Jose O. Cruz Rodriguez | PhD Business Management and Management Development<br>Universidad Internacional Iberoamericana (UNINI), MX |
| Jose R. Ferreras Duran | EdD Instructional Technology & Distance Education Nova Southeastern University, FL<br>MAEd Instructional Technology Univesidad del Sagrado Corazón, PR<br>BAC Communications Universidad del Sagrado Corazón, PR |
| Jose R. Mora Grana | PhD Industrial Organizational Carlos Albizu University<br>MS Industrial Relationships Universidad Mundial, PR<br>BA Business Universidad de Puerto Rico, PR |
| Jose R. Nieves Moya | EdD Higher Education Inter American University of Puerto Rico, PR<br>MBA Human Resources Inter American University of Puerto Rico, PR<br>MEd Teach Curriculum Mathematics Inter American University of Puerto Rico, PR<br>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<br>ISA in Information Systems Auditing EDP University of PR- San Juan Campus<br>MIS Management Information Systems EDP University of PR- San Juan Campus<br>BS Science University of PR- Cayey Campus |
| José Rosa Rivera | MBA IT Security/ Accounting UAGM- Carolina Campus<br>BBA Accounting/Finance University of PR- Mayaguez Campus |
| José Torres | MS in Strategic Leadership, Mountain State University, WV, 2007<br>BA Business Management, University of Houston, TX 1998 |
| Jose Y. Montañez Agosto | MSW Interamerican University of Puerto Rico, PR<br>BSW University of Puerto Rico, PR |
| Josue E. Ortiz Cintron | PhD Health Science Alas Peruanas University, Peru<br>MS Enviromental Health University of Puerto Rico, PR<br>BS Biology University of Puerto Rico, PR |
| Joshua Torres | Master in Social Work Social Work Direct Services Inter American University 2016 |
| Jovennes R. Louis | MBA Accounting UAGM- San Juan Campus<br>MBA Human Resources UAGM- Carolina Campus<br>BBA Finances University of PR- Carolina Campus |

| Faculty Name | Faculty Degree Held |
|---|---|
| Joyvina Evans | PhD Public Health Walden University 2013 Master of Science in Public Health Walden University 2008<br>Master of Science in Administration Central Michigan University 2003<br>Bachelor of Business Administration Baker College 2001 |
| 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<br>MSc. Electrical Engineering Universidad de Carabobo, Venezuela |
| Juan C. Musa Wasil | Ph. D Marine Science University of PR- Mayaguez Campus<br>MS Biology University of PR- Mayaguez Campus<br>BA Forestry Engineering Universidad Nacional de Santiago del Estero |
| Juan C. Rivera Diaz | Ph.D Accounting/ Management of Engineering Technology Northcentral University- Arizona<br>MBA Accounting University of Phoenix- Guaynabo PR<br>BS Mechanical Engineering Interamerincan University of PR- Bayamon PR |
| Juan C. Santiago Torres | BSEE Electrical Engineer, Interamerican University of PR<br>MBA Business Administration, Universidad del Este, PR |
| Juan Collado | Doctor of Education in Organizational Leadership NOVA University FL 2010<br>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<br>MBA Human Resources Universidad del Turabo- Gurabo PR<br>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<br>MA Instructional Systems and Educational Technology Sagrado Corazón University- San Juan PR<br>MA Education/ Counseling University of PR- Rio Piedras Campus<br>BA Psychology University of PR- Rio Piedras Campus |
| Juan Eduardo Rexach Avilés | Doctor of Medicine – Universidad Autónoma de Guadalajara<br>Bachelor of Science in Medical Technology |
| Juanita Rodriguez Betancourt | Ph.D. Puerto Rican and Caribbean Literature<br>Centro de Estudios Avanzados de Puerto Rico y El Caribe San Juan Puerto Rico<br>M.A. in Teaching English as a Second Language Interamerican University of PR- Metro Campus<br>B.A. Education Major in English University of PR-Cayey Campus |
| Juan Sanchez Pabon | Master in Public Affairs specialization in Forensic Sciences, Ana G. Mendez University, Metro Orlando Campus, 2019 |
| Judy Ann Melendez Sanchez | M.P.H. Forensic Sciences Universidad Del Turabo- Gurabo PR<br>BS with Major Cell Molecular: Biology UMET- San Juan PR |
| Julianna Conde Adorno | Master of Business Administration Major in Management Universidad Metropolitana PR 2015 |
| Julio C. Hernandez Correa | PhD Applied Economics Western Michigan University, MI<br>MA Economics University of Puerto Rico, PR<br>BA Economics University of Puerto Rico, PR |
| Karen Crespo | Master in Arts Education –Counseling University of Puerto Rico 1994 |
| Karola P. Ramirez Arango | MA Instructional System and Educational Technology Sagrado Corazon University- San Juan PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | 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<br>MA Geography Universidad de la Habana- La Habana Cuba<br>BA Geography |
| Kayra Delgado Baerga | Ph.D Global Business Keiser University<br>MBA Business Admistration University of Phoenix<br>BBA Finance University of PR- Rio Piedras Campus |
| Kelvin Merced Vega | EdD Guidance and Counseling Inter American University of Puerto Rico, PR 2008<br>MA Guidance and Counseling Inter American University of Puerto Rico, PR 1998<br>BA Sociology Catholic University of Puerto Rico, PR 1996 |
| Kemley M. Rhodes Russell | DNP Doctor of Nursing Practice, Aspen University<br>MSN Nursing Science, Aspen University<br>BSN Nursing, Caribbean University of PR |
| Kevin Negron Vazquez | EdD Education Leadership & Intr Online Inter American University, PR<br>M.Ed Leadership Education, NUC University, PR<br>BA Education K-3, Interamerican University of PR |
| Keren Canales Quiles | MA Information Technology for Education EDP University of PR<br>BA Natural Sciences UMET- San Juan PR |
| Laylannie Torres Gonzalez | Ed. D. Education Nova Southeastern University- Fort Lauderdale FL<br>MA Education Interamerican University of PR- Metro Campus<br>BA Education University of PR- Humacao Campus |
| Lelis Maldonado | Master of Public Health, Grand Canyon University, Phoenix, AZ 2019 |
| Leonardo Torres Pagan | PhD Curriculum & Teaching Capella University- Minneapolis<br>MA Mathematics Curriculum University of Phoenix- AZ<br>BA History and Mathematics University of PR- Rio Piedras Campus |
| Leonardo Trobajo Lobayna | Doctor of Medicine Instituto Superior de Ciencias Médicas La Habana, Cuba 1995<br>Master of Science in Nursing Florida International University Fl 2013 |
| Leonides Perez Martinez | Ph.D Education Nova Southeastern University- Davie FL<br>MA Library Science University of PR- Rio Piedras Campus<br>MA Music Lynn University- Boca Raton Florida<br>BA Music Puerto Rico Conservatory of Music- San Juan PR |
| Leslie Dominguez | MA with Industrial/Organizational Psychology, Interamerican University, 2000 |
| Lester Gonzalez Torres | Doctor of Education Nova Southeastern University 2022<br>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<br>MA History Centro de Estudios Avanzados de Puerto Rico y el Caribe, PR<br>BA Liberal Arts State University of New York, NY |
| Leticia Abraham | MS Spanish Language Education Nova Southeastern University 2014 |
| Lilliam B. Suarez Ocasio | MAE Master Arts Education, Caribbean University, PR<br>MA Educational Administration and Supervision, Universidad Metropolitana, PR<br>BA Graphic Arts, Escuela de Artes Plasticas de PR |
| Lilliam Cedeno Marcial | MBA Accounting Universidad Ana G. Méndez, PR<br>BBA Accounting Universidad de Puerto Rico, PR |
| Liliana Ponce | Master of Science Fischer School of Education and Human Resources Spanish Language |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Education Nova University Florida 2009<br>Master of Arts Social Anthropology in the Faculty of Social Science University of Kent at Canterbury 1983 |
| Lillianie T. Millán Nieves | Ph.D Curriculum Instruction and Assessment Walden University<br>MA Curriculum Instruction and English UNE- Carolina PR<br>BA Teaching English as a Second Language University of PR- Cayey Campus<br>BA Social Science and Investigation University of PR- Rio Piedras Campus |
| Lisa Johnson | M.S. Ed. Admin University of Scranton PA 2008<br>BSIS University of Houston-Downtown TX 2004 |
| Lisette Bedu | Doctor of Business Administration Argosy University FL. 2010<br>Master of Administration Marketing Jacksonville University FL. 1993 |
| Lissette Hernandez Negron | Ph.D Education Nova Southeastern- Fort Lauderdale<br>MA Early Childhood Education University of Phoenix Guaynabo PR<br>BA Elementary Education University of PR- Ponce Campus |
| Lissette Ocasio | Master of Business Administration in Accounting Ana G. Mendez University System FL. 2012 |
| Lissette Perez Figueroa | Ph.D Org Industrial Psychology Interamerican University of PR,<br>MA Industrial/Organiz Phycology<br>BA Psycology, Universidad Central de Bayamón, PR |
| Litz A. Principe Ramirez | DBA (in progress) Entrepreneurial Development and Management, Interamerican University of PR<br>MBA Global Management, University of Phoenix, PR<br>BBA Marketing, University of Central Oklahoma, USA |
| Litza G. Melendez Ramos | DBA Business Administration and International Trade Universidad de Extremadura- Bajadoz Spain<br>MBA Operations Management University of PR- Rio Piedras Campus<br>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<br>BS Natural Science University of Puerto Rico, PR |
| Liznerie Floran | MSS Rehabilitation Counseling University of PR- Rio Piedras Campus<br>BA Sociology University of PR- Rio Piedras Campus |
| Lizzette Bermudez Melendez | M.A. Ed Curriculum & Mathematics University of Phoenix- PR<br>BA Mathematics University of PR- Rio Piedras Campus |
| Lorna Martinez Toledo | Ph.D Educational Leadership Universidad del Turabo- Gurabo PR<br>MA Administration and Educational Supervision UMET- San Juan PR<br>BA Hispanic Studies/ Liberal Arts and Humanities University of PR- Rio Piedras Campus |
| Lorraine M. Carmona Torres | MA Curriculum and Instruction of English UNE- Carolina PR 2014<br>BA Early Childhood and Primary Education UNE- Carolina PR |
| Lourdes del C. Morales Figueroa | DBA Leadership Studies Pontifical Catholic University of PR Ponce PR<br>MBA Industrial Management Interamerican University of PR- San Juan PR |
| Lourdes Echevarria Garcia | PhD Environmental Science Universidad Del Turabo- Gurabo PR<br>MS Science Environmental Managements Specialty Handling and Evaluated Risk UAGM- San Juan PR<br>BS Biology minor in Chemistry Pontifical Catholic University of PR |
| Lourdes M. Baez Rosario | PhD Puerto Rican & Caribbean Literature<br>Centro De Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Post Doctoral-high performance sports specialist Universidad de Castilla de la Mancha – Toledo España<br>M.Ed. Teaching of Fine Arts Universidad del Turabo- Gurabo PR<br>BA Physical Education University of Puerto Rico- Rio Piedras Campus |
| Lourdes del C. Morales Figueroa | DBA Leadership Studies Pontifical Catholic University of Puerto Rico, PR<br>MBA Industrial Management Interamerican University of Puerto Rico, PR |
| Lourdes Echevarria Garcia | PhD Environmental Science Universidad Del Turabo, PR<br>MS Science Environmental Management Specialty Handling and Evaluated Risk Universidad Ana G. Méndez, PR<br>BS Biology minor in Chemistry Pontifical Catholic University of Puerto Rico, PR |
| Lourdes Valverde | Doctor of Philosophy in Education Varona Institute, Cuba, 1976 |
| Loyda Lopez Rosario | MA Educational Computing Inter American University of Puerto Rico, PR<br>Bachelor's in Computer Programming Science University of Puerto Rico, PR |
| Lucia Martinez | Master of Education in Curriculum & Teaching Universidad Autónoma Latino Americana, 2009<br>Specialist in Software Engineering, Universidad Distrital Francisco Jose de Caldas, Bogota Colombia, 2001 |
| Luis A. Burgos | Doctor in Education Educational Administration, Interamerican University, 1996 |
| Luis A. Reyes Rosario | EdD Educational Leadership Universidad Del Turabo, PR<br>MPHE Public Health Education, University of Puerto Rico, PR<br>BA Humanities/ Philosophy Universidad Central de Bayamon, PR |
| Luis Aldana | Master of Science in Math Education Nova University FL 2010 |
| Luis Alicea Perelez | Ed. D. Education Nova Southeastern University- Florida<br>MA Education/Mathematics Interamerican University of PR- San Juan PR<br>MBA Human Resources Management Universidad del Turabo- Gurabo PR<br>BA Education/Mathematics University of PR- Rio Piedras Campus |
| Luis Castro Ortiz | MBA in Finance from Ana G. Mendez University.<br>Bachelor of Science in Accounting with a minor in Business Administration, Universidad Ana G. Méndez |
| Luis Concha | BS Technical Management DeVry University 2010 |
| Luis M. Cabret Rios | DNP Nursing Science University of Alabama, AL<br>MSN Universidad del Turabo, PR<br>BSN Universidad Metropolitana, PR |
| Luis Gonzalez | Master of Science Broadcasting Boston University, Boston 1987 |
| Luis W. Lopez | Ph.D. Clinical Psychology, Ponce Health Sciences University, 2020 |
| Luis Noguerol | PhD. Of Management in Organizational Leadership & Information Technology University of Phoenix<br>AZ, 2016<br>Masters in Mathematics University of Holguin Oscar Lucero Moya Cuba, 1998 |
| Luis R. Rivera Valentin | PhD Accounting Northcentral University- San Diego California<br>MBA Operations Management UAGM- Gurabo PR<br>BBA Accounting University of Puerto Rico- Aguadilla Campus |
| Luis Roqueta | Doctor of Medicine<br>Higher Institute of Medical Science of Villa Clara<br>Cuba 1983<br>Master of Business Administration-Leadership for Manager<br>Keiser University FL 2016 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Luz Elena Arango | Master of Social Work Barry University FL 2018 |
| Luz Boyonas | DNP, Doctor of Nursing Practice, Grand Canyon University, 2022,<br>MSN/Ed, Master of Science in Nursing/ Healthcare Education, University of Phoenix, 2015,<br>BSN, Bachelor of Science in Nursing, Remedios Trinidad Romualdez Medical Foundation, 1992 |
| Luz D. Miranda Vazquez | MA Clinical Social Work Interamerican University of PR- Metro Campus<br>BA Social Work University of Puerto Rico- Humacao Campus |
| Luz E. Nieves | PhD Public Health Epidemiology Walden University Minneapolis Minnesota, 2019<br>MPH University of Puerto Rico Graduate School of Public Health- Rio Piedras Campus, 1992<br>BSN University of Puerto Rico Medical Science Campus |
| Luz E. Rodriguez Irene | MA Curriculum & Instruction Spanish Universidad Del Este- Carolina PR<br>BA Education/ Spanish University of PR- Rio Piedras Campus |
| Luis F. Rodriguez Cotto | MHR Human Resources, Universidad Metropolitana de PR<br>MBA Management, Universidad Metropolitana de PR<br>BBA Marketing, Interamerican University of PR<br>BA Administration, Interamerican University of PR |
| Luz I. Morales Collazo | Ph.D Entrepreneurial Mgmt Dev Human Resources, Interamerican University of PR<br>MPA Personal Administration, University of PR, Rio Piedras Campus<br>BA Secretary Science, University of PR, Bayamón Campus |
| Luz Perez | Master's in social work Ana G. Mendez University 2020 |
| Lydia Perez Vega | EdD Teaching Universidad Ana G. Méndez, PR |
| Lylinette Rivera | Master Degree in Arts, General Science Education, Cambridge College, Boston<br>Bachelor Degree in Secondary Education in Chemistry, Interamerican University of Puerto Rico |
| Lynn Desjarlais | Ed. D Educational Leadership Capella University MN 2018<br>MA Management and Leadership Webster University FL 2014<br>BS Hospitality Management the Rosen College of Hospitality Management University of Central Florida FL 2011 |
| Madeline Carrero Nieves | PhD Clinical Psychology Carlos Albizu University Of PR<br>MS Clinical Psychology Carlos Albizu University Of PR<br>MA Organizational Industrial Psychology Centro Caribeño- San Juan PR<br>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<br>EdD Education Nova Southeastern University, FL<br>MSN Nursing University of Puerto Rico, PR |
| Magaly Pacheco | Doctor of Education in Counseling and Guidance Universidad Interamericana Puerto Rico 1994<br>Master of Public Administration Universidad de Puerto Rico 1982 |
| Magda Demerritt | Doctorate in Social Work, Walden University, FL, 2021,<br>Master in Social Work, Florida International University, FL 2006, Bachelor of Social Work, Florida International University, FL 2005 |
| Magdalisse Ramos Costa | Juris Doctor – University of Puerto Rico<br>Bachelor of Arts in Communications – Public Relations |
| Malasri Chaudhery-Malgeri | PhD Clinical Counseling and Educational Psychology; Minor: Development; Minor: I/O Psychology 2013 Wayne University<br>MA: Marriage and Family Psychology; Minor: Development; Bilingual Bicultural Education; |

| Faculty Name | Faculty Degree Held |
|---|---|
| | I/O Psychology 2005<br>BA: Biopsychology and Cognitive Sciences; Minor: Latin American Studies 2000 University of Michigan Ann Arbor |
| Manuel Benzvi | JD Interamerican University of Puerto Rico Law School MBA Universidad do Sagrado Coracaon Brazil<br>BA Anthropology Universidad de Puerto Rico |
| Manuel Estronza | Master of Information Technology American Intercontinental University IL, 2015 |
| Manuel Perez Muñiz | JD Law University of PR- Rio Piedras Campus<br>MS Demography University of PR- Rio Piedras Campus<br>BA Sociology University of PR- Rio Piedras Campus |
| Manuel Robayna | Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana 2012 Tampa FL |
| Marangellie A. Arroyo Ramos | MA Inst Syst and Tech Education Sagrado Corazon University- San Juan PR<br>BA Secondary Education English Teaching for Spanish speaking students University of PR- Rio Piedras Campus |
| Marcel Andino | Doctor of Philosophy and Information in Technology Universidad De La Habana Cuba 1981<br>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 G. Santos Rodriguez | MA Social Work Interamerican University of PR- San Juan PR<br>BSW Social Work Pontifical Catholic University of PR- Ponce PR |
| Mareyka Estrada | MBA Human Resources Management UMET- Bayamon PR<br>BBA Management UMET- Bayamon PR |
| Marga Bolivar | MSEM Master of Engineering Management University of South Florida FL 2004 BSIE Bachelor of Science Industrial Engineering University of Carabobo Venezuela 1986 |
| Margie L. Alvarez Rivera | Ed. D. Curriculum & Teaching University of PR- Rio Piedras Campus<br>MIST Information Science and Technologies University of PR- Rio Piedras Campus<br>BA Art History University of PR- Rio Piedras Campus |
| 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<br>MS TESOL and Technology Barry University- Miami Shores<br>BA Major in Communication Studies Minor in Journalism Colegio Universitario de Periodismo- Cordoba Argentina |
| María Castillo | BA Health Sciences Management Webster University 1998<br>Cert Pharmacy Tech |
| Maria De Los A. Talavera Hernandez | PhD Literature of Puerto Rico and the Caribbean, Centro de Estudios Avanzados de PR y el Caribe 2013<br>MBA University of Puerto Rico- Mayaguez Campus 2004<br>BA Hispanic Studies University of Puerto Rico- Mayaguez Campus 2001 |
| Maria De Los M. Santos Corrada | PhD Busines Universidad Complutense de Madrid, España |
| María De Lourdes Rolón | Master in Social Work InterAmerican University, San Juan, PR, 2007 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Maria Del C. Rios Camacho | MA Business Education Interamerican University of PR- Metro Campus<br>BA Office Systems University of PR |
| Maria del C. Harper | Master of Media Design Management Sanford Brown College Tampa FL 2010 |
| Maria Del M. Pacheco Velazquez | Ph.D Public Health Ponce Health Sciences University PR- Ponce PR<br>M.P.H.Public Health Ponce Health Sciences University PR- Ponce PR<br>BS Sciences Pontifical Catholic University of PR- Ponce PR |
| Maria Del Negro | Physician Surgeon Universidad Central de Venezuela Venezuela 1985.<br>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),<br>Bachelor in Science of Industrial Engineering, Universidad Ana G. Méndez |
| Maria E. Santos Nieves | PhD Public Health Ponce Health Sciences University, PR<br>MPH Public Health Ponce Health Sciences University, PR<br>BS Sciences Pontifical Catholic University of Puerto Rico, PR |
| María E. Vázquez | MBA Major: Materials Management and Production Control Univ. del Turabo PR 2000.<br>MBA Business Administration Catholic Univ. PR 1987 |
| 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 |
| Maria I. Ortiz Rosado | Ed. D. Curriculum & Teaching<br>Pontifical Catholic University of PR- Ponce PR<br>MA School Administration Caribbean University- Ponce PR<br>MA English as a second language Findlay University- Findlay Ohio<br>BA Elementary School Teacher Interamerican University of PR- Ponce PR |
| Maria I. Puerta Riera | PhD Social Sciences Universidad De Carabobo- Carabobo Venezuela<br>MA Political Science Universidad De Carabobo- Carabobo Venezuela<br>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<br>BSN Science in Nursing John Dewey- San Juan PR |
| Maria Landaeta | Master in Business Administration Instituto de Estudios Superiores en Administración Venezuela 2005<br>Juris Doctor Universidad Rafael Belloso Chacín Venezuela 2002 |
| María López | Doctorate in Educational Technology and Distance Education, Nova Southeastern University, PR, 2018,<br>Master in Curriculum and Instruction with a major in History. Pontificia Universidad Catolica Ponce, PR, 2015,<br>Bachelor in Secondary Education with a major in History, University of Puerto Rico, PR 1995 |
| Maria M. Alonso Alonso | Post- Doc Educational Investigation Instituto Universitario Internacional de Toluca- Mexico<br>DSc Social Communications Universidad De La Habana-Cuba<br>BA Psychology Universidad De La Habana-Cuba |
| Maria M. Velez Velazquez | DBA Management Pontifical Catholic University of PR- Ponce PR<br>BA Management Pontifical Catholic University of PR- Ponce PR<br>BBA Management Interamerican University of Puerto Rico- Ponce Campus |
| Maria Neuman | PhD Human Sciences Universidad del Zulia Venezuela 2008 |

| Faculty Name | Faculty Degree Held |
|---|---|
| | MSC Technology Management Universidad del Zulia Venezuela 1995<br>BA Mass Communication Universidad del Zulia Venezuela 1977 |
| Maria R. Davila Macias | MBA Marketing American Intercontinental University- Weston FL<br>BBA Business Administration Universidad de Valle- La Paz Bolivia |
| Maria Sevillano Del Rio | EdD Distance Education and Instructional Technology Nova Southeastern University FL<br>Master Biomedical/Healthcare Informatics Nova Southeastern University FL<br>MBA Ana G. Mendez University FL |
| 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 Castellanos | Master's in Education-Counseling Ana G Mendez University, 2019 |
| Maribel Ortiz Soto | PhD Entrepreneurship Development and International Business Interamerican University of PR- San German Campus<br>MBA Marketing Universidad del Turabo- Gurabo PR<br>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<br>MS Industrial Psychology Pontifical Catholic University of PR- Ponce PR<br>BA Social Science University of Puerto Rico-Mayaguez Campus |
| Marielis E. Rivera Ruiz | Post-Doctoral Research University of Puerto Rico- Medical Science Campus<br>PhD Biochemistry and Nutrition University of Puerto Rico- Medical Science Campus<br>BS Microbiology University of Puerto Rico-Humacao Campus |
| Marimer Martinez Aponte | MA Museum Studies Caribbean University- Bayamon PR<br>Professional Diploma Interior Design San Juan School of Interior Design- San Juan PR<br>BBA Business Administration with major in Management University of Puerto Rico-Humacao Campus |
| Mario Alberto López | Master Degree in Management and Strategic Leadership, Universidad del Este, FL 2011 |
| Mario Villalobos | Doctor of Philosophy in BA/Spec. Financial Management Northcentral University 2017<br>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<br>M.Ed. Commercial Education and Office Systems Pontifical Catholic University- Ponce PR<br>BA Secretarial Sciences Interamerican University of Puerto Rico- Ponce PR |
| Maritza Centeno | Master in Education Counseling Universidad del Turabo2018 |
| Maritza Sostre Rodriguez | Ph.D. Curriculum & Teaching major in English University of Puerto Rico- Rio Piedras Campus<br>MA Bilingual Education University of Phoenix- PR Campus<br>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 |
| Martha Landron | Ph.D Education with Specialty in Research Universidad Internacional Iberoamericana de Puerto Rico<br>M.Ed Education Universidad de León- Spain<br>BA Modern Languages Universidad Santiago de Cali- Cali Colombia |
| Mary Ann Martinez Santiago | Ed.D Educ Guidance and Counseling, Interamerican University of PR<br>MA Educ Guidance Counseling, Interamerican University of PR<br>BA Secondary Education- Spanish, Universidad del Turabo, PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Mary A. Toledo Pitre | Ed. D. Education Technology Argosy University Online-Phoenix AZ<br>MEd Curriculum and Teaching/ English Caribbean University- Vega Baja PR<br>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<br>MA Supervision and School Administration<br>BA Secondary Education- Spanish |
| Mary Ortiz | Master of Science in Nursing, Gerontology. Caribbean University, 2014, PR |
| Mary Jane Zaborsky | Master of Science in Nursing, Universidad de Puerto Rico, 1983 |
| Marylind Arroyo | Doctorate in EducationTeaching Universidad Ana G. Mendez, PR 2014<br>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<br>MA History Centro de Estudios Avanzados de Puerto Rico y el Caribe- San Juan PR<br>BA Psychology University of Puerto Rico- Rio Piedras Campus |
| Mayra Morales Rivera | Educational Specialist – School Psychology UCF 2002<br>Master of Education Educational Media & Technology Boston University 1992 |
| Melissa Lamboy Diaz | MBA Marketing UAGM- Gurabo Campus<br>BBA Marketing University of Puerto Rico- Rio Piedras Campus |
| Melissa M. Rivera Suarez | BBA Office Technology Management UAGM- Gurabo 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,<br>AA Psychology, Hudson County Community College, NJ, 2012 |
| Mely Z. Gonzalez Madera | DSW Clinical Social Work Inter American University of Puerto Rico, PR<br>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<br>MAED Education Capella University- Minneapolis MN<br>BA Global Management University of Phoenix- Plantation FL 2002<br>MA Organizational Management University of Phoenix- Plantation FL<br>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<br>Interamerican University of Puerto Rico- Metro Campus<br>MA Criminal Justice Interamerican University of Puerto Rico- Metro Campus<br>BA Criminal Justice Interamerican University of Puerto Rico- Fajardo Campus |
| Miguel A. Rivera Rivera | MA Teaching/ Mathematics Cambridge College- PR Campus<br>MA Material Management UAGM- Caguas PR Campus<br>BS Industrial Engineering Universidad Politecnica de PR- San Juan PR |
| Miguel Herrera | Master of Arts in Social Administration in Social Work, Temple University, Pennsylvania, 2004 |
| Miguel Hurtado | Doctorate in Medicine University of Sciences Arts & Technology Montserrat 2018<br>Master in Public Health in Medical Sciences School of Public Health 2017 |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Pharmacy Technician Certificate<br>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<br>M.S., Industrial Organizational Psychology, Carlos Albizu University, 2008 |
| Miguel Sosa Jimenez | DBA Finance University of Puerto Rico- Rio Piedras Campus<br>MBA Finance University of Puerto Rico- Rio Piedras Campus<br>BBA Management University of Puerto Rico- Bayamon Campus |
| Milagros M. Colon Amaro | MS Nursing<br>University of Puerto Rico- Medical Science Campus<br>BSN Sciences in Nursing University of Puerto Rico- Medical Science Campus |
| Milca V. Martinez Vazquez | MS University of Puerto Rico- Medical Science Campus<br>BSN University of Puerto Rico, PR |
| Mildred Rodríguez | 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.<br>MSc. in Economics, Pompeu Fabra University (Universitat Pompeu Fabra). Barcelona, Spain.<br>Bachelor's Degree in Economics, Universidad Central de Venezuela. Caracas, Venezuela. |
| Minerva Atilano Guadalupe | DBA Finance, Interamerican University of PR<br>MBA Finance, Interamerican University of PR<br>BS Health Administration (Minor: Management), Long Island University, NY |
| Monica Kinney | MBA Management Strayer University MD 2005<br>BS Organizational Management Columbia Union College MD 2002 |
| Moraima Colon Ruiz | Ed. D. Inst Tech and Distance Education Nova Southeastern University- Davie FL<br>MBA Human Resources Universidad Metropolitana- Cupey PR<br>BBA Office Administration Universidad Metropolitana- Cupey PR |
| Myra Velez | Master of Arts in English University of Central Florida, FL 1993 |
| Myriam Medina Miranda | Ed.D Education/ Teaching UAGM-Cupey Campus<br>MS Biology Curriculum and Teaching University of Phoenix- PR Campus<br>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<br>M.Phil Hispanic and Luzo-Brasilian Literatures and Languages The Graduate Center City University of New York- NY<br>MA Spanish Literatures Arizona State University- Tempe AZ<br>BA Humanities/ Modern Languages University of Puerto Rico- Rio Piedras Campus |
| Naida Cruz | DSW Capella University MN 2021<br>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<br>Master of Education In Instructional Technology American Intercontinental University FL 2004<br>Master in Public Health Universidad de Puerto Rico 1994 |
| Nancy C. Woelki | DNP Chamberlain University IL 04/2017<br>APRN- FNP Ana G Mendez FL 05/2014<br>BSN University of Sacred Herat PR 06/2011<br>ASN University of Sacred Herat PR 06/2007 |

| Faculty Name | Faculty Degree Held |
|---|---|
| | Obesity Specialization Post-Grade Favaloro Medicine University<br>Bs As Argentina 12/2000<br>Bachelor of Science in Food Nutrition Barcelo Medical Science University 2018 BS AS Argentina 12/1998<br>Training for Yong Clinicians IMO Bs. As. Argentina1985<br>Doctor of Medicine Degree of Physician U.B.A. Medical Science University<br>Bs As Argentina 06/1983 |
| Nancy M. Santos De Jesus | DBA Finance, Interamerican University of PR<br>MBA Finance, Interamerican University of PR<br>MBA Accounting, Interamerican University of PR<br>BA Finance, University of New Orleans |
| Nancy Sharifi | Master of Public Administration University of Central Florida, FL, 1992 |
| Nancy Zeller | MFA Graphic Design University of Marywood PA 2002<br>BS Graphic Design Skidmore College NY 1998 |
| Nayda I. Soto Jimenez | Ed.D Educ Curriculum Teaching, Interamerican University of PR<br>MA Preshool Education, Norhan College, San Juan PR<br>BA Preschool and Elementary Education, University of PR, Bayamon Campus |
| Nayeli González | MBA Finances, Universidad Ana G Mendez, PR, 2021<br>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<br>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<br>University of Central Florida FL 2006<br>Master of Education in Elementary Education Marymount University VA 1994<br>Master Business Administration in Logistics Management Florida Institute of Technology 1980<br>Master of Arts in Educational Psychology Ball State University IN 1977 |
| Neyma Perez | Master of Science in Nursing-FNP Turabo University, 2017 |
| Nicholas Natalizio Manzano | MBA Logistics Universidad del Turabo- Gurabo PR<br>BBA Management and Research Universidad del Turabo- Gurabo PR |
| Nichole Figueroa | Doctorate of Chiropractic, Palmer College of Chiropractic, 2019<br>Master in Public Health, Universidad de Puerto Rico, PR, 2016 |
| Nollyris Algarin | Ph.D. Inst Design and Tech Education Nova Southeastern University- Fort Lauderdale FL<br>MA Library and Information Sciences University of Puerto Rico- Rio Piedras Campus<br>BA Hispanic Studies University of Puerto Rico- Rio Piedras Campus |
| Nora E. Carambot | Master of Theological Studies, Southwestern Baptist Theological Seminary, Texas, 2019<br>18 Mathematics Graduate Credits, Converse University, South Carolina, 2009<br>Master of Education in Secondary Education, Texas A&M-Commerce, Texas, 2005<br>Master of Science in Learning Technology and Information Systems with emphasis in Media and Technology, Texas A&M-Commerce, Texas, 1999<br>Bachelor of Science in Mathematics, InterAmerican University, Rio Piedras, Puerto Rico, 1981<br>Associate of Applied Science in Business Administration, InterAmerican University, Rio Piedras, Puerto Rico, 1981 |
| Nora Colon | Educational Specialist in Bilingual and Bicultural Education, Seton Hall University, NJ 1997<br>Master of Education in Teaching, Curriculum and Learning Environment, Harvard University, |

| Faculty Name | Faculty Degree Held |
|---|---|
| | MA 1991 |
| Norma J. Dávila Torres | MBA Marketing, Universidad del Turabo, PR<br>BBA Marketing, Universidad del Turabo, PR |
| Olga Jácome Utreras | Doctorate in Education Science Major in Spanish and Literature Universidad de Guayaquil Ecuador 2004 |
| Omar A. Alas | Bachelor of Science in Industrial Engineering and Management Systems, University of Central Florida Orlando, FL, 2022<br>Pharmacy Technician |
| 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 |
| Orlando Felix Rodriguez | DBA Management Universidad del Turabo- Gurabo PR<br>MBA Technology Management Accounting and Human Resources Management University of Phoenix- Guaynabo PR<br>BBA Computerized Information Systems and Accounting Universidad del Este- Carolina PR<br>Technical Grade Data Entry MBTI Business Training Institute- Santurce PR |
| Orlando Lugo | Master of Project Management, DeVry University, Tampa FL 2003 |
| Oscar Cruz Torres | Master in Business Administration in Accounting, Interamerican University, PR, 2015 |
| Oscar E. Pena Morillo | MBA Business Administration UAGM- Cupey Campus<br>BS Industrial Engineering Universidad del Zulia- Maracaibo Venezuela |
| Oscar J. Torres Blay | DBA Business Administration Pontifical Catholic University of PR- Ponce Campus<br>MBA Management UAGM – San Juan PR<br>BBA Marketing Interamerican University of PR- Metro Campus |
| Osvany Caro | Diploma Massage Therapy Life-Line Med Training Miami, FL 2016 |
| 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<br>MBA Human Resources Management University of Phoenix- San Juan PR<br>BBA Management University of Puerto Rico- Carolina PR |
| Pablo L. Martinez | Doctor of Education in Educational Leadership, Florida Southern College, Lakeland, FL 2022<br>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 |
| Paola Masmela-Muccio | Master in Education Universidad Sergio Arboleda 2013 |
| Patricia Cordero | Bachelor Science; Health Services Administration University of Central FL 2021<br>Associate Degree Arts Lake Summer State College<br>Pharmacy Technician |
| Paul Fericelli Castillo | PhD Education (in progress), Ana G. Mendez University (UAGM) PR,<br>MSW Social Work Admin, Interamerican University of PR<br>BASW Generalist Social Work, University of PR, Rio Piedras Campus |
| Pedro Alvarez | Master of Science Spanish Language Nova Southeastern University Florida 2014 |
| Pedro Marshall | Diplomado of Dispensary Pharmacy Technician Polytechnic Institute of Health Cuba 1993.<br>Certified Billing and Coding Specialist, 2021 |
| Pedro L. Vizcarrondo Nazario | MBA Human Resources<br>Universidad Interamericana de Puerto Rico |

| Faculty Name | Faculty Degree Held |
|---|---|
| Phillip Granberry | PhD University of Massachusetts MA 2004<br>MS Public Policy University of Massachusetts MA 2007 |
| Radaisa B. Flores Medina | MBA Management Universidad del Turabo-Gurabo PR<br>BS Chemical Engineering University of Puerto Rico- Mayaguez Campus |
| Rafael A. Perez Ramirez | DBA Business and Entrepeneurship- Major Management<br>MBA Operations Management, University of PR<br>BS Computer Engineering, University of PR |
| Rafael Del Río | Master in Global Management University of Phoenix 2011<br>Master Marketing University of Phoenix PR 2012 |
| Rafael E. Padilla Vega | DBA Information Systems Universidad del Turabo- Gurabo PR<br>MBA Marketing Universidad del Turabo- Gurabo PR<br>BS Mathematics- University of Puerto Rico- Rio Piedras Campus |
| Rafael I. Salas Seguin | MRP Regional Planning Cornell University- Ithaca NY<br>BA Economics University of Maryland at College Park- College Park MD<br>AA Business Administration Montgomery College- Rockville MD |
| Rafael Matos Rodriguez | MBA Global Management University of Phoenix- Phoenix AZ<br>MAC Public Relations Sagrado Corazón University of PR- Santurce PR<br>BA Public Communications University of Puerto Rico- Rio Piedras Campus |
| Rafael Menéndez | Master in Finance, Interamerican University of Puerto Rico<br>Bachelor in Hotel and Restaurant Administration |
| Rafael Mercado Jimenez | PhD Criminal Justice Southwest University- New Orleans Lousiana<br>MA Criminal Justice Interamerican University of Puerto Rico- Metro Campus<br>BA Criminal Justice with specialization in Criminal Investigation Interamerican University of Puerto Rico- Aguadilla Campus |
| Rafael Ortiz Vega | Master in Math Education Inter American University 2006 |
| Rafael Perez Ortiz | MBA Management Universidad del Turabo- Gurabo PR<br>BBA Marketing Universidad Metropolitana- San Juan PR |
| Rafael Rios McConnell | Doctor of Medicine Iberoamerican University School of Medicine DR.2011<br>Master of Sciences in Public Health Health Systems Administration UPR 2019 |
| Ramon J. Pagan Mercado | M.Ed Curriculum & Teaching Universidad Del Turabo Gurabo PR<br>BA Education Interamerican University of Puerto Rico- Ponce Campus<br>Associate Degree Criminal Justice Police Academy of PR- Gurabo PR |
| Ramon Roman | Master of Science in Nursing-FNP Universidad del Turabo FL 2014 |
| Ramon Torres | MS Psychology, Purdue University, 2018 |
| Ramon Torres Morales | DBA Business Administration Pontifical Catholic University of Puerto Rico Ponce PR<br>MBA Logistics Florida Institute of Tech- Melbourn FL<br>MSE Industrial Engineering California State University- Northridge CA<br>BS Physics Pontifical Catholic University of Puerto Rico Ponce PR |
| Raquel Cabrero Torres | DBA Business Administration Pontifical Catholic University of Puerto Rico Ponce PR<br>MBA Industrial Management and Human Resources Interamerican University of PR- San German Campus<br>BBA Management University of Puerto Rico- Aguadilla Campus |
| Raquel Marrero Torres | MA Mathematics Caribbean University Bayamon PR<br>BS Natural Science University of Puerto Rico- Cayey Campus |
| 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<br>MA Elementary Education, Caribbean University, 2011, |

| Faculty Name | Faculty Degree Held |
|---|---|
| | MA, Educational Administration, Caribbean University, 2011,<br>BA Elementary Education. InterAmerican University of PR, PR 2009 |
| Reinaldo E. Gonzalez Blanco | MA History Pontifical Catholic University of Puerto Rico- Ponce PR<br>BA History Pontifical Catholic University of Puerto Rico- Ponce PR |
| Reinier De la Cruz | Professional Clinical Massage Therapy- Southeastern College, Florida 2017 |
| Rene Berrios Rivera | MBA Management, Universidad Metropolitana, PR<br>BBA Management, University of PR, Cayey Campus |
| Rene R. Barguez Perez | DBA Administration Pontifical Catholic University of Puerto Rico- Ponce PR<br>MBA Marketing Pontifical Catholic University of Puerto Rico- Ponce PR<br>BBA Advertising Pontifical Catholic University of Puerto Rico- Ponce PR<br>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<br>University of Miami FL 2007 |
| Ricardo Torres Muñoz | DHSc Global Health Nova Southeastern University- Fort Lauderdale FL<br>Ed.D Inst Tech and Distance Educ Nova Southeastern University - Fort Lauderdale FL<br>MIHMEP (MHA) Global Health Management Economics and Policy Bocconi University- Milan Italy<br>JD Law University of Puerto Rico School of Law |
| Roberto C. Ledesma Santiago | MS Programming of Interactive Technologies Atlantic University College- Guaynabo PR<br>BS Networking Technologies and Software Development NUC University- Bayamon PR<br>Technical Certificate Computer Programming Universal Career College- Manatí PR<br>Technical Certificate Computer Repair and Maintenance Universal Career College- Manatí PR |
| Roberto G. Arroyo | Ph.D Social Work Walden University- Minneapolis MN<br>MA Social Work University of Southern California- Los AngelesCA<br>BBA Management University of Phoenix- Phoenix AZ |
| Roberto L. Diaz Diaz | M.Ed Teaching/ Mathematics Interamerican University of Puerto Rico- San Juan Campus<br>BA Pure Mathematics University of Puerto Rico- Mayaguez Campus |
| Roberto Morejón | Master of Science in Nursing-FNP Turabo University, Fl 2012 |
| Rocio Del Mar Tonos | Doctorate College Education, UPR 2020<br>Master General Education, University of Massachusetts, 2009 |
| Rodney McIver | DBA Information Systems Management- Walden University 2018<br>MS Technology Systems-Cybersecurity- ECU 2009<br>BS CIS NC Wesleyan College 2002 |
| Rolando Frometa | Master Business Administration UCF 2020 |
| Rolando Rivera Guevarez | Ph.D Business and Economics Law Universidad Internacional Iberoamericana- Campeche Mexico<br>JD Law Interamerican University of Puerto Rico- San Juan Campus<br>MA Criminal Justice University of Puerto Rico- San Juan Campus<br>BBA Business Administration University of Puerto Rico- Mayaguez Campus |
| Romelis A. Guzman Lima | Ed. D. Inst Tech and Distance Educ Nova Southeastern University- Fort Lauderdale FL<br>MIS Management Information Systems EDP University- San Juan PR<br>ISA Information Systems Audit Certificate EDP University- San Juan PR<br>BS Computer Engineering Pontifica Universidad Catolica Madre y Maestra- Santiago Dominican Republic |

| Faculty Name | Faculty Degree Held |
|---|---|
| Rosa Berlingeri Bruno | MA Labor Relations Economics Interamerican University of PR- San Juan Campus<br>BA Politics Sciences University of Puerto Rico- Rio Piedras Campus |
| Rosa D. Guzman Martinez | Ed. D. Inst Tech and Distance Educ Nova Southeastern University- Orlando Florida<br>MBA Management Information Systems UAGM Gurabo PR Campus<br>BS Computer Programming UAGM Carolina PR Campus |
| Rosa N. Cordero Rivera | MA Educational Adm and Supervision, Ana G. Mendez University, Cupey Campus<br>BS Physical Therapy |
| Rosaliz Santiago Ortega | DBA Management UAGM Gurabo Campus<br>MBA Human Resources University of Puerto Rico- Rio Piedras Campus<br>BA Communications Sagrado Corazón University of PR- Santurce PR |
| Rosaluz Molina Carrasquillo | MA Community Social Psychology University of Puerto Rico- Rio Piedras Campus<br>BA Psychology University of Puerto Rico- Rio Piedras Campus |
| Rosmer Mena | Master of Social Work University of South Florida Tampa FL 2011 |
| Roxana Cevallos | Master Social Work-Clinical Practice Southern Connecticut State University CT 2013 |
| Ruben De Jesus Liriano | Ed. D. Inst Tech and Distance Educ Nova Southeastern University<br>M.Ed. TESOL BC Programing |
| Saidi Porta | Master of Business Administration in Management NOVA University FL 2004 |
| Samir Saleh | Doctor in Pharmacy |
| 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 Fonseca Lind | DBA Doctor of Business Administration- Management Information Systems-UAGM-Gurabo Campus PR 2009<br>Doctor of Education- Instructional Design DOE-ID(ABD) Northcentral University Lajolla CA Cybersecurity Best Practices (CISSP) Graduate certification University of Fairfax 2014 Information Systems Auditing Graduate certification-EDP University San Juan PR 2004 MIS Masters of Information Systems-EDP University San Juan PR1997 BBA Bachelor of Business Administration- Computer Information Systems- University of Puerto Rico Rio Piedras Campus 1989 |
| Sandra Mena Candelaria | Ph.D. Finance<br>Ph.D. Accounting Universidad de León Spain<br>MBA Accounting with an additional Specialization in Human Resources and Technology Management University of Phoenix<br>BS Computer Science University of Puerto Rico- Arecibo Campus |
| Sandra Ruiz Correa | Ph.D English/ Linguistics University of Puerto Rico- Rio Piedras Campus<br>MA English/ Linguistics University of Puerto Rico- Rio Piedras Campus<br>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<br>Pharmacy Technician, Centro de Estudios Multidisciplinarios PR 2006 |
| Santiago Lazo Vilella | DBA Management Information Systems Universidad del Turabo- Gurabo PR<br>MBA Management Information Systems Pontifical Catholic University of PR- Ponce PR<br>BBA Information Systems Universidad del Turabo- Gurabo PR |
| Sarita Rodriguez Carreras | Ph.D Industrial Psychology Pontifical Catholic University of PR- Ponce Campus<br>MBA Human Resources Interamerican University of PR- San German Campus<br>BA Bussiness Communication Pontifical Catholic University of PR- Mayaguez Campus |
| Sergio Asturia | Master of Business Administration in Health Care. St. Leo University FL 2013 |

| Faculty Name | Faculty Degree Held |
|---|---|
| Sharon L. Diaz Ruiz | Ph.D Instructional Design University of West Florida- Pensacola FL<br>MAEE English University of Puerto Rico- Mayaguez Campus 2011<br>BA English/Linguistics University of Puerto Rico- Rio Piedras Campus |
| Sherly Soto | Master of Education in ESOL Universidad del Turabo PR 2004 |
| Sigrid E. Vazquez Tirado | PhD Psychology (Forensic)<br>Walden University- Minneapolis MN<br>MA Forensic Psychology Marymount University- Arlington VA<br>BA Communications Universidad Metropolitana- Cupey Campus |
| Silvia Gutierrez | Master of Social Work Florida International University FL 2019 |
| Silvia X. Perez | Master of Social Work University of Nebraska NE 2016 |
| Silvio Tracanelli | Doctor of Management Sciences Rafael Belloso Chacin Private University Cuba 2007 |
| Simon E. Ramos | EdD/DBA Nova Southeastern University Ft. Lauderdale FL 2005 |
| Solangel Miranda | Ed.D Guidance and Counseling<br>University of Puerto Rico- Rio Piedras Campus<br>M.Ed Guidance and Counseling Universidad del Universidad del Turabo Gurabo PR<br>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<br>BA Teaching of English Secondary Level Interamerican University of Puerto Rico<br>BA Elementary Education Instituto Nacional de Profesorado Alejandro Carbó- República de Argentina |
| Sonia Bruno | PhD Adult Education- Universidad Iberoamericana México (present)<br>MA Lenguas Extranjeras- Catalan y Castellano- Universidad Pontificia de Salamanca 2020<br>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 |
| Stephanie Jimenez Torres | Ed. D. Leadership and Instruction in Distance Education Interamerican University of PR-Ponce Campus<br>MBA Marketing UAGM Cupey Campus<br>BA Communications Sagrado Corazon University PR |
| Stephanie Smith | Doctor of Nursing Practice, 2010,<br>Post-Master's Certificate: Family Nurse Practitioner, 2002<br>Master's Degree: Nursing Administration, 1997<br>Bachelor of Science: Nursing, 1996 |
| Steven Diaz | Master of Science in Mathematics Education, Nova Southeastern University, 2004<br>Bachelor of Science in Mathematics, University of Puerto Rico, 1995 |
| Steven López | 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<br>BA Social Work |
| Suheily Fontanez | Bachelor's in business administration Interamerican University PR 2007 |
| Sulynet Torres Santiago | Ed. D. Inst Tech and Distance Educ Nova Southeastern University<br>M.Ed Scholastic's Library Administration UAGM Gurabo PR Campus<br>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<br>Ed.D Educational Management, Pontifical Catholic University of PR<br>MA Guidance and Counseling, Pontifical Catholic University of PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | BA Criminology, Pontifical Catholic University of PR |
| Sylvia Esquilin Rivera | Ed.D Inst Tech and Distance Educ Nova Southeastern University- Fort Lauderdale Florida<br>MBA Human Resources Universidad Metropolitana- Cupey Campus<br>BBA Computarized Information Universidad del Este PR |
| Sylvia Y. Cosme Montalvo | MBA Statistics Economics University of Puerto Rico- Rio Piedras Campus<br>MS Mathematics/ courses approved University of Puerto Rico- Rio Piedras Campus<br>BS Mathematics University of Puerto Rico- Rio Piedras Campus |
| Tabitha Hobbs | License Massage Therapist-Florida Academy,2013 and Full Specialist- Sunstate Academy, 2015 |
| 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<br>BA Education University of Puerto Rico, PR |
| Thalia Rydz | MSW Social Work Barry University, FL |
| Teresita Rodríguez Báez | Master of Arts in Education Governors State University IL 1986 |
| Tomas Bennett | MA, History, Andrews University, Berrien Springs, Michigan, 1981 |
| Tymone Green | MBA DeVry University Fort Washington PA 2005<br>BBA Temple University Philadelphia PA 2000 |
| Ulises J. Mendez Vega | DBA Global Business Keiser University- Fort Lauderdale FL<br>Graduate Certificate in Community Development Public Administration Rutgers University-Camden NJ<br>MBA Global Management University of Phoenix- Guaynabo Campus<br>BA Journalism Sagrado Corazon University- San Juan PR |
| Vanesa Santiago Rios | PhD Human Resources / Business Development and Management Interamerican University of Puerto Rico<br>MBA Human Resources Pontifical Catholic University of Puerto Rico- Arecibo Campus<br>BBA Business Administration University of Puerto Rico – Arecibo Campus |
| Vanessa Guzman Torres | MA Business Education Univ Interamericana PR<br>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<br>MS Curriculum, Instruction and Technology, Nova Southeastern University, FL<br>MPH Public Health, Universidad del Turabo, PR 2023<br>M.Ed Guidance and Counseling, Universidad del Turabo, PR 2007<br>BA Health Sciences Education, Universidad del Este, PR |
| Vanessa S. Rawlins Castro | M.Ed Curriculum & Teaching<br>UAGM Cupey Campus<br>BA Secondary Spanish Interamerican University of Puerto Rico- Fajardo Campus |
| Velia V. Cardona Pantojas | MBA Finance Inter American University of Puerto Rico, PR<br>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<br>Graduate Certificate Document and Archive Manager University of Puerto Rico- Rio Piedras Campus<br>BA Education/ History and Geography University of Puerto Rico- Rio Piedras Campus |
| Veronica Santiago Beauchamp | Ed.D. Teaching and Curriculum<br>Interamerican University San German PR Campus<br>MPHE Public Health Education University of Puerto Rico Rio Piedras Campus |

| Faculty Name | Faculty Degree Held |
|---|---|
| | BA Secondary Education in Family Ecology and Nutrition University of Puerto Rico Rio Piedras Campus |
| Victor Colón | Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana Puerto Rico 2012<br>Master of Business Administration in Finance Universidad Interamericana Puerto Rico 1998<br>BBA Accounting Interamerican University of Puerto Rico- San Juan Campus PR |
| Victor A. Menendez Bruno | EdD Education/ Organizational Leadership, Nova Southeastern University- San Juan PR Campus<br>MPHE Public Health Education, University of Puerto Rico- Medical Sciences Campus<br>BSPH Public Health, Universidad del Este- Carolina PR Campus<br>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<br>PhD Social Communication Sciences Universidad De La Habana Cuba<br>MA Communication and Marketing Universidad De La Habana Cuba<br>MA Business Administration and Marketing Escuela Superior de Estudios de Marketing de Madrid- Madrid España<br>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<br>Master of Science Psychology FIU, Miami 2017 |
| 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<br>MBA Marketing Universidad del Turabo Gurabo PR<br>BBA Marketing Universidad del Turabo Gurabo PR |
| Virginia Tenias | Master of Social Work, concentration in Direct Practice with Individuals, Families, and Groups, Rutgers The State Univeristy of NJ, 2010 |
| Vittoria Cianciulli | Master of Science Psychology-Counseling NOVA Southeastern University FL 2017 |
| Viviana Barrabia Terrero | Ed.D. Educational Leadership Universidad del Turabo Gurabo PR<br>MA Administration and Educational Supervision Universidad Metropolitana Cupey Campus PR<br>BA Education Universidad del Este Carolina Campus PR |
| Waldemar Rivera Ramos | Master of Guidance & Counseling Nova Southeastern University Tampa FL 2010. |
| Walter A. Plaza Rey | MBA Information Systems Universidad del Turabo Gurabo PR<br>BBA Information Systems Universidad del Turabo Gurabo PR |
| Wanda Caballero | Master of Education in Guidance and Counseling Universidad del Turabo 2012 Tampa FL |
| Wanda I. Santana Monserrate | MBA Business Administration Universidad del Turabo Gurabo PR<br>BBA Business Administration with Secretarial Science |
| Wanda Martinez Lozada | MA University Teaching Internet Interamerican University of Puerto Rico |
| Wanda R. Caldas Diaz | JD Juris Doctor, Interamerican University of PR<br>MA Foreign Languages, George Mason University, Virginia<br>BA Education- Spanish, University of PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| Wilberto Silva | M.Ed Counseling, Ana G. Mendez University, PR<br>MA Criminal Justice and Criminology, Ana G. Mendez University, PR<br>BA Criminal Justice, Interamerican University of PR |
| Wildaliz Caro Gonzalez | Ph.D Clinical Psychology, Carlos Albizu University, PR<br>Master Clinical Psychology, Carlos Albizu University, PR<br>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<br>MA Science Teaching<br>BA Biology |
| Yadira Guilliani Jimenez | MC / MFCC Couseling, Marriage and Family Counseling, University of Phoenix<br>BA Psychology |
| Yarisbel Agosto Collazo | DNP Chamberlain University<br>MSN South University, GA IL<br>BSN University of PR |
| Yajayra Valentin | Doctor of Ministry vision International University CA 2012<br>MBA Metropolitan University PR 2003<br>BA Interamerican University PR 2001 |
| Yasmin Fonseca Fontanez | MS Mathematics University of Puerto Rico Rio Piedras Campus<br>BS Mathematics University of Puerto Rico Rio Piedras Campus |
| Yeidy Rivera Vazquez | Ed.D Educ Curriculum Instruction, Interamerican University of PR<br>MA Criminal Justice, Interamerican University of PR<br>BA Social Sciences, University of PR |
| Yeralyn D. Yan Cornelio | MD Medicine Univ Central Del Este -Dominican Republic |
| Yessica Albino Basco | Ed.D Educ Curriculum Teaching, Interamerican University of PR<br>M.Ed Teach Eng Second Language, Ana G. Mendez University, Gurabo Campus<br>MA Instructional Design, Ana G. Mendez University, Online Campus<br>BA Secondary Education- English, University of PR, Cayey Campus |
| Yessicca Fargas Gonzalez | E.D. Inst Tech and Distance Educ Nova Southeastern Univ<br>MCEA Comercial Education Interamerican University of Puerto Rico<br>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<br>ABD (All but Dissertation) University of South Florida- Tampa FL<br>MA Spanish Literature and Culture University of South Florida- Tampa FL<br>MA Education University of Tampa<br>BA English Language and Literature University of Havana- Havana City Cuba |
| Yoharis Martin | Doctor of Community Counseling Education. Marriage Family Counseling, Liberty University, Lynchburg, VA, 2022<br>Master of Science in Human Services, Liberty University, Lynchburg, VA, 2016<br>Bachelor of Humanity in Interdisciplinary Study and Foreign Languages, Kennesaw State University, Kennesaw, GA, 2015 |
| Yomara G. Salcedo Santiago | Ed.D Guidance and Counseling, University of PR<br>MC Counseling, University of Phoenix (PR)<br>JD Interamerican University of PR<br>BA Secondary Education – Spanish, University of PR |
| Yoniel Arroyo Muñiz | PhD Enterprise and Mgmt Development Interamerican University of PR |

| Faculty Name | Faculty Degree Held |
|---|---|
| | MBA Human Resources |
| Zitszurie Nieves | Master's Degree Major in Finance, Polytechnic University of Puerto Rico 2020<br>BA, Universidad Ana G. Méndez, 2015 |
| Zoraida Santiago | Doctor of Education in Special Education Interamerican University of Puerto Rico PR 2009.<br>Master of Arts in Special Education Interamerican University of Puerto Rico PR 2001 |
| Zoraida Santiago Rios | Ed.D. Education Administration Inter American University<br>MA Teaching Spanish Language & Culture<br>MA Special Education & Vocational Evaluator<br>BS Special Education and a Certification in Communication<br>Certifications –Professional Certificate Exceptional Student Education K-12/Autism/Spanish K-12/Educational Leadership ESOL Endorsement (all levels)<br>BS Arts Special Education Concentration in Special Education and Certification in Communication Universidad del Turabo Gurabo PR |

## 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.

**Counselor Preparation Comprehensive Examination (CCPE)**

**Credits – 0**

The Comprehensive Counselor Preparation Examination (CCPE) is an evaluation of the knowledge acquired by the student during professional studies in the Mental Health Clinical Counseling Program.

The exam will contain the content of the core and specialty courses learned by the student during the professional academic experience. The student may choose to take the exam twice during the specific period stablished at the curriculum. The grade obtained must be Pass. The exam is a graduation requirement.

**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 fille 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 fille 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 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 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 developed 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 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, it's 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 e 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 theorical 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 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).

**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 101 Computer Hardware and Networks**
**Credits – 3**
The computer hardware course is designed to introduce the student to the operation, support, and troubleshooting of PCs, laptops, peripherals, and network connectivity issues. Major terms covered in this course are hardware concepts, troubleshooting, repair, maintenance and technical support. It covers CISCO Router Technology and the beginning router configurations, routed and routing protocols, and an introduction to LAN switching. Discusses different LAN and WAN techniques and matches merits of user's requirements to meet business needs.

**CYBS 102 Installing and Configuring Windows Server**
**Credits – 3**
This course provides the student with the knowledge and skills necessary for installing, configuring, managing, and supporting the latest Microsoft network infrastructure. Major focus would be on the network technologies most commonly used with Windows Server and IP-enabled networks. This course provides the skills and knowledge necessary to implement a core Windows Server infrastructure in an existing enterprise environment.

**CYBS 103 Network Infrastructure Security**
**Credits – 3**
A proper network security posture must be comprised of multiple layers. This course provides a comprehensive analysis of a wide breadth of network security technologies that could be deployed to harden a network infrastructure against various attacks. The course covers the installation, and security configurations of various network devices including switches, access points, routers, proxy servers, firewalls, intrusion detection systems, intrusion prevention systems and other security and network appliances at different layers of the OSI model.

**CYBS 104 Introduction to Cyber Security Management and Digital Crime**
**Credits – 3**
Foundation knowledge and essentials skills in all security domains in the cyber world - information security, systems security, network security, mobile security, physical security, ethics and laws, related technologies, defense and mitigation techniques used in protecting businesses. This course covers the technical and managerial knowledge required to effectively manage the overall security posture of an organization. Topics include: Security and risk management, asset security, communication and network security, identity and access management, security assessment and testing, security operations, software development security.

**CYBS 105 Cybersecurity Operation-Identity and Information Security**
**Credits – 3**
This course provides an overview of information security. This is course is designed to prepare students for the challenges facing network security. Students will learn information security terminology, principles of security, and basic types of intrusions. Students are also introduced to various ways to secure systems that store, process, and transport information. Also provides an introductory overview to identity management and security by presenting working definitions of Personal Identifiable Information (PII); identity management and security challenges and best practices; and the combined people, processes, policies, and technology required to manage and secure PII for a number of different market sectors.

**CYBS 106 Linux Networking and Security**
**Credits – 3**
This course provides an essential foundation for students requiring the Linux operating system to perform cyber security related operations. The course engages the student with numerous network security and digital forensics-related labs designed to introduce concepts and develop techniques essential for success in cyber security field. Emphasis is made in the use of both open-source software and security-related utilities.

**CYBS 107 Digital Forensics and Investigation**
**Credits – 3**
This course provides an overview of cybercrime and its investigation. A foundational understanding of the criminal justice system, including laws specific to cybercrime investigation. Students will learn about the variety of crimes occurring, how the investigative process is applied for each type of crime, and problems that are unique to cyber investigation. Also, introduce students to acquire and analyze digital evidence. The course covers tools and techniques and explains topics such as file structure, data recovery, e-mail and network investigations, and expert witness testimony. In addition, the student will gain practical knowledge in conducting digital investigations and preserving digital evidence that maybe used in court or corporate inquiries.

**CYBS 108 Penetration Testing and Legal-Ethical Hacking**
**Credits – 3**
This course covers the process and methods for assessing the security posture of information systems. It reviews in depth the phases of penetration testing to include but not limited to: planning, reconnaissance, scanning, exploiting, post-exploitation and reporting. Tools techniques and procedures for each of the phases will be discussed. The overarching objective of this course is to arm the student with the practical knowledge necessary to integrate the defense-in-depth strategy, as detailed by the National Security Agency (NSA), in deploying, hardening, monitoring, and defending critical information infrastructure in accordance with legal and ethical guidelines of the profession. The class must develop a cybersecurity activity, which they can present their group project and or the best practices of cybersecurity in organizations.

**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 de 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 Sates 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 and 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 592 Comparative Environment Risk Assessment**
**Credits – 3**
The course presents the procedures to establish what risks to health and the environment present chemical, biological and physical agents. The risk assessment method implemented by federal agencies and its usefulness in establishing priorities when establishing acceptable exposure limits is discussed and applied. The application of risk assessment in public communication and how it affects the perception of environmental risk.

**ENMP 593 Current Topics in Environmental Affairs**
**Credits – 3**
The course covers the presentation and discussion of current issues of great importance for professionals in the environmental area. This course offers the opportunity to have virtual guests from private companies, state or federal agencies that make it easier for students to be updated regarding new technologies, new research and resource conservation methods, recent scientific findings, and new legal regulations applicable to environmental issues.

**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 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 advertisings; 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 patters.

**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. Standing 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 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 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 and in-depth understanding of strategy consulting. Course explores dimensions of defining and understands 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 theorical 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.

**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. I 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 founding 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 under-standing 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.

**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, in a variety of settings, selected client experiences that assist the student to integrate content from classroom learning activities and skills laboratory learning. The clinical client care experiences focus on nursing assessment, use of basic nursing skills sets, and teaching for health promotion. There is an emphasis on client safety. Faculty will provide students with formative and summative evaluation.

**NRSE 201C Nursing Fundamentals Clinical**
**Credits – 1**
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. 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 client safety. 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 201L Nursing Fundamentals Laboratory**
**Credits – 1**
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. The lab experiences focus on nursing assessment, use of basic nursing skills sets, safe medication administration and teaching for health promotion. There is an emphasis on client safety. Faculty will provide students with formative and summative evaluation.

**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 maintenance 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 though 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 though 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 though 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**
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.

**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 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 maintenance structural, personal, and social integrity throughout the life cycle.

**NRSE 220L 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.

**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 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 though 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 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 though 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 230L 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 though 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 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 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 240C 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.

**NRSE 240L 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.

**NRSE 250 Maternal and Child Nursing**
**Credits – 2**
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 a skill laboratory, in the simulation laboratory, and in clinical practice.

**NRSE 250C 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 a skill laboratory, in the simulation laboratory, and in clinical practice.

**NRSE 255 Nursing Care of Children and Adolescents**
**Credits – 2**
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 255C 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.

**NRSE 260 Nursing Knowledge Integration**
**Credits – 1**
This course is designed to provide the associate 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 290 Nursing Capstone Leadership Seminar**
**Credits – 3**
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.

**NRSE 290C Nursing Capstone Leadership Clinical**
**Credits – 2**
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 a variety of clinical settings will integrate the knowledge, skills and attributes of the entry level registered nurse.

**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 lean, 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 Theoretical Foundations of Advanced Practice**
**Credits – 3**
Analysis of philosophies, conceptual frameworks, and theories of nursing and other sciences. Discussion of the impact of theories on the development of the nursing profession. Emphasis on the development of theories, classification, components, and evaluation. Will argument about Advances in nursing research and their contributions to professional practice.

**NRSE 501 Public Health Policies, Ethics and Systems**
**Credits – 3**

"The Health Service delivery system of the United States is analyzed during this course. The social, economic, cultural, and political forces that impact the provision of primary health services with emphasis on nursing care are discussed. The professional aspects of advanced practice nursing are analyzed, including the implementation of the role in the reform of the health system. The impact of public policy and the process of legislation at the local, national, and global levels on the health care of individuals and communities is discussed. In addition, the student is provided the opportunity to design innovative strategies that can influence the direction of public policies that improve health services and contribute to the improvement of the nursing profession. This includes an analysis of different ethical dilemmas and the factors that influence the moral state and ethics in health service delivery systems.

**NRSE 502 Nursing Science and the Research Process**
**Credits – 3**
Analysis of the research process and evidence-based practice and its application in the nursing profession. Emphasis on the research process and its contributions to the improvement of nursing practice. Discussion of the steps of the research process designs and related ethical and legal aspects. It requires the writing of a research proposal that promotes the improvement of nursing services.

**NRSE 503 Nursing Research Project Proposal to Publication**
**Credits – 3**
Phase of implementation of a clinical research project in nursing, considering the ethical aspects of research. It requires the presentation and approval of the Human Rights Committee of the Institution (IRB). Emphasis on the application of the research proposal, analysis of the results and recommendations. Discussion of the steps of the process of dissemination of the results. The student presents the proposal to the assigned committee.

**NRSE 504 Advanced History Taking and Physical Assessment**
**Credits – 3**
The theoretical knowledge and advanced skills are presented for the development of the necessary competences to make an estimate of health and comprehensive physical examination, to the clients, throughout the life. Description of the concepts of anatomy, physiology, physiopathology and skills for the identification of physical and psychological signs and symptoms, stages of development, physio pathological changes, and the psychosocial and cultural characteristics of the individual, family and community. Discussion of the components of the health estimate and physical examination. In addition, the practice of health history skills, and exploration techniques for physical examination in different body systems, is required. Emphasis on the development of competencies to diagnose, plan, implement and evaluate individuals and their families in a variety of practice settings within the scope and responsibility of their profession.

**NRSE 505 Health Promotion and Disease Prevention Transcultural Consideration**
**Credits – 3**
Discussion of health priorities, according to Healthy People 2030. Analysis of human caring as an essential dimension of advanced practice nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing lifestyles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and sociobiological and environmental threats to health and safety. Development of culturally competent holistic plans of care that addresses the health promotion and disease prevention needs of client populations that address the health promotion and disease prevention needs of client populations.

**NRSE 506 Advanced Pathophysiology**
**Credits – 3**
Analysis of complex interrelations and interdependence of pathophysiologic concepts, which produce alteration of human functioning across the life span. This serves as a primary component of the foundation for clinical assessment, decision-making and patient management in advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illnesses in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic processes involved in the body's reactions to injury and infection, the immune response, circulatory disturbances, and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine, and neuromuscular functions.

**NRSE 507 Advanced Pharmacology**
**Credits – 3**
Analysis of the essential pharmaco-therapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the lifespan. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion, and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the lifespan and the factors, which influence the patient response to therapeutic agents, adverse drug reactions and appropriate interventions. Description of the controversies related to the bioavailability and bioequivalence of the drugs.

**NRSE 508 Diagnostic & Differential**
**Credits – 3**
Development of advanced practice proficiency in the ordering, analysis and interpretation of appropriate diagnostic tests related to primary care for accurate diagnosis, treatment and referral. Knowledge of clinical decision making will be discussed. This includes comprehension of important pathophysiologic, epidemiologic, psychosocial and clinical management concepts that will help the FNP to determine which diagnostic tests are indicated given the patient's clinical presentation. Discussion and practice of proper specimen collection, handling of specimens, appropriate use of diagnostic tests, accurate interpretation of test results with an appreciation of sensitivity and specificity of the particular test, and appreciation of time factors that influence availability and interpretation of test results will also be included. Practical laboratory sessions will be given concurrently with the theory session.
Students will develop the critical thinking skills necessary to form a differential diagnosis. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis and interpretation of blood tests, and radiologic examinations will be covered. The course will be offered Co-requisites: the Advanced Physical Assessment (APA) course. Case studies will be discussed for every topic included in the APA course.

**NRSE 509 Pharmacology for FNP**
**Credits – 3**

Practical exposure to the general principles of providing and monitoring drug therapy for FNP's, as well as identification of a disease, review of the drugs used to treat the disease, select treatments, special patient considerations, and therapy adjustment. Finally, learn how to provide a primary, secondary, and tertiary line therapy when the first line fails. Discuss the prescription, monitoring, and evaluation of pharmacologic agents utilized to treat common disease states. Description of the teaching needed by individuals and families, to properly adhere to prescribed pharmacology therapy. Identify the roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring, and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed as well.

**NRSE 510 Primary Care 1**
**Credits – 3**
This course is the first of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms and management of head, ears eyes, nose and throat (HEENT) problems, behavioral problems, and mental health.

**NRSE 510C Primary Care 1 Clinical**
**Credits – 3**
This course is the first of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms and management of head, ears eyes, nose and throat (HEENT) problems, behavioral problems, and mental health. Students in the clinical course will work with a preceptor to meet clinical objectives.

**NRSE 511 Primary Care 2**
**Credits – 3**
This course is the second of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders.

**NRSE 511C Primary Care 2 Clinical**
**Credits – 3**
This course is the second of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of

chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. Students in the clinical course will work with a preceptor to meet clinical objectives.

**NRSE 512 Primary Care 3**
**Credits – 3**
This is the third course of a three-part series focusing on established primary care patient care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Post-partum and Family Planning, Women's Health Issues, Pediatric Development and Common Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies.

**NRSE 512C Primary Care 3 Clinical**
**Credits – 3**
This is the third course of a three-part series focusing on established primary care patient care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Post-partum and Family Planning, Women's Health Issues, Pediatric Development and Common Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies. Students in the clinical course will work with a preceptor to meet clinical objectives.

**NRSE 513 Residency**
**Credits – 3**
Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics, or in any other specialty (according to our student's needs), who will be oriented, trained, and certified to serve as preceptors in our FNP program. Cover: pediatric disorders, physiological changes of the elderly population, and elderly disorders. Weekly seminar conferences provide a forum for clinical case study discussions, case presentations, and preparation for the Exit Exam Advanced Practice Registered Nurse: Family Nurse Practitioner. A minimum grade of 80% is required to pass the course.

**NRSE 513C Residency Clinical**
**Credits – 3**
Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics, or in any other specialty (according to our student's needs), who will be oriented, trained, and certified to serve as preceptors in our FNP program. Cover: pediatric disorders, physiological changes of the elderly population, and elderly disorders. Weekly seminar conferences provide a forum for clinical case study discussions, case presentations, and preparation for the Exit Exam Advanced Practice Registered Nurse: Family Nurse Practitioner. A minimum

grade of 80% is required to pass the course. Students in the clinical course will work with a preceptor to meet clinical objectives.

**NRSE 529 Pediatric Primary Care**
**Credits – 3**
This course provides graduate students in the Family Health program with didactic content emphasizing primary care of pediatric patients from infancy through adolescence. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes pediatric wellness, illness prevention, treatment of acute and chronic diseases from infancy to adolescence. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment.

**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 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. A minimum of 125 hours is spent in clinical immersion. 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.

**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. 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. 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. 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**
This course is designed to comply with the required practicum hours. The course may be repeated up to four times, based on the number of hours needed to complete the practicum hours for the D.N.P. degree.

**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. 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 age, 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 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 866 Dissertation I ****
**Credits – 6**
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 867 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 868 Dissertation II ****
**Credits – 6**
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 869 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 it 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 strengthens and social, psychological, physiological, and emotional weaknesses that characterize a student with a deficit of attention. Emphasis on the development of individualized educational programs, appropriate educational practices in the special education classroom and/or in the regular setting is given. Study of the interdisciplinary contribution required for the effective transition of the student to the school life and work is explored. Application, observations, analysis, and development of assessment instruments and planning lessons; responsible uses of technology are also included.

**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, marihuana, 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 (ICT΄s), 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 ICT΄s 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, Abermathy 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 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.

# ADDENDUM

## 2023-2024 Academic Catalog and Student Handbook, Volume II

The following addendum reflects additions, changes, and deletions to the 2023-2024 AGMU's Academic Catalog and Student Handbook Volume II, effective April 15, 2023.

# Contents

Pages 17, 2023-2024 Academic Registration Calendar PT82 ..... 2

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## Pages 17, 2023-2024 Academic Registration Calendar PT82

Edit to the Holiday/University Recess PT 82 from 3/25-3/30 to *3/22/2024.

## Pages 53, 2023-2024 Payment and Refund Policy

Name change and update to the Payment and Refund Policy.

**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.

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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.

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## 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.

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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.

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# ADDENDUM

## 2023-2024 Academic Catalog and Student Handbook, Volume II

The following addendum reflects additions, changes, and deletions to the 2023-2024 AGMU's Academic Catalog and Student Handbook Volume II, effective May 15, 2024.

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Pages 19, 2023-2024 Academic Registration Calendar PT82 and PT14 – Summer 2024 ..... 2
Pages 22, 2023-2024 Academic Registration Calendar PT14 – Summer 2024 ..... 2
Pages 191, Nursing Academic Programs..... 2
Pages 192, Associate of Science in Nursing ..... 2

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## Pages 19, 2023-2024 Academic Registration Calendar PT82 and PT14 – Summer 2024

Main Campus-Online Spanish

- Elimination of 7/1-2024-7/6/2024 from the Holiday/University Recess

## Pages 22, 2023-2024 Academic Registration Calendar PT14 – Summer 2024

Ground Campuses and Main Campus-Online English

- Elimination of 7/1-2024-7/6/2024 from the Holiday/University Recess

## Pages 191, Nursing Academic Programs

Addition – Statement of Candidacy for Metro Orlando Campus:

The following information applies to the Associate of Science in Nursing, and Doctor of Nursing Practice programs at the Metro Orlando campus:

Effective May 15, 2024, this nursing program 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
http://www.acenursing.com/candidates/candidacy.asp

## Pages 192, Associate of Science in Nursing

Update the Program Description to reflect the correct hands-on laboratory, clinical and simulation hours.

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.

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# ADDENDUM

## 2023-2024 Academic Catalog and Student Handbook, Volume II

The following addendum reflects additions, changes, and deletions to the 2023-2024 AGMU's Academic Catalog and Student Handbook Volume II, effective May 28, 2024.

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Pages 191, Nursing Academic Programs.....2

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## Pages 191, Nursing Academic Programs

Edit to the following statements – Statement of Candidacy

South Florida Campus

The following information applies to the Associate of Science in Nursing, Master of Science in Nursing in Family Nurse Practitioner and Doctorate of Nursing Practice at the South Florida campus:
Effective September 8, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on September 8, 2024.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Tampa Bay Campus

The following information applies to the Associate of Science in Nursing, Master of Science in Nursing in Family Nurse Practitioner and Doctorate of Nursing Practice at the Tampa Bay campus:
Effective December 13, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 13, 2024.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
http://www.acenursing.com/candidates/candidacy.asp

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

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