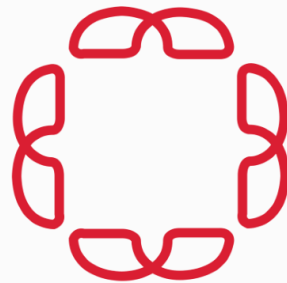


UNIVERSIDAD ANA G. MÉNDEZ
Florida Branch Campuses

Carolina Campus

**2024 –
2025**



**ANA G. MÉNDEZ
UNIVERSITY**

UAGM

**Academic Catalog
and
Student Handbook**

☑ **METRO ORLANDO**

VOLUME II

January 2025

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Section I: Universidad Ana G. Méndez - Carolina Campus

Our Profile

Universidad Ana G. Méndez - Carolina Campus (UAGM – Carolina Campus) is a private non-profit institution of higher education and a component of the Sistema Universitario Ana G. Méndez. Its main campus is located in Carolina, and three off-campus locations in Puerto Rico are located in Cabo Rojo, Barceloneta and Santa Isabel. UAGM-Carolina Campus has one branch campus in the state of Florida: Metro Orlando campus located in Orlando. The UAGM – Carolina Campus is in the Eastern part of the island. It has a suburban campus of over 21 acres, and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

A professionally oriented institution, UAGM-Carolina Campus offers postsecondary certificate programs, associate degrees, baccalaureate programs, and master programs, in the areas of business, culinary arts, tourism, science and technology, education, social work, criminal justice and criminology. Founded in 1949, as Puerto Rico Junior College, it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este and finally evolved into a university in 2001 as UAGM – Carolina Campus.

Mission

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

Vision

To be recognized as a university of outstanding academic excellence in Puerto Rico and worldwide.

Guiding Principles

The principles which guide the Institution are excellence, innovation, justice, respect, freedom of thought and action, solidarity, equity, integrity and social responsibility.

Goals

To fulfill its mission, UAGM – Carolina Campus proposes to:

1. Provide an education of excellence, through the development of cognitive, affective and psychomotor competencies in students that will enable them to make positive contributions to the social, economic and political setting at local and global levels.
2. Offer traditional and nontraditional academic programs, within the constructivist dimension of learning, which meets the interests and needs of a society oriented toward service, technology, internationalization, and research.
3. Attain a faculty that meets the highest standards of excellence, and that promotes its commitment to teaching, research, the use of technology and community service.
4. Promote a culture of service within the academic community with equal opportunities, based on human rights and the fulfillment of social responsibility.
5. Advocate in students the socio-humanistic and the integral formation, as well as entrepreneurship, innovation, technological skills and global vision.
6. Encourage research and creative work in the disciplines to contribute to the cultural, social, political, economic and technical-scientific development of our society.
7. Position the university in the international scenario using diverse activities, collaborative

projects and exchange programs for both faculty and students.

8. Promote a culture of quality and effectiveness through institutional and specialized accreditations of academic programs, consolidation of assessment measurements, and the integration of assessment findings to planning and resources allocation processes.

- Puerto Rico Association of Higher Education
- Puerto Rico Association of Honors Programs
- Puerto Rico Association for Counseling and Development.
- Puerto Rico Chamber of Commerce
- Puerto Rico Library Association
- Puerto Rico Manufacturers Association
- The Association for Institutional Research

Accreditation and Affiliations

UAGM- Carolina Campus is accredited by Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, telephone: 267-284-5011. MSCHE is a regional accrediting agency recognized by the U.S. Department of Education and has extended this accreditation to the UAGM- Carolina Campus Branch Campuses in Florida.

UAGM- Carolina Campus is a member of the following professional associations:

- American Association for Adult and Continuing Education
- American Association for Counseling and Development.
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Physical Plant Association
- Association for Educational Communications and Technology
- College Board of Puerto Rico
- Council on Higher Education Association
- Hispanic Association of Colleges and Universities
- International Facility Management Association
- Learning Resources Network
- Library Administration and Management Association
- National Collegiate Honors Council

For information about professional Accreditations, visit: [Accreditations and Certifications](#)

Statement of Licensure

UAGM- Carolina Campus in Florida is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399-0400; toll-free telephone number (888) 224-6684 (www.fldoe.org/cie).

The Main Campus and additional locations of UAGM- Carolina Campus in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education.

Statement of Policy

This Catalog includes the main terms concerning the formal relationship between students and the UAGM- Carolina Campus. Regardless of its effective date, the institution reserves the right to admit, re-admit or register a student only for a semester or session separately. The institution binds itself only during the semester for which the student has enrolled and paid their tuition fees.

It is the student’s responsibility to know and comply with the content of this Catalog and all the UAGM- Carolina Campus rules and regulations. This catalog complies with the institution’s bylaws, regulations, administrative orders, and duties under Federal Law. The catalog is subject to subsequent amendments.

It is the responsibility of each student to ascertain current information that pertains to the individual programs, particularly regarding the fulfillment of degree requirements, through frequent reference to the Catalog and its addendum, and by consultation with the academic advisor, counselor, and/or other appropriate office. For programs leading to licensure and/or certification, it is the responsibility of the student enrolled in the program to remain in contact with their academic/program advisor and keep informed of any changes implemented to the program to comply with new state and licensure requirements.

In preparing this catalog, efforts are made to provide pertinent and accurate information. Universidad Ana G. Méndez assumes no responsibility for Catalog errors or omissions.

The first section and second sections of this Catalog contain an overview of the UAGM- Carolina Campus and UAGM. Information that pertains to the Florida Campuses is included in Section III. Section IV details information on the programs offered at the Universidad Ana G. Méndez – Carolina Campus, Florida Campuses. This Catalog is electronically available to students at least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog.

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

Mailing Address:

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

Telephone No. (787) 751-0178

Fax No. (787) 766-1706

Website: www.suagm.edu

Mailing Address:

UAGM- Carolina Campus
PO Box 2010
Carolina, PR 00984-2010

Telephone No.: (787) 257-7373

Fax No.: (787) 752-0070

Website: <https://carolina.uagm.edu>

UAGM- Carolina Campus Administration

Dr. Evelyza Crespo Rivera
Chancellor

Dr. Philip Murray
Vacant
Dean of Academic Affairs

Dr. Jesús García Oliveras
Dean of Student Affairs

Mr. Rafael E. Meléndez
Director of Licensing and Accreditation

Ms. Marisol Muñoz Zabala
Dean Institutional Effectiveness

Dr. Juan Carlos Sosa Varela
Dean of the Business, Tourism, and
Entrepreneurship Division

Dr. Ezequiel Bayuelo
Interim Dean of the Liberal Arts

Dr. Jorge Torres Colón
Dean of the Science and Technology Division

Dr. Vanessa Ortiz
Dean of the Health Sciences Division

Dr. Rolando García
Dean of the Engineering, Design and Architecture
Division

Dr. Mildred Y. Rivera Cordero
Dean of Professional Studies Division

Dr. Awilda Fontánez
Dean of Technical Studies Division

Legislative Boards

The Administrative Council of UAGM- Carolina Campus is the legislative body of the Institutional policy of the university in accordance with the by-laws of the Sistema Universitario Ana G. Méndez as established by its Board of Directors.

The Chancellor, the Vice Chancellor, Vice Chancellor of Student Affairs, Vice Chancellor of Physical Facilities and Operations Manager, Vice Chancellor of Information Resources, Vice Chancellor of External Resources, Vice Chancellor of Administrative Affairs, Deans of the Schools, four faculty representatives, one Director of the Off-Campus locations, and two student representatives constitute the Administrative Council.

The Academic Board of UAGM- Carolina Campus regulates all the academic aspects of the Institution. It recommends relevant regulations regarding faculty, curricula, educational projects, and other educational innovations. The Academic Board consists of the Vice-Chancellor, the Associate Deans of the Schools, the Library Director, ten undergraduate faculty representatives, and two student representatives.

Academic and Student Affairs Commission

The Academic and Student Affairs Commission (A.S.A.C.) consists of fifteen (15) members as follows: eight (8) faculty facilitators and seven (7) administrators. The faculty facilitators include representation from the following areas: one (1) from liberal arts and criminal justice, one (1) from business administration, economics, and hospitality, one (1) from natural and health sciences, one (1) from Education, one (1) from languages, one (1) from Bilingual Education and ESOL, one (1) Campus at Large (South Florida), and one (1) Campus at Large (Tampa Bay Campus). The composition for the administrators is as follows: three (3) Academic Directors, three (3) Directors of Learning Resource Center, and the A.S.A.C. Chair. Special Guests, other officers, and facilitators shall be invited to participate in the meetings of the A.S.A.C. when the agenda includes items that touch on those programs.

A.S.A.C. reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in UAGM operations in Florida.

Section II: Sistema Universitario Ana G. Méndez

Profile

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

Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, SUAGM has established the Metro Orlando Campus as additional location in Florida.

Central Administration and Board of Directors

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

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

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

Board of Directors

Dr. René A. Soto Torres, Board Member / Board Chair

Dr. Migdalia Torres Rivera, Board Member, Board Vice Chair

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

Dr. Herminio Martínez Escudero, Permanent Board Member

Rafael A. Nadal Arcelay, Esq., Permanent Board Member

Mr. Wilfredo Cosme Ortiz, Board Member

Ms. Rita Di Martino, Board Member

Delia Castillo de Colorado, Esq., Board Member

Dr. María J. Rodríguez Martínez, Board Member

Margarita T. Millán, Esq., Board Member

Eng. Oscar Jiménez Martir, Board Member

Mr. Ubaldo Catasús

Non-Discrimination Statement

Universidad Ana G. Méndez – Carolina Campus do not discriminate on the basis of race, handicap, national or ethnic origin, creed, color, gender, social condition or political, religious, social or trade union beliefs. The University is required by Title IX not to discriminate on the basis of sex in education programs and activities. The University Title IX Coordinator for any inquiries by students, parents or guardians, employees and applicants for admissions and employment is Ms. Luz Velázquez and she can be reached at 5575 S. Semoran Blvd. Suite 502 Orlando, FL 32822, Telephone: 407-563-6501, email: lnvelazquez@uagm.edu.

Statement of Legal Control

The Sistema Universitario Ana G. Méndez Inc., is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Florida. The corporation is governed by its Board of Directors under its systemic bylaws. The Sistema Universitario Ana G. Méndez, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as UAGM-Carolina Campus.

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

Introduction

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

Metro Orlando Campus Administration and Staff

Omar Villafañe

Campus Director

Rosa Musi

Academic Director

Jacqueline Castro

Director of Integrated Services

Yeriel Rodríguez Bartolomei

Director of Admissions

Katia Godineaux

Interim Director of Financial Aid

Priscilla Alejandro

Associate Registrar

Dimary Dosal

Bursar Officer

Rafael Del Rio

Learning Assistant Specialist

Dirza Almestica

Interim Director of Library

Edwin de Jesús

Director of Career Services

Physical Facilities

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

Campus Address and Telephone Numbers

Metro Orlando Campus

Physical and Mailing Address

5601 South Semoran Blvd.

Suite # 55,

Orlando, FL 32822

Phone: 1-877-647-8246 / 407-207-3363

Fax: (407) 207-3373

Website: www.usa.uagm.edu

Academic Calendars

2024-2025 Academic Registration Calendar
Carolina Campus
Fall 2024

FIRST SEMESTER 2024-2025 FALL 2024					
SEPTEMBER 23 10 Days	Deadline for students to request Incomplete Removal and Grade Changes from Summer 2024.				
SEPTEMBER 30	Deadline for students to request a change of program, campus, or modality for next semester (Spring 2025).				
SEPTEMBER 30	Deadline for Faculty to submit Incomplete Removal and Grade Changes from Summer 2024.				
OCTOBER 31	Graduation Application Deadline				
NOVEMBER 11	Next semester registration (students without courses, add/drop and changes)				
DECEMBER 1	Next year FAFSA Renewal				
DECEMBER 16-20	Satisfactory Academic Progress Process				
PT 16 16 WEEKS AUGUST 19 - DEC 14		PT 81 8 WEEKS AUGUST 19 - OCTOBER 12		PT 82 8 WEEKS OCTOBER 14 - DECEMBER 14	
AUGUST 19	Classes Begin	AUGUST 19	Classes Begin	OCTOBER 14*	Classes Begin
AUGUST 24	Add/Drop Deadline (without charge)	AUGUST 24	Add/Drop Deadline (without charge)	OCTOBER 19	Add/Drop Deadline (without charge)
AUGUST 27-31	Census attendance deadline	AUGUST 27-31	Census attendance deadline	OCTOBER 22-26	Census attendance deadline
SEPTEMBER 3	Deadline to request Class Reinstatement	SEPTEMBER 3	Deadline to request Class Reinstatement	OCTOBER 29	Deadline to request Class Reinstatement
NOVEMBER 23	Withdrawal Deadline	SEPTEMBER 28	Withdrawal Deadline	NOVEMBER 23	Withdrawal Deadline
DECEMBER 14	Classes End	OCTOBER 12	Classes End	DECEMBER 14	Classes End
DECEMBER 11-15	Grades Due	OCTOBER 9-13	Grades Due	DECEMBER 11-15	Grades Due
SEPTEMBER 2* OCTOBER 14* NOVEMBER 11* NOVEMBER 25-30	Holidays/ University Recess	SEPTEMBER 2*	Holidays/ University Recess	OCTOBER 14* NOVEMBER 11* NOVEMBER 25-30	Holidays/ University Recess

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

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

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

**2024-2025 Academic Registration Calendar
Carolina Campus
Spring 2025**

SECOND SEMESTER 2024-2025 Spring 2025					
JANUARY 25	Deadline for students to request Incomplete Removal, and Grade Changes from Fall 2024.				
JANUARY 4	Deadline for students to request change of program, campus, or modality for next semester (Summer 2025/Fall 2025).				
FEBRUARY 1	Deadline for Faculty to submit Incomplete Removal and grade changes from Fall 2024.				
FEBRUARY 28	Graduation Application Deadline				
APRIL 15	Next semester registration (students without courses, add/drop and changes)				
MAY 1	Next year FAFSA Renewal				
MAY 5-10	Satisfactory Academic Progress Process				
PT 16 16 WEEKS JANUARY 13 - MAY 10		PT 81 8 WEEKS JANUARY 13 - MARCH 8		PT 82 8 WEEKS MARCH 10 - MAY 10	
JANUARY 13	Classes Begin	JANUARY 13	Classes Begin	MARCH 10	Classes Begin
JANUARY 18	Add/Drop Deadline (without charge)	JANUARY 18	Add/Drop Deadline (without charge)	MARCH 15	Add/Drop Deadline (without charge)
JANUARY 21- 25	Census attendance deadline	JANUARY 21-25	Census attendance deadline	MARCH 18-22	Census attendance deadline
JANUARY 28	Deadline to request Class Reinstatement	JANUARY 28	Deadline to request Class Reinstatement	MARCH 25	Deadline to request Class Reinstatement
APRIL 26	Withdrawal Deadline	FEBRUARY 22	Withdrawal Deadline	APRIL 26	Withdrawal Deadline
MAY 10	Classes End	MARCH 8	Classes End	MAY 10	Classes End
MAY 7-11	Grades Due	MARCH 5-9	Grades Due	MAY 7-11	Grades Due
JANUARY 20* FEBRUARY 17* APRIL 14-19	Holidays/ University Recess	JANUARY 20* FEBRUARY 17*	Holidays	APRIL 14-19	University Recess

The calendar is subject to change. Administrative process deadlines on Holidays will be processed on the next business day.
*Make-up classes will be required to meet the minimum classroom hour requirement.

**2024-2025 Academic Registration Calendar
Carolina Campus
Summer 2025**

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

PT 81 8 WEEKS MAY 19 - JULY 19	
MAY 19	Classes Begin
MAY 24	Add/Drop Deadline (without charge)
MAY 27-31	Census attendance deadline
JUNE 3	Deadline to request Class Reinstatement
JUNE 28	Withdrawal Deadline
JULY 19	Classes End
JULY 16-20	Grades Due
JUNE 30-JULY 5	University Recess

PT 10 10 WEEKS MAY 19 - AUGUST 2	
MAY 19	Classes Begin
MAY 24	Add/Drop Deadline (without charge)
MAY 27-31	Census attendance deadline
JUNE 3	Deadline to request Class Reinstatement
JULY 19	Withdrawal Deadline
AUGUST 2	Classes End
JULY 30 – AUGUST 3	Grades Due
JUNE 30-JULY 5	University Recess

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

2024-2025 Partial Grades – Midterm

First Semester 2024-2025 FALL 2025 Partial grades-Midterm Due	
PT16 (16 WEEKS) AUGUST 19-DEC 14	October 4, 2024
PT81 (8 WEEKS) AUGUST 19-OCTOBER 12	September 13, 2024
PT82 (8 WEEKS) OCTOBER 14-DECEMBER 14	November 8, 2024

Second Semester 2024-2025 SPRING 2025 Partial grades-Midterm Due	
PT16 (16 WEEKS) JANUARY 13-MAY 10	March 7, 2025
PT81 (8 WEEKS) JANUARY 13-MARCH 8	February 7, 2025
PT82 (8 WEEKS) MARCH 10-MAY 10	April 21, 2025

Third Semester 2024-2025 SUMMER 2025 Partial grades-Midterm Due	
PT81 (8 WEEKS) MAY 19- JULY 19	June 13, 2025
PT10 (10 WEEKS) MAY 19-AUGUST 2	June 20, 2025

Students' Academic Requirements, Regulations and Services

Admissions

(UAGM – Carolina is currently not accepting new students.)

Non-Degree Programs

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

Undergraduate General Admission

General Requirements for Admission:

- The applicant must provide evidence of a standard high school diploma or its equivalent.
- Applicants who have completed previous college level coursework must provide evidence of a standard high school diploma or its equivalent and an official transcript from the transferring institution (this means a document issued by the institution which includes an official seal, generally with a stamp stating “official transcript”).
- If the applicant is enrolling in a bilingual program, before enrolling in any course, applicant may be required to take a language proficiency assessment. Please refer to the UAGM US Placement Protocol and the Transfer Credit Policy.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission. They will be interviewed by the Campus Director (or his designated representative). The Director or his authorized representative will determine if the applicant

can be admitted. *Additional requirements may apply to specific academic programs including but not limited.*

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

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

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

Graduate General Admission

General Requirements for Admission:

1. The applicant must submit an official transcript, as defined above, providing evidence of an earned baccalaureate degree with a minimum cumulative grade point average (CGPA) of 2.25.
2. Applicants with a CGPA of less than 2.25 may be admitted to the institution at the

discretion of the Campus Director via a documented personal interview.

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

Specific Program Admission Requirements

Master in Social Work (MSW)

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

This program is not admitting new students

Appeals of Admission Decisions

Undergraduate and graduate applicants may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal. The Campus Director's decision may be appealed in meritorious cases to the Chancellor.

Readmission

UAGM – Carolina is currently not readmitting students.

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

Each student applying for readmission to the Institution will be subject to the current

curriculum in effect for the program of study to which they are re-admitted.

Admission Validity

1. Students can only enroll in programs offered at the time of their admission or readmission.
2. Admission or readmission to UAGM – Carolina Campus Florida Branch Campuses will be valid for one semester of the academic year, beginning on the date it is granted.
3. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents or that do not meet the established requirements will be considered provisional applications. If the documentation is not received within the semester for which the application is submitted, the Institution may invalidate the student's provisional admission and cancel their provisional application.

Transfer Credit Policy

The following criteria generally govern the transfer of credit at UAGM – Carolina Campus. Additional requirements will apply to specific academic programs, which are listed in the Academic Programs section.

- 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: 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 UAGM – Carolina Campus. Course work must be in a curricular area generally recognized for credit at UAGM – Carolina Campus.
- 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 UAGM – Carolina Campus 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 UAGM – Carolina Campus 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 UAGM – Carolina Campus 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 UAGM – Carolina Campus 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 UAGM – Carolina Campus 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 UAGM – Carolina Campus to receive transfer credit.
- Transfer students must comply with UAGM – Carolina Campus 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 UAGM – Carolina Campus 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) consists 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

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

Residency Requirements

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

International Students

(UAGM – Carolina Campus is not admitting international students.)

- All requirements for admission, readmission, and transfer will apply to international students.
- Admission for international students will be subject to the immigration laws and regulations in effect.

- UAGM – Carolina Campus at all Florida Branch Campuses is authorized to receive international students. Interested applicants must contact the Director of Admissions at each campus for the specifically related processes.

Dual Language Model

Dual Language Nature of Degree Programs

Degree programs at the UAGM – Carolina Campus are bilingual (English/Spanish) following the dual language 50/50 approach in which courses are taught 50% in English and 50% in Spanish. English and Spanish courses do not follow the 50/50 approach. All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Applicants, who do not demonstrate basic knowledge in English or Spanish, as determined by test results, must complete additional language courses.

A graduate of UAGM – Carolina Campus is expected to be a Dual Language Professional who demonstrates professional competencies confidently in their field of study in English and in Spanish.

Language Placement Tests and Developmental Courses

All admitted students are required to take our English and Spanish language placement examinations. These tests help to place students in the most appropriate language level and courses. According to their results, students may be required to register for developmental language courses. Developmental courses considered non-credit hours do not count towards graduation on any specific career program.

Students may have taken these examinations prior to being admitted as part of their orientation or application process. The test

scores and placement results are considered valid for enrollment if they are not older than one year. Placement test scores and placement results are valid for one calendar year. Students are advised to come prepared. Placement exams may take between 2 to 4 hours, depending on their proficiency in both languages.

Undergraduate Developmental Courses

The undergraduate English language developmental courses are ENGL 050-O and ENGL 102-O. Students are required to take both as a sequenced order or only ENGL 102-O, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for rigorous academic work.

The undergraduate Spanish language developmental courses are SPAN 100-O and SPAN 102-O. Students are required to take both or only SPAN 102-O, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for college level academic work.

Testing Out of Developmental Courses (Undergraduate)

Undergraduate students who are proficient in either English or Spanish, as demonstrated by attaining a predetermined score on the placement exam may not need to enroll in developmental courses. These students will be asked to complete and pass a written essay examination and an oral interview. If successful, students may start taking language credit courses and begin working towards their degree from the start. Otherwise, students must enroll in the corresponding language developmental course.

Graduate Developmental Courses

The graduate English language developmental courses are ENGL 500-O, ENGL 501-O, and ENGL 502-O. Students are required to take one, two or the three developmental courses as a sequence, depending on their placement exam score. These courses must be taken consecutively during the student's first semester of enrollment as they are designed to prepare students for rigorous academic work.

The graduate Spanish language developmental courses are SPAN 500-O, SPAN 501 and SPAN 502-O. Students are required to take one, two or the three developmental courses, depending on their placement exam score. These courses must be taken during the student's first semester of enrollment as they are designed to prepare students for college level academic work.

Testing Out of Developmental Courses (Graduate)

Graduate Students who are proficient in either English or Spanish, as demonstrated by a high score on the placement exam, may not need to enroll in developmental courses. These students will be asked to complete and pass a written essay examination and an oral interview. If successful, students will not need to take language courses at the graduate level and begin working towards their degree from the start.

Graduates from Bilingual Bachelor's Degrees

Graduate students from a bilingual bachelor's degree received in any of the United States Campuses are not required to take developmental language courses.

Method of Instruction

- Non-degree and degree programs may be offered in a schedule of eight (8), ten (10) (during summer semester only) or sixteen (16) 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 Course Reference Number (CRN).

The students will be required to do a minimum of 10 hours of individual or teamwork outside the classroom per week per class. Faculty and students will have access and interact through the Learning Management System (LMS) for coursework outside the classroom.

Course Modules and Language of Delivery

UAGM – Carolina Campus follows the Discipline-Based Dual Language Immersion Model® developed by Sistema Universitario Ana G. Méndez for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

The rigorously selected and certified faculty community at all mainland campuses utilizes a wide variety of educational materials and resources as well as course modules as part of the teaching-learning processes. The instructional modules contain information on course objectives, topics, assignments, and most importantly serve as study guides for teachers and students by including rigorous learning activities to be carried out in class. Each instructional module also serves as a content planning guide that complements (not substitutes) course materials and textbooks. The modules divide the course into weekly workshops with their own specific objectives and recommended activities to meet the objectives.

Modules are prepared by program facilitators who received specialized training on module

development. To prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Learning Management System (LMS) and can be accessed remotely through the Internet.

Modules for the Campuses also specify the percentages of instruction in English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed dual-language format. Each lesson within a module contains specific information about the instructional language to be used. This can be controlled, for example, by specifically listing reading for a specific week in English, while assignments and/or student presentations are required in Spanish. Modules include texts, references and hyperlinks in both languages and students will be engaged in classroom activities in both languages. The modules developed to allow the students to be exposed and to facilitate their use of both languages in order to promote the development of bilingual professionals. All modules are presented with the dual language format, except English and Spanish courses that are entirely in the corresponding language.

Language Support and E-Lab

A Language Lab and an E-Lab that provides students with the resource to improve their proficiency in English and Spanish are available to support students in order for them to reach the desired level of bilingualism. One of the functions of the Language Lab is to offer preparatory courses for students who do not meet the language requirements to enroll in a degree granting program. Various rigorous and challenging software programs at different proficiency levels are used. Net Tutor® online tutoring services are available in both English

and Spanish. Other online resources such as Gurabo's Virtual Library, E-Books, and E-Libros, Tell Me More (Rosetta Stone). Students may request the E-Lab informative brochure from the Retention Officer at any time.

The goal is to provide students with a high-quality education in both languages (English and Spanish) and offer them tools to ensure success in their university and professional lives.

Registration

Registration

The 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:

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

Registration Holds

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

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

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

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

Programming of Courses

Academic Affairs is responsible for determining which courses will be offered, the number of sections to be created, the number of sections and the faculty assigned to each course.

Program Moratorium or Campus Closure

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

Late Registration

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

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

Advanced Standing

A student's time to complete their program of study may be shortened through transfer of credit, or credit from prior learning as defined in the admission section. The maximum amount of advanced standing credit, regardless of source, cannot exceed 75% of the total degree program length for undergraduate programs.

Academic credit that is awarded through one of these methods is not calculated in the student's

cumulative grade point average but is factored into the determination of the maximum time in which a program must be completed as published in the section entitled Satisfactory Academic Progress. Advance standing through transfer credit or credit from prior learning credits do not apply to students pursuing a diploma 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 UAGM – Carolina Campus will be accepted at any other institution.

Program Changes, Withdrawals, and Transient Registration

Re-classification of Program or Major

Active students may submit a request to change their program or major by submitting a *Student Services Request Form* by the add/drop by the 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)**.

UAGM- Carolina Campus reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

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

Early Identification of Partial Withdrawals:

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

guide them on the process of reinstatement in the course.

Unofficial Withdrawal:

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

Course Reinstatement:

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

1. The student has a period of three (3) calendar days (excluding holidays, Saturdays and Sundays) to request the cancellation of the withdrawal with the reinstatement in the course(s) by the Registrar's office.
2. The student must complete the respective form for the reinstatement of the course(s). In the document, the student will be certifying that they will continue to participate in academic activities.

3. The request for reinstatement in the course(s) must occur no later than 5 days before the deadline established in the academic calendar to file withdrawals.
4. The Registrar's office proceeds with the evaluation of the request and notifies the student and the faculty that the student was reinstated in the course(s).
5. After the process of reinstatement in the course(s) has been processed, if the student wishes to file a new withdrawal (within the dates established in the academic calendars), the effective date will be the date on which the new withdrawal request is filed.

Transient Registration

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

1. In order to enroll as a transient student at another institution, students must submit the appropriate application form to the campus Registrar's Office. The student will be notified of the decision of their request, subject to the approval of the 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. Courses completed with a "B" or higher will be accepted for students in the graduate programs if the academic program permits transfer credits.

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

Class Attendance

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

Census Policy

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.

Responsibilities:

Registrar's Office:

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

Faculty:

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

Students:

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

Finance Office:

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

Student Classification

Classification of Undergraduate Students

By number of credit hours enrolled

Full time Students – Students who have fulfilled the admissions requirements of the University and who are enrolled in 12 or more credit hours per semester in a program leading to diploma or undergraduate degree.

Three quarter time – Students who have fulfilled the admissions requirements of the University and are enrolled in 9-11 credit hours per semester in a program leading to a diploma or an undergraduate degree.

Half time Students – Students who have fulfilled the admissions requirements of the University and are enrolled in 6-8 credit hours per semester in a program leading to a degree, diploma or certificate.

Less than half time- Students who have fulfilled the admissions requirements of the University

and are enrolled in less than 6 credit hours per semester in a program leading to a diploma or an undergraduate degree.

By credit hours leading to a degree

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

Second-year Students – Those who have completed a minimum of 31 to 60 credit hours.

Third-year Students – Those who have completed 61 to 90 credit hours.

Fourth-year Students – Those who have completed 91 to 120 credits hours.

Fifth-year Students – Those who have completed 121 or more credits hours.

Academic Load- Undergraduate Students

Academic Load per Term

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

Classification of Graduate Students

By number of credit hours enrolled

Full time Students—Students who are registered for a minimum of 6 or more credit hours per semester in a program leading to a graduate degree.

Half time Students –Students who are registered for a minimum of 3-5 or more credit hours per semester in a program leading to a graduate degree.

Less than half time- Students who are registered for less than 3 credit hours per semester in a program leading to a graduate degree.

By credit hours leading to a degree

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

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

Third-year Students – Those who have completed 25 or more credit hours.

Academic Load- Graduate Students

Academic Load per Term

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

1. The regular academic load for a full-time master's 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 Director. 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 Director.

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.

Evaluation of Student’s Academic Achievement

Definition of a Semester Credit Hour

One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course outline under the guidance of a qualified faculty. In addition, students are expected to engage in a minimum of two hours of out of class student work per each course credit hour.

Partial and Final Evaluations:

1. Each part of term (PT), faculty will evaluate students based on the competencies required of the course where there will be at least three (3) partial evaluations and a final evaluation.
2. The weight of each evaluation will depend on the judgment and evaluation method of each faculty. These evaluations may consist of exams, projects, cases or other appropriate activities in the judgment of the faculty and depend on the nature of the course.
3. It will be the responsibility of the students to clarify with the faculty any situation related to their evaluations.
4. If the student has been absent for justified reasons, the faculty may give the student an opportunity for make-up exams or other means of evaluation.

Students must complete the work required for the evaluations on the date stipulated by the faculty.

Responsibility of the Faculty:

1. It will be the responsibility of the faculty to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.
2. It will be the responsibility of the faculty to provide weekly evaluation and feedback to students for all academic activities before the last date established for partial withdrawals.

Grade System

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

1. For the purpose of computing a student’s grade point average (“GPA”), the number value of the grades in the courses shall be:

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

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

AU	Audit Course
I	Incomplete (IA, IB, IC, ID, IF)
IP	Course in Progress
NP	No Pass

NR	Grade Not Reported
P	Pass
T	Transfer Credit
W	Official Withdrawal
WA	Administrative Withdrawal
WF	Compulsory withdrawal
WV	Midpoint evaluation
WN	Administrative Withdrawal

A “**W**” indicates a withdrawal from a course.

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

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

A “**WN**” indicates no attendance in a course within the first two weeks of the term (no grade points). This is reported in the official census.

An “**I**” indicates that a student, who is absent from the final examination or does not satisfy all financial obligations to the University, will receive an incomplete as a provisional grade. Additional information regarding Incompletes is outlined below.

A “**WA**” indicates an administrative withdrawal approved by the Campus Director 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.

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, UAGM – Carolina Campus may pause the grade grievance procedure while the claim of harassment or discrimination is evaluated in accordance with other University procedures.

Process to Submit a Formal Grade Grievance

To submit a formal grade grievance, the student must submit a written statement to the faculty member who issued the grade, or if the faculty member who issued the grade is no longer at the University, to the Academic Director, that includes the following information:

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

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

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

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

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

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

Incompletes

Faculty may assign a grade of an “I” (Incomplete) for a course only if a student (1) has completed 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 faculty and the Academic Director of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.
3. The Incomplete (I) may be removed if the student completes the work required in the

academic session within (1) one academic semester 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 UAGM – Carolina Campus 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, and master's, 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

UAGM – Carolina Campus establishes specific minimum CGPA requirements by program level (i.e., diploma, associate, bachelor's, and master's 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

UAGM - Carolina Campus 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, UAGM – Carolina Campus 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 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 UAGM - Carolina Campus. 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. UAGM - Carolina Campus 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. UAGM - Carolina Campus 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, UAGM - Carolina Campus 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**

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

Use of Artificial Intelligence

Emerging technological and innovative changes have brought new challenges and opportunities for agile, productive development and, in turn, worrisome for developing content and advances in science, among others. Artificial intelligence (AI) has quickly been integrated into our lives, and we are perhaps unaware of its application in different areas of daily life. Our technological equipment and its assistants, common examples of which include SIRI, Alexa, and others, respond to us, recognize, and facilitate countless daily, personal, academic, work, and scientific research functions. Technological applications integrate artificial intelligence elements with multiple productivity functions such as, for example, translations, data analysis and recommendations, among others. This type of artificial intelligence allows us to assist users, including those with visual or hearing needs. Some higher education institutions also integrate elements of artificial intelligence, such as algorithms, into their marketing, retention,

enrollment, interview, and research processes, among others. These facilitate functions and communications, recruitment, and continuous improvement of services and academic tasks. Based on the rise that AI has taken, we consider it relevant and important to establish regulations on the use of these tools in academia. Therefore, responsible, guided, and clear integration is promoted on how, for what, and in what areas these processes could be implemented at the University. This will promote clarity and transparency while establishing the institutional perspective and position on the use of AI in academic, social, and intellectual activities. This policy aims to guide, oversee, and regulate the use of artificial intelligence in an ethical, safe, responsible, and integral manner for the entire university community. This policy incorporates a holistic approach considering the current University policies on copyright, intellectual property, and overall academic fairness.

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

Norms and Procedures

A. Norms

Ethical considerations and academic honesty

At the University, we recognize that AI has the potential to boost education, research, and innovation. However, along with this potential, we must also ensure the ethical and responsible use of AI and AI-based tools. Generative AI technologies are becoming common and popular and the University strives to ensure that members of the academic community,

intentionally or due to lack of knowledge, engage in acts that fail to comply with academic integrity. An example of these potential acts is plagiarism (plagiarism reference). The fact that these technologies are not “human” does not mean that using their generated product may not be considered plagiarism. Ultimately, its “training” is based on other people's work and is not a product of the knowledge of the person who uses it. Certainly, these tools can help in the creative, administrative, and intellectual process, but they cannot become a substitute for human thought and input. Although plagiarism is perhaps the ethical concern that first comes to mind, there are others that are equally important, in areas such as equity and justice (many AI tools perpetuate biases, discrimination, and injustices to members of certain groups), privacy and protection of data (type of use of personal data in institutional AI programs), security (cyber-attacks and unauthorized access to institutional data), among others.

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

- **Authenticity of Work:** All work submitted by students must be their own effort. This involves avoiding plagiarism, which is presenting another person's work, ideas, words, or data as if they were your own.
- **Ethical Use of Technology:** In the context of AI, academic honesty also encompasses the ethical and responsible use of technologies such as machine learning systems and language models in research and learning. This means avoiding undue reliance on these tools for academic tasks and ensuring

that their use does not violate established academic standards.

- Integrity in Exams and Assessments: Maintain honesty during exams and other assessments, avoiding fraud, cheating, and other forms of academic dishonesty.
- Respect for Institutional Rules: Adhere to the policies and regulations established by the University in relation to academic conduct, including rules on tasks' collaboration, presentation of work, and use of academic resources.
- Research Transparency: Maintain a transparent and ethical research practice, reporting results honestly, without manipulating data or results, and appropriately recognizing the contributions of others, including AI.

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

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

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

B. Examples of AI permitted uses

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

- Idea generation - developing outlines in the planning phase of projects, tasks or assignments
 - Writing assistance - checking grammar and style; and obtaining writing suggestions provided the final content is reviewed and adjusted by the author.
 - Research and development - generating and refining ideas; refining questions or hypotheses; consulting on a topic.
- C. Examples of where AI is not permitted

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

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

D. General Considerations

- Associates – Associates may use AI to generate information and facilitate decision-making and operations. You must comply with existing copyright, privacy, security, and data integrity policies and laws.

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

E. Use of Confidential or Personal Data

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

party, compromising institutional privacy and security.

F. Disciplinary Measures

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

Academic Integrity

Academic Integrity: All forms of Academic Misconduct are expressly prohibited and not tolerated in any form. At the beginning of each course and on the syllabus, faculty are responsible for explaining the University's expectations for Academic Integrity, the penalties for Academic Misconduct, and referring students to this policy. Students are responsible for knowing this policy and the penalties for committing Academic Misconduct. Failure of an individual faculty member to remind the student as to what constitutes Academic Integrity or Academic Misconduct does not relieve the student of this responsibility. Any member of the University community who receives information, knows of, or suspects that a student has engaged in Academic Misconduct, the individual is encouraged to submit a report, including a brief narrative of the situation, to the Dean of Academic Affairs.

Initial Report and Conference

Any faculty member who receives information about, knows of, or suspects that a student has engaged in Academic Misconduct in their course, should promptly communicate with the student in writing, present the student with relevant

evidence, and arrange a conference with the student to discuss the matter. At the conference, the faculty member will inform the student of their concerns, and the student will be given the opportunity to present their version of the facts.

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

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

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

Hearings and Sanctions

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

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

greater quality of evidence - making it more likely than not the matter in question is true.

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

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

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

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

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

Appeal

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

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

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

Internship/Externship and Practicum Requirements

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

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

Students enrolled in a program with clinical 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

1. 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.
2. Students must have successfully completed the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate degree program and a minimum GPA of 3.0 for master programs. There are programs that require a specific graduation minimum GPA. Please refer to

the information about your program of study in the Academic Programs section.

3. 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.
4. Students must satisfy all financial obligations before degree conferral.
5. Students must satisfy all admissions documentation requirements.
6. All final grades must be posted on the official transcripts before degree conferral.
7. It is the student's responsibility to ensure that they have fulfilled all graduation requirements.
8. All students, including transfer students, must meet the 25% residency requirements.
9. When calculating the GPA for graduation, only the courses approved at the institution and required for obtaining the degree will be considered.
10. 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.
11. Students must satisfy programmatic academic achievement requirements established for specific programs (Governing Catalog).
12. 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.
13. Students must pay the graduation fee by the deadline established in the Academic Calendar.

14. All students applying for readmission to the institution will be subject to the graduation requirements in effect the year they are readmitted (Governing Catalog).
15. 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.
16. 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.

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. UAGM - Carolina Campus 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.

2024-2025 Tuition and Fees Bulletin

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

Nursing Academic Programs (Courses with subject code NURS)	
Cost per Credit	Cost
Master’s degree programs	\$562

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

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

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

Costs and fees are subject to change.

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

Technology Fee

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

1. Strengthen the quality of the academic experience using technology in support of the curriculum.
2. Provide additional student access to technological resources and equipment that are needed in support of instruction and to maintain and enhance the technological competency of students as it relates to their academic endeavors.
3. The technology fee for each academic term is not refundable.

Additional Expenses and Fees

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

Course materials can range from traditional textbooks to simulations, professional memberships, software, videos, practitioner books, supplies, etc. 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.

Introduction

This policy outlines Universidad Ana G. Méndez (UAGM) Florida Branch Campuses student payment and refund policies.

Scope

This policy applies to all UAGM 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 UAGM.
2. Tuition rates and fees are established annually. Tuition rates and fees are published in Tuition and Fees Bulletin (Bulletin) available on the UAGM 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 UAGM approved payment plan or structure.
6. UAGM permits its students to have a maximum balance of total debt for the academic year, determined by the student residency, as follows:
 - a. Puerto Rico resident students a balance of up to \$2,000
 - b. Non-Puerto Rico resident students a balance of up to \$3,000
7. Students can request a payment plan, in accordance with the limits set forth above, to pay off their outstanding debt.
8. Students using a payment plan must pay their outstanding balance on or before that semester’s payment deadline as described in the table below:

Fall Semester	Spring Semester	Summer
November 15	April 15	July 15

9. If a student has a balance after a payment due date, a \$100 late fee will be placed on their account. This penalty does not apply to Veterans using VA benefits Chapters 31 & 33 and students using military benefits.
10. Students officialize their enrollment by:
 - a. guaranteeing the funding of their tuition costs via financial aid (for example, Title IV funds,

- including Pell Grants or Direct Loans, or other funds); or
- b. making an initial payment, equal to or greater than thirty percent (30%) of their total account balance for non-Puerto Rico resident students or fifty percent (50%) for Puerto Rico resident students.

11. Students who do not pay their account balance, or enroll in a payment plan, by the deadline detailed above may be subject to a financial hold. If this occurs, the student will no longer have access to UAGM services.
12. Students must comply with all established payment, withdrawal, and refund policies and deadlines.

International Students

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

1. International students officialize their enrollment by making an initial payment equal to or greater than fifty percent (50%) of their total account balance.
2. Any outstanding balance must be paid in full on or before the dates set forth in this policy.

VA Students

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

Refund Policy

Non-Attendance or Withdrawals

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

1. **ENROLLMENT CANCELLATION** – Any student who cancels their enrollment on or before the first day of classes will have 100% of the tuition and fees refunded.
2. **Termination Date** – In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.
3. **WITHDRAWAL PRIOR TO THE ADD/DROP DEADLINE** – If the student withdraws on or before the add/drop deadline, the student will be refunded 100% of tuition and fees. The add/ drop deadline is considered during the first (7) days of class.
4. **NON-ATTENDANCE** – Any student who is marked as “non-attending” by their faculty during the established Census period will be automatically withdrawn and will be responsible for 25% of the tuition and fees of the enrolled course. Students that are marked as non-attending in a course but remain in attendance for additional courses will be responsible for 100% of the tuition and fees for those courses. The Census period is considered after the first (7) days of class (add/ drop) and up to the 14th day of class.
5. **MID-POINT** – Any student who, after the add/drop period, was marked as attending, and then obtains a “WF” in all their courses at the end of the semester

will be responsible for 50% of their tuition cost and all fees. The student’s financial aid will also be adjusted to 50%.

6. **PARTIAL WITHDRAWAL** – Any student who, after the add/drop period, was marked as attending, and then withdraws from one or more (but not all) of their enrolled courses will be responsible for 100% of tuition and fees related to such courses. Financial Aid and VA/Military benefits could also be impacted. Students should meet with a Financial Aid Officer prior to requesting a withdrawal to understand the full financial impact.
7. **TOTAL WITHDRAWAL** – Any student who, after the add/drop period, was marked as attending, and then withdraws from all of their enrolled courses in the first 60% of the term registered shall be entitled to a pro rata refund according to the following formula: Total days elapsed (using the student’s official withdrawal date)/total term days. After 60% of the total days of the term has elapsed, the student will be responsible for 100% of tuition and fees. Financial Aid and VA/Military benefits could also be impacted. Students should meet with a Financial Aid Officer prior to requesting a withdrawal to understand the full financial impact.
8. **RETURN OF TITLE IV FUNDS (R2T4)** – If a student who qualifies for Title IV (federal financial aid) funds does not complete the term or part of term, UAGM will complete a pro rata calculation to determine the percentage of the Title IV funding the student has earned for that term in accordance with the Return of Title IV policy.

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

1. If the amount paid to the student account exceeds the cost of tuition and fees, a refund check or direct deposit will be processed.
2. Refunds will be processed within thirty (30) days of the determination date of the student's withdrawal or receipt of a Cancellation Notice from the student, as applicable.
3. Refunds will first be applied to any outstanding amounts owed to UAGM.
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 UAGM.
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

UAGM retains all legal and equitable remedies to collect unpaid debts and will apply these remedies as appropriate. Students with outstanding debt to UAGM may incur interest

and fees or may be referred to third-party debt collection agencies.

Return of Title IV Funds

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

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

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

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

UAGM - Carolina Campus will issue a credit balance payment when a student's financial aid payments received exceed the tuition charges on their account. All credit balances will be processed according to the following refund guidelines:

1. If the amount paid to the student account exceeds the cost of tuition and fees, a check or direct deposit will be processed.
2. Financial Aid credit balances will be processed within 14 days after the financial aid funds have been disbursed into the student account.

Credit Balance and Refund Procedures

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

- A payment will be sent via Direct Deposit to the students who have submitted the University's Direct Deposit form. Students who have not completed the Direct Deposit form will receive a check via 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 UAGM - Carolina Campus to locate the student.
- UAGM - Carolina Campus will not issue a new Direct Deposit or check until the student has completed the corresponding form for a stop payment.
- All claims regarding this procedure or the cancellation, refund and credit balance policies shall be made in writing to the corresponding Bursar's Office.

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 Student Aid Index (SAI) and should be renewed by June 30th each award year that you are enrolled in school.

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

Eligibility Requirements

In order to meet the eligibility requirements, students must:

- Have financial need as determined by the FAFSA.
- Must be enrolled as a regular student in an eligible program.
- Be working toward a degree or diploma.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Not owe a refund on a Federal Grant or have been approved for the Fresh Start Initiative Program with the Department of Education.
- Maintain a Satisfactory Academic Progress.
- Be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment.
- Not have earned a bachelor's degree, to qualify for Pell and FSEOG.
- Provide all verification or required documents requested by the Financial Aid Office.
- Submit all documentation required for admission.

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

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

Graduate Students

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

Federal Loans

Federal Direct Unsubsidized Loan

Federal Unsubsidized student loans accrue interest while the student is enrolled in school. The student is responsible for repaying the loan plus all interest accrued starting six (6) months

after the student graduates or ceases enrollment. If they choose not to pay the interest while in school, it will be capitalized (added to the principle).

Federal Direct PLUS Loan for Graduate Students

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

Federal Work-Study Program (FWS)

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

Veterans' Educational Benefits

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 1974 (Title IV of the U.S. Public law 90-247) for more information regarding FERPA please visit <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Grant-Scholarship Programs

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

Students should visit the Florida Department of Education web page - <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm> to learn more about available grants, scholarships, and application processes.

Grant-Scholarship Programs

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

Students should visit the Florida Department of Education web page - <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm> to learn more about available grants, scholarships, and application processes.

Student Affairs and Services

Student Services

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

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

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

Student service hours of operation:

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

Registrar Services

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

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

Bursar Services

The campus Bursar assists students with their student accounts, setting up payment plans, and

serving as the campus administrator who officializes student registration.

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

Financial Aid Services

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

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

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

Career Services

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

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

Student Retention and Academic Advising

All students have an assigned 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

UAGM - Carolina Campus 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, UAGM - Carolina Campus 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 UAGM - Carolina Campus 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, UAGM - Carolina Campus will provide Reasonable Accommodations to Qualified Individuals with Disabilities on an individualized, case-by-case basis and in a timely manner.

To support students requesting Reasonable Accommodations, UAGM - Carolina Campus has empowered the Directors of Retention and the Academic Counselors 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 UAGM - Carolina Campus 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 faculty and the best ways to implement the accommodation.
- The student will be responsible for returning the letter of reasonable accommodation signed by their faculty members.
- No accommodation will be provided retroactively. UAGM - Carolina Campus 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, UAGM - Carolina Campus will provide the appropriate accommodation as expeditiously as possible; however, some

accommodation can require a longer period of time to arrange.

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 reasonable accommodation, please contact your Director of Retention or your Campus Academic Counselor.

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

UAGM - Carolina Campus is committed to providing prompt and effective resolution of alleged incidents of discrimination and harassment. Any type of retaliation against an individual for requesting an accommodation, using an accommodation, or for filing a complaint or appeal with the University or an external governmental agency is prohibited.

Any student who believes that they have not received fair treatment regarding the Reasonable Accommodation process is encouraged to first meet with their campus Director of Retention 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 faculty first to attempt to resolve the issue. If the student does not find a resolution after communicating with their faculty, they should contact their Academic Counselor.

A student may file a complaint with the University in accordance with the campus-based grievance process outlined in the UAGM - Carolina Campus Academic Catalog and Student Handbook.

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

UAGM - Carolina Campus (“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. UAGM - Carolina Campus shall seek to complete the investigation and provide a written decision within fifteen (15) business days of receipt of the Complaint.
7. The Complaint Administrator reserves the right to forward the results of the investigation to other University officials for appropriate administrative or disciplinary action.
8. The Complaint Administrator’s decision shall constitute a University Decision. Students may appeal the Complaint Administrator’s decision in accordance with the Appeal of University Decision Policy.

General Provisions

- The form to file a Complaint is available on the University’s website under Student

Information in the Student Consumer Information section.

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

Appealing a University Decision

UAGM - Carolina Campus (“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.
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

UAGM - Carolina Campus (“University”) Student Regulations Manual establishes student rights and responsibilities, as well as the rules that govern order, safety, and the healthy coexistence of the UAGM - Carolina Campus student community.

UAGM - Carolina Campus 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 UAGM - Carolina Campus networks or technology will typically not be the subject of these Regulations with two notable exceptions: 1) A threat, defined as a threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon a specific individual(s); and 2) Online or electronic speech that causes significant disruption to University operations or the educational mission. These Regulations also apply to guests of UAGM - Carolina Campus 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

"Preponderance of Evidence" is defined as: the standard of proof that applies to student conduct proceedings or determinations. In order to find that a student or organization

has engaged in prohibited conduct, the standard of proof required is a preponderance of the information contained in the record. The information must demonstrate that it is more likely than not that the violation occurred.

“Student” is defined as:

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

“Campus” is defined as: all areas, owned, leased, or under the control of UAGM - Carolina Campus.

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. UAGM - Carolina Campus will comply with all local law

enforcement. Personal Protection Orders submitted to the UAGM - Carolina Campus Director of Operations, Compliance, and Safety.

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 faculty 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 faculty 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). UAGM - Carolina Campus 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) in writing of the findings and impose sanctions within three (3) business days of the conduct meeting. The registration hold may be lifted depending on the outcome of the conduct meeting.

Student Disciplinary Appeal Committee

Students found responsible for violating the Code may appeal to the Student Disciplinary Appeal Committee (the “Committee”). The Committee’s composition will at minimum include: two (2) faculty, two (2) administrative staff, one (1) student, and will be chaired by the Campus Director or their designee.

A letter of appeal must be submitted to the Committee within ten (10) business days of the receipt of the resolution letter from the assigned Conduct Official. The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the student conduct proceedings, or an appeal for mercy, are not appropriate grounds for an appeal. The Committee will only consider appeals based on at least one of the following criteria:

- a. Significant procedural error- when a student can demonstrate that a procedural error was made that was significantly prejudicial to the outcome of the proceeding.
- b. Significant substantive error- when a student can demonstrate that the evidence presented at the hearing was not sufficient to justify the decision reached or if the sanction(s) imposed is (are) unreasonably harsh based upon the circumstances of the case.
- c. New evidence a student can demonstrate that information that was not available or known to exist at the time of the hearing has arisen which, when considered, may materially affect the outcome of the proceeding.

The Committee will consider the appeal. The Committee may by majority vote:

- a. Alter, amend, and/or overturn disciplinary action;
- b. Schedule a rehearing; or
- c. Uphold the assigned Conduct Official’s determination and sanction.

The Chair of the Committee will prepare a formal letter detailing the determination of the Committee. The Committee should strive to complete their process within 25 business days. The decision of the Committee may be appealed by the student in writing, within a term of twenty (20) calendar days of notification of the decision to the Dean of Student Affairs. The Dean of Student Affairs will review the appeal and make a determination within 15 days calendar. A formal letter will be sent to the student. The student may appeal the decision through the Appeal to University Decision Policy.

General Provisions

Course Numbering System

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

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

The Course Prefix

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

Amendments

UAGM – Carolina Campus has the authority to amend this catalog at any time that it deems necessary.

False information

Any candidate who submits false information to attain admission to the Institution will be immediately disqualified for admission.

If, after admission, it is discovered that a student furnished false information, they will be subject to the appropriate disciplinary measures, including canceling their enrollment and losing the credits completed satisfactorily.

Student's Responsibility

It will be the responsibility of the students to know and comply with all the academic and institutional norms or policies. The Institution will not accept a declaration of ignorance of a norm or policy to avoid complying with it.

Institution's Responsibility

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, 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, session or class. For the same reason, it reserves the right to temporarily, partially; totally or permanently suspend any student before a hearing, in accordance with the Student 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 the academic records and to establish to the right of the students to inspect and review them.

Law 186 (Only for US citizens and residents)

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

Anti-Hazing Policy

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

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

Sistema Universitario Ana G. Méndez Inc.- Florida Branch Campuses do not recognize sororities, fraternities or similar student’s organizations. UAGM does not allow hazing for any reason whatsoever. Students engaging in any potentially harmful activities will be disciplined and may be subject to suspension or termination.

Change of Name and/or Address

It will be the responsibility of the student to notify the Registrar’s Office of any change of name, Social Security information or address (postal and physical) while they are an active student at the Institution. Students must present relevant documentation, in order to update any information related to the Social Security card.

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

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

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

- a) To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, as defined in s. 825.101, or a person with a disability as defined in s. 760.22 or a developmental disability as defined in s. 393.063;
- b) For law enforcement or governmental regulatory purposes;
- c) For the purpose of rendering emergency medical assistance or to intervene in any

other emergency situation where the health or safety of another person is at risk;

- d) For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
- e) If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

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

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

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

Clery Act

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

Minimum Student Enrollment per Session

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

Governing Catalog

A student's UAGM 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.

Section IV: Faculty

Faculty Listing

Academic Year 2024-2025

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Cortés, Gretel	Medical Doctor Ibero-American University, Dominican Republic, 2008
Crus, Oscar	Master of Business Administration, Accounting, Inter American University, PR, 2015
Diaz, Sharon	Master of Arts in English Education, Universidad de Puerto Rico, RUM, PR, 2011
Figueroa, Nichole	Doctorate of Chiropractic, Palmer College of Chiropractic, 2019 Master in Public Health, Universidad de Puerto Rico, PR, 2016
González, Lester	Master in Health Service Administrarion, Health Services Management, 2018
Guzmán, Milton	M.A. in Public Management (Summa Cum Laude), Johns Hopkins University. Washington D.C. 2020 MSc. in Economics, Pompeu Fabra University (Universitat Pompeu Fabra). Barcelona, Spain, 2000 Bachelor’s Degree in Economics, Universidad Central de Venezuela. Caracas, Venezuela. (Full five-year program in economics), 1988
Hurtado, Miguel	Doctorate in Medicine University of Sciences, Arts & Technology Montserrat, 2018 Master in Public Health in Medical Sciences, School of Public Health, 2017 Pharmacy Technician Certificate Ponce Paramedical College, PR, 2008
Irizarry, Cesar	Doctor of Chiropractic, Life University College, Marietta, GA, 2001 Master of Business Administration, Healthcare Management Jones International University, CO, 2011
Jacome-Utreras, Olga	Doctor in Education, Spanish & Literature, Universidad de Guayaquil, Ecuador, 2004
Jaimes-Colina, Daniella	Master’s in business administration, Health Service Management, DeVry University/Keller Graduate School of Management, 2014
Laguna, Nilda	Master’s in Psychology, Carlos Albizu University, 2017
Morales, Mayra	Educational Specialist – School Psychology UCF, 2002 Master of Education, Educational Media & Technology, Boston University, 1992

Faculty Member:	Degrees/Diplomas Held & Awarding Institution:
Nieves, Luz Eneida	PhD Public Health, Walden University, 2019 Master of Public Health in Epidemiology, University of Puerto Rico, 1992
Ortiz Vega, Rafael	Master in Math Education, Interamerican University, 2006
Paz, Cristina	Ph.D. in Human Sciences, Family Violence, University of Zulia, Maracaibo, Venezuela, 2011 Master of Sciences in Clinical Psychology, Rafael Urdaneta University, Maracaibo, Venezuela, 1986
Puerta, María I.	Doctor of Philosophy in Social Sciences, Universidad Carobobo, Venezuela, 2012 Master in Political Sciences, Universidad Central de Venezuela, 2002
Ríos, Dally	Doctor in Clinical Psychology, Carlos Albizu University, 2006
Santiago-Gely, Lourdes	Psy.D in Clinical Psychology, Carlos Albizu University, 2015 Master of Science in Clinical Psychology, Carlos Albizu University, 2006
Torres, Ramón	MS Psychology, Purdue University, 2018
Torres, Miguel	Ph.D., Doctor of Philosophy in Clinical Psychology, Carlos Albizu University, 2020 Master of Sciences in Industrial Organizational Psychology, Carlos Albizu University, 2008
Useche, Maria	Ph.D in Law Attorney, Universidad Central de Venezuela, 2005 Bachelor Law, Universidad Católica Andres Bello, 1974

Section V: Programs of Study

Bachelor Degrees

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

123 Credits

(This program is not admitting new students.)

Program Description

The program Health Services Management has to do with planning and organizing as well as evaluating the services rendered by organizations in the healthcare industry. The students who graduate from this program will be qualified to occupy jobs in the primary or intermediate management levels in the public or the private sector. Students must comply with state and local requirements or limitations to practice the profession.

Graduate's Profile/Outcomes

The graduate of this academic offering will be a bilingual professional academically prepared to perform successfully in primary and intermediate management in health services organizations. What sets apart these professionals is their knowledge in the field of public health, in the field of management, and the integration of both. In this manner, they will ensure the fine balance between providing public health services, fiscal, and managerial health of the organization. The graduate of this academic offering will be:

- professional academically prepared and capable of performing in his work environment to contribute favorably to the development of society; who cares for the improvement of health as the highest priority of the organization in which he serves; who has direct involvement in patient services of excellence; who in his competence contributes to the quality of life of the communities; who utilizes the tools of cost control to maintain cost-effectiveness, without affecting services;
- a leader in primary and intermediate health service management, where he applies his knowledge and initiative to guarantee the public access to quality health services without distinction or barriers;
- Knowledgeable of organizational policies, norms, regulations, and conduct and their relation to public health;
- a facilitator who provides a collaborative environment so that the human resources of the organization may reach their highest potential in the delivery of health services;
- a visionary of processes and results that he plans proactively in order to reach them.

Professional Component

The graduate of the professional component of the Bachelor of Science in Public Health with a major in Health Services Management will possess knowledge on the principles and foundations of public health, epidemiology, biological aspects of human illnesses, and biostatistics. The graduate will be able to solve quantitative, algebraic, accounting, finance, management theory, and economic problems at a basic level. The graduate will also have integrated into his skills the basic elements of management, human relations, and organizational conduct.

Graduate's Profile/Outcome

On completing the requirements of the component and major, the graduate will:

Conceptual:

- a. Describe the different conceptions existing about health and the relationship with public health;
- b. Analyze the relationship among the factors determining health and the state of health;

- c. Apply mathematical, accounting, finance, and economic principles in the solution of problems;
- d. Integrally apply knowledge of public health, epidemiology, and human relations necessary to act effectively and efficiently in the delivery of health services;
- e. Evaluate the performance of organizations as social systems in light of the theories and practices of service management;
- f. Integrate the principles of planning, organization, direction, control, and evaluation of managerial processes, as they apply to health services.

Technical-Motor:

- a. Utilize computers and their software, electronic instruments, and calculators to carry out mathematical, biostatistical, accounting, and finance tasks.
- b. Design tables, graphics, and diagrams to facilitate the organization and presentation of his tasks.

Affective:

- a. Exhibit a proactive attitude when faced with challenges.
- b. Demonstrate leadership in co-curricular, extracurricular, and professional activities.
- c. Express interest and desire for his professional and personal improvement.
- d. Manifest a desire and satisfaction in working in his professional area.
- e. Demonstrate sensibility and empathy when considering the health needs of his clientele.
- f. Demonstrate effective and efficient integration when carrying out collaborative and cooperative tasks.

Major Component

The graduate of the Bachelor of Science in Public Health with major in Health Services Management program at UAGM- CAROLINA CAMPUS will be a bilingual professional who is directly involved in the quality of life of the community. The professional in this area's primary performance is neither preventing nor curing illnesses. However, as a Public Health professional, the graduate represents a key link in providing a healthful and positive environment. In this manner, the professional in this area allows the human resources of the organization to reach their highest potential in the delivery of health services. The primary and intermediate level manager is responsible for collaborating so that the public has appropriate access to high-quality health services.

The student will develop the following skills to be able to:

Conceptual:

- a. Distinguish the concepts, practices, and tendencies that define management, economics, finance, accounting, and budget in the scenario of health services.
- b. Investigate situations that arise and affect the managerial scenario in the health industry, and propose remedial action.
- c. Identify legislation and regulations that apply to the scenario of the health industry.
- d. Design work models, involvement strategies, and evaluation techniques to carry out the appropriate processes of health service management.
- e. Discriminate among different health models and systems to establish strengths, pertinence, and applicability.

Technical-Motor:

- a. Utilize computers and their specialized software, electronic instruments, and calculators to carry out the tasks of managerial processes.
- b. Prepare tables, graphs, and diagrams to facilitate the organization and presentation of his research work

Affective:

- a. Value collaborative and cooperative teamwork.
- b. Value an atmosphere of effective, participatory communication and decision making in consensus.
- c. Manifest pride and satisfaction in working in health services management.
- d. Demonstrate responsibility, punctuality, and diligence in the performance of his functions.
- e. Value respect for professional ethics and group and individual contributions.

Bachelor of Science (BS) – Major in Health Services Management	
Curricular Sequence	Credits
General Education Courses	57
Core/Professional Courses	36
Major Courses	30
Total	123

UAGM – Carolina Campus School for Professional Studies Program Title: Health Services Management Credential Issued: Bachelor of Science (BS) Degree Requirements: 123 Credits							
General Education Courses (57 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
COMP 110-O Computer and Software	3			ENGL 331-O Public Speaking	4		ENGL 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
HIST 273-O History of the United States of America	3			SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken on the first semester				
Core Professional Courses (36 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ACCO 110-O Quantitative Aspects	3			ACCO 111-O Introduction to Accounting I	3		ACCO 110-O
ECON 123-O Economics Compendium	3			HESC 123-O Health and Occupational Safety	3		PUHE 201-O
MANA 210-O Business Administration Theory	3			MANA 213-O Personnel Administration	3		MANA 201-O
MANA 230-O Organizational Behavior	3		MANA 210-O	PUHE 101-O Introduction to Public Health and Health Education	3		
PUHE 201-O Biostatistics	3		MATH 111-O	PUHE 210-O Biological Aspects of Human Diseases	3		SCIE 112-O PUHE 101-O
PSYC 228-O Psychology of Diversity	3			STAT 104-O Basic Statistics	3		
Major Courses (30 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
HESM 110-O Health Services Management	3			HESM 210-O Health Systems and Models	3		PUHE 101-O
HESM 220-O Health Services Planning and Evaluation	3		HESM 110-O PUHE 101-O	HESM 320-O Basic Finances in the Health Industry	3		MATH 112-O
HESM 310-O Health Economics	3		ECON 123-O HESM 210-O	HESM 340-O Budgeting for the Health Industry	3		MATH 112-O HESM 220-O

HESM 330-O Legal Aspects in the Health Industry	3		MANA 210-O PUHE 101-O	HESM 420-O Special Topics in Health Services Management	3		HESM 110-O HESM 220-O COMP 110-O
HESM 430-O Practicum in Health Services Management (Institution/Internship Coordinator’s approval)	3		All Courses Concurrent with HESM 431-O	HESM 431-O Seminar in Health Services Management	3		All Courses Concurrent with HESM 430-O
<p>*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures. QYLE 110-O must be taken within first term of enrollment. REVISED 7/8/14</p>							

Bachelor (BS) – Major in Psychology**121 Credits****(This program is not admitting new students.)****Program Description**

The Bachelor in Science, Major in Psychology trains students to develop, apply, and disseminate new topics in regards to the scientific study of human behavior. The graduate will be a bilingual professional with vast knowledge and skills that will allow him/her to seek entry-level employment in Psychology-related disciplines and other fields, including law, human resources, management, business services and education. The graduate has broad areas to explore and search for alternatives to the problems in mental health, industrial-organizational psychology, and other related fields of general psychology. The program provides the student with a foundation in psychology to facilitate graduate studies in fields related to education, clinical psychology, industrial psychology, counseling, and social work. Students must comply with state and local requirements or limitations to practice the profession.

Program Objectives

- Use their knowledge and understanding of key concepts, principles, theoretical perspectives, foundational models, and historical trends in Psychology in a wide range of careers.
- Apply their gained knowledge in the area of psychological research and analysis to interpret different sociocultural situations using scientific inquiry and critical thinking to solve problems.
- Adhere to ethical and legal standards in the use and practice of psychological techniques with an understanding of their social responsibility to their community at a local, national and global level.
- Communicate effectively to express their ideas, engage others in discussion of psychological concepts, and present information for different purposes through oral and written skills in English and Spanish.
- Exhibit technical skills and abilities in application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation

Professional Outcomes

The Bachelor in Science, major in Psychology program will prepare students to:

- Apply the knowledge of psychology to matters relating to the person, organizations, groups, and society.
- Utilize diverse means to compile information on the behavior of an individual and organization.
- Analyze human behavior based on various conceptual frameworks.
- Demonstrate the use ethics in the performance of the profession.
- Communicate and present visual, oral, and written analysis of psychological problems and recommended solutions.

Bachelor in Science (BS) – Major in Psychology	
Curricular Sequence	Credits
General Education Courses	51
Core Professional Courses	18
Major Concentration Courses	52
TOTAL	121

UAGM – Carolina Campus School for Professional Studies Program Title: Psychology Credential Issued: Bachelor of Sciences (BS) Degree Requirements: 121 Credits							
General Education Courses (51 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
MATH 111-O Intermediate Algebra I	3			ENGL 331-O Public Speaking	4		ENGL 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
HIST 273-O History of the United States of America	3			SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
COMP 110-O Computer and Software	3			SCIE 111-O Integrated Science I	3		
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken on the first semester				
Core Professional Courses (18 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SOCI 204-O Principles of Sociology	3		SOSC 112-O	PSYC 131-O Ethics in Psychology	3		PSYC 122-O
SOSC 250-O Statistics in Social Sciences	3		MATH 111-O	SOSC 260-O Research Techniques in Social Sciences	3		SOSC 250-O
PSYC 121-O General Psychology I	3		SOSC 112-O	PSYC 122-O General Psychology II	3		PSYC 121-O
Major Courses (52 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
PSYC 210-O Human Sexuality	3		PSYC 122-O	PSYC 222-O Adolescence Psychology	3		PSYC 122-O
PSYC 225-O Social Psychology	3		PSYC 122-O	PSYC 226-O Evolutional Psychology	3		PSYC 122-O
PSYC 228-O Psychology of Diversity	3		PSYC 122-O	PSYC 321-O Personality Theory	3		PSYC 320-O
PSYC 344-O Theories of Learning and Motivation	3		PSYC 226-O	PSYC 322-O Theories and Techniques of Psychotherapy	3		PSYC 321-O
PSYC 330-O Interpersonal Psychology	3		PSYC 122-O	PSYC 327-O Psychology of the Elderly	3		PSYC 122-O
PSYC 320-O Abnormal Psychology	3		PSYC 122-O	PSYC 410-O Organizational Psychology	3		PSYC 330-O
PSYC 423-O Physiological Psychology	3		PSYC 226-O	PSYC 415-O Psychology of Leadership	3		PSYC 410-O
PSY324-O Gender Psychology	3		PSYC122-O	PSYC 460-O Senior Capstone in Psychology	3		Upon completion of 90 credits
PSYC 461-O Senior Seminar in Psychology	4		PSYC 460-O				
*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. QYLE 110-O must be taken within first term of enrollment. REVISED 6/15/19.							

Master's Degree

Master in Public Administration (MPA) – Major in Public and Non-Profit Management

36 Credits

Offered at the Metro Orlando and South Florida Campuses.

(This program is not admitting new students.)

Program Description:

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

The Graduate Program in Public and Non-Profit Management will offer courses in the various areas: Management and Leadership in both sectors; Human Resources and Labor Relations Administration; Accounting and Finance; Legal and Ethical Issues, E-Government Projects, and Research Methods applied to public and non-profit sectors (21 credit hours).

Also, students will have the opportunity to select 4 courses (12 credit hours) among the following: Development and Management of Strategic Alliances with Non-Profit Organizations; Development of Grant Proposals for Public Sector; Topics and Cases in Urban Policy and Planning; Urban Affairs and Public Policy; Community Organizations and Public Policy; Special Topics, and Legislative Process.

There is also a Capstone Course (3 credit hours)

Program Objectives

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

Master in Public Administration (MPA) – Major in Public and Non-Profit Management

Curricular Sequence	Credits
Core/Professional Courses	21
Major Courses	12
Capstone Courses	3
Total	36

UAGM – Carolina Campus School for Professional Studies Program Title: Public and Non-Profit Management Credential Issued: Master in Public Administration (MPA) Degree Requirements: 36 Credits			
Core Professional Courses (21 Credits)			
Courses	CRS	UE-T	Pre-Requisite
PUAG 502-O Public and Nonprofit Organizations: Management and Leadership	3		
PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs	3		
PUAG 512 Public and Non-Profit Accounting and Finance	3		
PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3		
PUAG 640-O Development and Management of E-Government Projects	3		
PUAG 515-O Research Methods Applied to Public Affairs	3		
PUAG 535-O Strategic Management and Public Policy	3		
Major Courses (Select 4 Courses - 12 Credits)			
Courses	CRS	UT-T	Pre-Requisite
PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations	3		
PUAG 605-O Topics and Cases in Urban Policy and Planning	3		
PUAG 604-O Urban Affairs and Public Policy	3		
PUAG 608-O Community Organizations and Public Policy	3		
PUAG 615-O Development of Financial Proposals for Public Sector	3		
PUAG 626-O Special Topics	3		
PUAG 610-O Legislative Process	3		
Capstone Course (3 Credits)			
PUAG 665-O Capstone Course	3		9 Approved Credits of Major Courses
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. Revised 6/2011			

Master in Management (MM) – Major in Health Service Management**42 Credits**

(This program is not admitting new students.)

Program Description

The Master in Management Degree with Major in Health Service Management aspires to help develop in a diverse student population critical thinking skill, creativity, knowledge development and applied skills in Health Service Management.

The graduate from the program will be a professional academically trained with the skills to perform successfully at the middle-level management of health service organizations.

The program will distinguish itself by graduating fully bilingual professional with a holistic view of the health services system. In addition, the program courses will include among other courses in health program evaluation, quality and cost control while developing decision-making skills in the context of a health services delivery.

Finally, the student will obtain the ethical and legal knowledge to practice his profession in a highly ethical and legal health services environment.

Program Objectives

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

Master in Management (MM) – Major in Health Service Management	
Curricular Sequence	Credits
Core/Professional Courses	24
Major Courses	18
Total	42

UAGM – Carolina Campus School for Professional Studies Program Title: Health Service Management Credential Issued: Master in Management (MM) Degree Requirements: 42 Credits			
Core Component (24 Credits)			
Courses	CRS	UE-T	Pre-Requisite
HESM 500-O Organizational Behavior	3		
HESM 510-O Strategic Planning in Health Services Organizations	3		HESM 520-O
HESM 520-O Fundamentals of Accounting and Finance in Health Services	3		Undergraduate accounting and finance course
HESM 530-O Economy in the Healthcare Market	3		HESM 520-O
HESM 540-O Health Services Information Systems	3		
HESM 550-O Research Methods in Health Services Management	3		HEMG 600-O HESM 560-O HESM 570-O
HESM 560-O Applied Biostatistics	3		Undergraduate Statistics Course
HESM 570-O Fundamentals of Epidemiology	3		
Major Courses (18 Credits)			
Courses	CRS	UE-T	Pre-Requisite
HEMG 600-O Fundamental in Health Services Evaluation	3		
HEMG 610-O Legal and Ethical Issues in the Evaluation of Health Services	3		
HEMG 620-O Quality Management in Health Services	3		
HEMG 630-O Analysis of Models of Program Evaluation	3		HEMG 600-O HESM 550-O
HEMG 640-O Effective Strategies in the Health Services Evaluation	3		HEMG 600-O HESM 550-O
HEMG 650-O Final Project: Development of a Health Services Evaluation Model	3		
*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with all applicable state and local agencies certification requirements for the degree. Revised 6/4/2014.			

Master in Social Work (MSW) – Social Work
54 Credits
(This program is not admitting new students.)

Program Description:

The professional in the Social Work Program promotes social and economic equity and justice and the well-being of human and social systems. Social workers utilize theories of human behavior and social systems to intervene at the points where people interact with their environments. Human rights and social justice are fundamental tenants of social work. Social workers offer a variety of services to individuals, families, groups, organizations and communities.

Social workers understand both the public and the private social service systems and how it serves its clientele. Among the services performed by social workers are appropriate referrals, direct services, short term therapies, crisis interventions, information gathering, planning, administration and evaluation of social services. Social workers analyze legislation and social policies in order to make recommendations for improving the quality of life of all citizens. Graduates of Social Work must seek professional licensing from the Social Work Board of Examiners at the State Department of Florida.

Admission Requirements

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

Program Goals and Professional Competencies

The Department of Social Work goals are:

Goal 1: To prepare students for beginning and advanced social work practice and careers

Goal 2: To promote social justice and social change

Goal 3: To advance the knowledge base of social work

Goal 4: To serve as a resource for the communities close to our main campus and off-campus sites

UAGM- Carolina Campus program in Social Work has identified twelve (12) competencies that will be central to the professional development of the students. These competencies are:

1. Identify as a professional social worker and conduct as one accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities
11. Offer mental health trans-disciplinary holistic services to individuals, families and small groups
12. Promote the quality and the accessibility of mental health services for underserved populations

Graduation Requirements for the Program:

1. A general grade point average of 3.0
2. Approve a comprehensive examination

License

License requirements vary by state. For information on applying for a license, please refer to the Social Work State Board.

Master in Social Work (MSW) – Social Work	
Curricular Sequence	Credits
Foundation Courses	27
Major Courses	21
Elective Courses	6
Total	54

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

SWGR 608-O Psychopathology, Human Behavior and Social Environment***	3		SWGR 670-O
SWGR 620-O Adult and Elderly Development	3		SWGR 670-O
SWGR 623-O Drug and Substance Abuse	3		SWGR 670-O
SWGR 616-O Violence and Society	3		SWGR 670-O
SWGR 627-O Mental Health Services and Policies	3		SWGR 670-O
SWGR 625-O Psychopharmacology and Social Work	3		SWGR 604-O SWGR 670-O
<p>*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local social work states boards for practicum experiences. Students must comply with State and local social work certification requirements for the degree, as applicable. **This course is mandatory in Florida.</p> <p>REV 6/09/2020</p>			

Course Descriptions

ACCO 110-O Quantitative Aspects

3 Credits

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

ACCO 111-O Introduction to Accounting I

3 Credits

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

COMP 110-O Computer and Software

3 Credits

This course studies the application and handling of basic computer concepts, productivity tools. Include the analysis and evaluation of different application software. The course emphasizes the creation and editing of documents and effective presentation of programs such as search engine, internet, electronic mail, word processor, and presentations. The course requires computer laboratory experiences and practice in the use of the Internet.

ECON 123-O Economics Compendium

3 Credits

This course is a compendium of Economics 121-O and 122-O, this course places emphasis on microeconomics, particularly the theory of firms and markets. It provides a condensed vision of modern macroeconomic theory, including the problems of physical and monetary policy that are pertinent to economic systems. **Pre-Requisite: None**

ENGL 050-O Preparatory English

4 Credits

This course is designed for low and high beginning level students (Level 1 – Starting). It is a conversational and grammar-based immersion course designed to prepare undergraduate students in the four domains for language

proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic coursework in their selected degree program. This course requires the use of E-Lab and/or the Language Lab guided by the course English faculty.

ENGL 102-O Basic English

4 Credits

This course is designed for low and basic level students (Level 2 – Emerging). The primary goal of this course is to teach communicative competence, which is the ability to communicate in English according to the situation, purpose, and student's roles in the communication process at the professional level. Emphasis is placed on the development of aural (listening)/oral (speaking) comprehension skills. Basic reading and writing (productive) skills are also emphasized. In both cases, assignments and activities are in the context of topics from the degree programs the students represent. It systematically reviews basic structures and vocabulary with a substantial amount of listening, speaking, reading, and writing practice, which leads students to a more confident ownership of the language. Reconstruction of relevant life and job activities will be used in a constructivist approach to learning. This course requires the use of e-lab and/or the language lab guided by the course English faculty.

ENGL 115-O College Reading and Writing I

4 Credits

This course is designed for English intermediate level students (Level 4 – Developing). It is the first-year English course. The course focuses on paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the intermediate proficiency level. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student's own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work activities. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisite: None**

ENGL 116-O College Reading and Writing II

4 Credits

This course is designed for English high intermediate level students (Level 4 – Expanding). It is the continuation of the first-year English course, ENGL 115. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase skills on professional college reading and writing skills aligned to the student’s degree program. Research projects will be developed through the responsible use of technology by individual, pair, and group work. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisite: ENGL 115-O**

ENGL 331-O Public Speaking
4 Credits

This course is designed for English advanced level students (Level 5 – Bridging). An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. This course is divided in two required parts: intensive practice in writing different types of essays, monographs, reports, and conducting research in their degree program. The course also focuses in strengthening public speaking skills. English language and professional etiquette for public speaking is studied and practiced in weekly classes. All course assignments and activities are delivered in the context of topics from the degree programs the students represent. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisites: ENGL 115-O, ENGL116-O**

ENGL 500-O Graduate Preparatory English
3 Credits

This course is a conversational/grammar preparatory course designed to prepare graduate-level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course requires the use of E-Lab or the Language Lab.

ENGL 501-O Academic Writing for Graduate Students I
3 Credits

This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides

emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of E-Lab or the Language Lab. **Pre-Requisite: English placement test scores.**

ENGL 502-O Academic Writing for Graduate Students II
3 Credits

ENGL 502-O is a writing course designed to improve the academic writing skills of graduate students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations, and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and paragraph unity. This course requires the use of E-Lab or the Language Lab. **Pre-Requisite: English placement test scores.**

EXPL 101-O Experiential Learning: Introduction to Portfolio
1 Credit

This course involves the evaluation of theoretical and practical experiences for the preparation of an experiential learning portfolio. It is a presentation of evidence and support documentation related to occupational and personal skills acquired in the student’s life to petition their evaluation for academic credit. **Pre-Requisite: None**

HEMG 600-O Fundamental in Health Services Evaluation
3 Credits

Discussion of the development of the discipline, the scope, effectiveness, and efficiency of the evaluation of health services. After completing the course, the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario. **Pre-Requisite: None**

HEMG 610-O Legal and Ethical Issues in the Evaluation of Health Services
3 Credits

The course will train students in the knowledge related to the legal and ethical issues in research and evaluation in the health sector in Florida and the United States. Will prepare the student to exercise control in matters relating to patient rights, risk management, ethics, and compliance. Meet specific regulations, Patients' Rights HIPAA Law, Federal Law 45 CFR 46 Parts A, B, C and D and biosafety principles. As an educational resource, case studies will be included. **Pre-Requisite: None**

HEMG 620-O Quality Management in Health Services
3 Credits

After completing the course, the student will integrate essential concepts and processes of Quality Management in the evaluation of health services. Students will explore trends in health services and compliance with state regulations of the Department of Health and the federal Center for Medicare and Medicaid Services (CMS). It will reinforce the skills to examine and identify solutions to existing problems in the evaluation of health services from the perspective of Total Quality Management. There will be a compilation of the most important historical events of the quality movement. Will discuss how the quality has impacted organizations, success factors, team's work and customer satisfaction. Will present quality initiatives taken at local and international levels to ensure the quality of services. **Pre-Requisite: None**

HEMG 630-O Analysis of Models of Program Evaluation
3 Credits

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course, the students will be taught to develop indicators, statistical analysis, and

development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly.

Pre-Requisites: HEMG 600-O, HESM 550-O

HEMG 640-O Effective Strategies in the Health Services Evaluation
3 Credits

Students will learn to strategically plan and develop models aimed at identifying effective and efficient solutions related to labor scene, including tax, resource conservation and green energy, workers, computer support services, queuing system, medications, case mix, institutional certification and accreditation, compliance, among others. The course will encourage proactive approach to the analysis and evaluation with the primary objective of maximizing the competitiveness of the company they work for. **Pre-Requisites: HEMG 600-O, HESM 550-O**

HEMG 650-O Final Project: Development of a Health Services Evaluation Model
3 Credits

Practical application of the principles and methods of assessment in the management of health services, programs and policies. Distinction between the advantages and disadvantages of different research methods, understanding the concepts of cost-benefit and cost-effectiveness. The approach is aimed at the development of a model for program evaluation and use of information obtained in the evaluation of programs or cases. The course is eight weeks. The course includes two hours of computer lab. **Pre-Requisites: All courses**

HESC 123-O Health and Occupational Safety
3 Credits

The application and evaluation health, environmental health, occupational safety and security principles is included in this course. The study of the origin and development of federal and state legislation related to the workplace. The implementation of environmental policies, its economic effects as related to occupational safety and security will be discussed. The course also focuses on the discussion of different techniques for the prevention of lesions, accidents, and illnesses, related to the occupations as well as the corresponding administrative guidelines and policies. The course uses research, case discussions, reflective essays and teamwork among other teaching methods. The

responsible use of technology is encouraged. **Pre-Requisite: None**

**HESM 110-O Health Services Management
3 Credits**

This is an introduction to the fundamental concepts of management of health services facilities. It covers the application of the administrative processes: organization, direction, control, and evaluation. Emphasis is placed on public policies, health services management status, trends, organization, practices, and issues relative to the delivery of health services in Puerto Rico and in the United States. **Pre-Requisite: None**

**HESM 210-O Health Systems and Models
3 Credits**

In this course, students study the systems, models, health policies, and the infrastructure of health services in the state and in the United States. Emphasis is placed on health reforms and its implication in the delivery of health services to the general population. This course also includes a review of the historical development and the future of health services. **Pre-Requisite: PUHE 101-O**

**HESM 220-O Health Services Planning and Evaluation
3 Credits**

In this course, students are exposed to the historical development of planning and evaluation of health services in the state and in the United States with emphasis on its impact in organizations and in communities. This course includes the theoretical foundations of planning strategies. The course discusses and applies the techniques of evaluation to the health sector. **Pre-Requisite: HESM 110-O**

**HESM 310-O Health Economics
3 Credits**

This course exposes students to the modern micro and macro economy applied to health services in the public and private sectors. Emphasis is placed on the situations and issues of health economics. It also discusses the relationship between the market forces of need and demand of health services. **Pre-Requisites: ECON 123-O, HESM 110-O**

**HESM 320-O Basic Finances in the Health Industry
3 Credits**

This course covers the study of the financial practices of health services organizations. Also, it includes the fundamental methods and techniques for financial

administration in the health services industry, including fund distribution, capital management, determination and assignment of costs service rates. Case studies and applications are provided. **Pre-Requisites: MATH 111-O, MATH 112-O**

**HESM 330-O Legal Aspects in the Health Industry
3 Credits**

This course studies the existing legislation in health services in the state and in the United States. Emphasis is placed on the norms that have a bearing on the health services industry. Application experiences through case studies in aspects such as malpractice, patient rights, informed consent, doctor-patient relationship, accidents, collective bargaining and ethical and legal issues. **Pre-Requisites: MANA 210-O, PUHE 101-O**

**HESM 340-O Budgeting for the Health Industry
3 Credits**

This course studies budget models, including the corresponding programmatic plans, and budget distribution. Emphasis is placed on goals, objectives, and measurable results. The course provides for the application of budget models and techniques to health services settings. **Pre-Requisites: MATH 112-O, HESM 220-O**

**HESM 420-O Special Topics in Health Services
Management
3 Credits**

This course exposes students to an analysis and discussion of current issues and trends in the health services industry. Emphasis is placed in critical reading and analysis of case studies. **Pre-Requisites: HESM 110-O, HESM 220-O, COMP 110-O**

**HESM 430-O Practicum/Seminar in Health Services
Management
3 Credits**

Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues, and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. This is an 8-week course. **Pre-Requisites: All**

courses, Concurrent with HESM 431-O and Institution or Internship Coordinator's Approval. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

**HESM 431-O Seminar in Health Services Management
3 Credits**

This course focuses on the application of theory to practice in the field of Health Management. Best practices in strategic planning are used during the field experience seminar. The professor will supervise the student during the seminar process as the student applies management, critical thinking skills, and develop skills for the establishment of an organizational strategic plan as a course project. **Pre-Requisites: All courses, Concurrent with HESM 430-O**

**HESM 500-O Organizational Behavior
3 Credits**

The course will present how organizational behavior involved in the role, performance and leadership of the manager in health services. It will present the concepts of leadership, difference between leaders and managers, attitudes, personality traits, emotional intelligence and its importance in the environment of health services, in addition to developing successful teams and delegation of authority. The student will identify how individuals learn and how personality is involved in the process of learning and decision-making. There will be case studies. **Pre-Requisite: None**

**HESM 510-O Strategic Planning in Health Services
Organizations
3 Credits**

The students will study the components of planning, institutional goals, budget development, strategic thinking and continuous monitoring mechanisms qualitative and quantitative in healthcare scenario. Assessment methodologies will be discussed to compare different situations. Work plans will be developed, institutional goals, budget, and continuous monitoring mechanisms qualitative and quantitative healthcare scenarios. **Pre-Requisite: HESM 520-O**

**HESM 520-O Fundamentals of Accounting and Finance
in Health Services
3 Credits**

This course explores the essential practices of accounting and finance applied to the health sector. The student will apply the concepts learned from the environment of healthcare settings, including costs, forecast, future costs, direct and indirect costs, "ratios," patient's day's costs, case mix, productivity, inventory analysis, balance sheet, EBITDA, among others. It will focus on the development and interpretation of daily and monthly financial reports as a measure of risk prevention and institutional stability. The course will include additional practice exercises and the use of computer programs. **Pre-Requisites: Undergraduate accounting/finance courses.**

**HESM 530-O Economy in the Healthcare Market
3 Credits**

The course will provide students with the theories and economic principles that guide the health market related to the production of goods, distribution of resources, supply and demand. Economic analyses of the health market including case studies. It will assess the micro and macro environment that explain economic processes. **Pre-Requisite: HESM 520-O**

**HESM 540-O Health Services Information Systems
3 Credits**

Students will learn the basics of design, requirements, applications, operation, control, and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols, and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will know and indicate links requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing and Collection), and others. The course includes two laboratory contact hours weekly. **Pre-Requisite: None**

**HESM 550-O Research Methods in Health Services
Management
3 Credits**

Summary of research methods that apply to the management of health services, students will analyze the various research designs and conduct quantitative or qualitative studies. Students will be strengthened between the drafting processes of applied research reports that help management in decision making. The course lasts eight (8) weeks. The course includes two

contact hours of laboratory weekly. **Pre-Requisites:** HEMG 600-O, HESM 560-O, HESM 570-O

HESM 560-O Applied Biostatistics

3 Credits

Study of the principles and basic concepts of applied statistics and inferential analysis principles in health services. Emphasis is placed on the assessment and analysis of descriptive statistics, hypothesis testing and estimation. It covers the basics of inferential statistics applied to hypothesis testing, mean proportions, and variances in the process of health management and evaluation. Identify and recognize the importance of regression and correlation analysis. The course includes two laboratory contact hours weekly. **Pre-Requisite:** Undergraduate Bio-Statistic course.

HESM 570-O Fundamentals of Epidemiology

3 Credits

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will consider the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistics strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs. **Pre-Requisite: None**

HIST 273-O History of the United States of America

3 Credits

This course is a survey of the political, economic, and socio-cultural development of the United States of America through its history. It covers the humanization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed to the development of the U.S. from its origins to present. **Pre-Requisite: None**

HUMA 101-O World Cultures I

3 Credits

This course is a critical study of humanity's cultural evolution from its beginnings to the development of cities and urban life, with special attention on ancient cities. It promotes general understanding of moral, social, and cultural values through history. The course covers the

study and analysis of the origins of Western civilization from prehistory to the development of the Hellenistic civilization. Students will develop cooperative and critical thinking skills by the analysis of human development and the influence Ancient World cultures, and civilizations have on contemporary political, economic, and sociocultural factors. Emphasis will be on the role played by aesthetics, philosophical, political, and economic factors in civilization. Students will have the opportunity to interact and construct their own knowledge on the topic. **Pre-Requisite: None**

HUMA 102-O World Cultures II

3 Credits

The course of Humanities 102 (HUMA 102), World Culture II is a critical study of the cultural evolution of humankind since the development of cities and urban life to the present. Special attention is paid to cultural events of greatest impact for humanity. The course promotes understanding of moral, social and cultural aspects of Hispanics living in Florida. **Pre-Requisite: HUMA 101-O**

MANA 210-O Business Administration Theory

3 Credits

This course examines the principles and functions of the managerial process systematically. The focus of the course is to analyze the role and behavior of human resources in an enterprise and its interrelations. The course also studies the application of functional planning, organization, direction, and control of managerial case studies. **Pre-Requisite: None**

MANA 213-O Personnel Management

3 Credits

This course studies the basic functions in personnel administration: recruiting, selecting, training, and personnel evaluation. In addition, this course will place emphasis on the importance of the personnel office and of the supervisor and the relationship with the employer. **Pre-Requisite: MANA 210-O**

MANA 230-O Organizational Behavior

3 Credits

This course provides an overview of the individual's personal characteristics within the organizational setting. In order to understand people's behavior in organizations, students will thoroughly cover the following topics: organizational theory and practices, individual characteristics and social processes, understanding group

behavior and organizational objectives, organizational effectiveness, and performance. **Pre-Requisite: None**

MATH 111-O Intermediate Algebra I

3 Credits

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

MATH 112-O Intermediate Algebra II

3 Credits

This course covers the rational exponents and radicals, linear graphs and quadratic equations, inequalities, systems of equations and their applications; special products factoring, and rational expressions and basic geometry concepts. **Pre-Requisite: MATH 111-O**

PSYC 121-O General Psychology I

3 Credits

This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial, and motor systems, perception, learning, and intelligence. The basic theories and their relation to individual and social relations. **Pre-Requisite: None**

PSYC 122-O General Psychology II

3 Credits

The course is an introduction to the scientific study of the fundamental principles that rule human behavior. Concepts and principles related to the development and maturity, such as impulses, motivation feelings, and emotions, frustrations and conflicts, abnormal and normal, etc. will be studied. Also, basic relations and their relationship to the individual and society will be included. **Pre-Requisite: PSYC 121-O**

PSYC 131-O Ethics in Psychology

3 Credits

The course explores legal, ethical, and professional choices in the human services field. Topics include decision-making models, confidentiality, standards, and ethical ideas that guide professional applications of psychology in teaching, research, and practice, including an in-depth exploration of ethical principles and professional codes of conduct. Students also explore

professional organizations in the field as well as ethical and professional issues in the discipline of psychology.

Pre-Requisite: PSYC 122-O

PSYC 210-O Human Sexuality

3 Credits

This course will offer the student the opportunity to understand the principles and concepts related to human sexuality, its history, and tradition. The contributions made by scholars in this field and also the basic determinants of sexual conduct. Physiology, anatomy and the psychological and cultural aspects of sexuality will be stressed. The different sexual dysfunctions and their origins will be studied. All themes will be discussed within the reality of the various cultures. **Pre-Requisite: PSYC 122-O**

PSYC 222-O Adolescence Psychology

3 Credits

Adolescent development and behavior: personality, learning, vocational selection, moral development and social adjustment in the society. Alienation and social commitment are analyzed. **Pre-Requisite: PSYC 122-O**

PSYC 225-O Social Psychology

3 Credits

This course covers a scientific study of the social behavior of the individual. It focuses on the critical analysis of the relationship between culture and personality inside the social constructive process, such as attitudes, duties, stereotypes, opinions, mass phenomenon, social structures, and conflicts. The theories apply to social test are explored. **Pre-Requisite: PSYC 122-O**

PSYC 226-O Evolutional Psychology

3 Credits

This course allows students to study the human development since its conception to death. This course focuses on the theories of learning, cognition in the development, and psychodynamic. It also places emphasis on the interpersonal processes, cognitive, and motivation. It explores the findings in the scientific investigation of the study of human development. **Pre-Requisite: PSYC 225-O**

PSYC 228-O Psychology of Diversity

3 Credits

Study of the human and cultural diversity from the perspective of the sciences of conduct. Analysis of the

differences and similitudes of the individual human behavior as it relates to ethnicity, gender, religion, age, disabilities, sexual orientation, learning differences, types and levels of intelligence, language, and socioeconomic status, among others. Analysis of the psychological, social, economic and legal implications using as a framework current research on diversity. This course will be conducted through discussion of topics, research, case studies and case analysis, technology and group projects.

Pre-Requisite: PSYC 226-O

**PSYC 320-O Abnormal Psychology
3 Credits**

The purpose of this course is to critically analyze what is considered normal behavior. The definitions of what is considered normal and abnormal will be compared, taking into consideration both cultural and socioeconomic criteria in defining these concepts. The evolution of the concept of mental disorder will be analyzed, along with its epidemiology, etiology, diagnosis, and treatment, in addition to the many services and theories that apply to the mental patient. This course also reviews topics associated with stress and its management, human spiritually, and developmental disabilities. Additionally, the different entities of the DSM-V will be explored.

Pre-Requisite: PSYC 321-O

**PSYC 321-O Personality Theory
3 Credits**

This course is a critical evaluation of the principal psychological theories from their origin to the present; establishing their application to psychotherapy. This course also covers the concept of personality from psychoanalytic theories, social, epistemological and existentialist. **Pre-Requisite: PSYC 122-O**

**PSYC 322-O Theories and Techniques in Psychotherapy
3 Credits**

This course covers various focused and psychotherapeutic processes of therapy. It explores theories of personality and learning for counseling, psychology, and psychoanalysis of the function that is carried out. It also concentrates on the discernment in the change of conduct or behavior in the treatment and the justification of the psychotherapeutic techniques. **Pre-Requisite: PSYC 321-O**

**PSYC 324-O Gender Psychology
3 Credits**

This course is designed to introduce the student to the psychological study of gender. Topics will include: What it

means to be a male or a female in our society and other societies around the world; how gender develops over the lifespan; how gender shapes our lives and how the social world shapes our construction of gender; how similar and different males and females are across a number of domains; and how culture, religion, and the media shape and reinforce ideas about gender. **Pre-Requisite: None**

**PSYC 327-O Psychology of the Elderly
3 Credits**

This course offers the student the opportunity to develop the necessary skills to critically evaluate the psychological theories related to the elderly population, recent research in the field, and their implications. The implications of sensory and perceptual changes, learning, memory, intelligence, personality, and motivation in the daily routines of the elderly will be examined. The course integrates readings, discussions, and research in which the students can apply the acquired knowledge. **Pre-Requisite: PSYC 122-O**

**PSYC 330-O Interpersonal Psychology
3 Credits**

Research, theory and their practical applications pertaining to the beliefs, attitudes, and behaviors as they relate to conflict and conflict resolution. Focuses on basic skills for resolving interpersonal conflicts. Topics include analysis of problems associated with emotion, gender roles, culture, ethnicity, communication, confidentiality and impartiality in mediation. **Pre-Requisite: PSYC 122-O**

**PSYC 344-O Theories of Learning and Motivation
3 Credits**

This course introduces students to theories of learning and motivation. Students will learn about empirical research and theoretical perspectives including classical conditioning, operant conditioning, reinforcement, avoidance, punishment, and intrinsic/extrinsic motivation. **Pre-Requisite: PSYC 226-O**

**PSYC 410-O Organizational Psychology
3 Credits**

This course focuses on the contribution of applied psychology to our understanding and practice of management within organizations. This course reviews behavioral science, theories, methods and tools to use and apply in today's work environments. This course covers the design and evaluation of personnel selection and training programs in a variety of organizational settings, development of predictors; evaluation of

instructional and training systems; criteria for performance evaluation, promotion, and training. The course material will begin with an overview of work and organizations in modern industrial society, and then examine individual behavior, move to behavior in groups or teams, and finally discuss organizations as a whole. **Pre-Requisite: PSYC 330**

PSYC 415-O Psychology of Leadership
3 Credits

This course covers the study of the theory and application of fundamental principles of leadership. Students will identify and learn the characteristics of effective leadership across multiple settings. Emphasis is on the psychological theories and how they address the concept and context of leadership. Psychological approaches to the measurement of leadership effectiveness will be used to evaluate various contemporary models found in popular culture. **Pre-Requisite: PSYC 410**

PSYC 423-O Physiological Psychology
3 Credits

This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior and the superior cortical processes is studied. The different emotional theories dealing with motivation and learning will be analyzed. The impact of the theories of behavior will also be analyzed. In addition, the different types of drugs will be considered as well as their effect on the human behavior. **Pre-Requisite: PSYC 122-O**

PSYC 460-O Senior Capstone in Psychology
3 Credits

This course engages students in a capstone experience to bring together the various areas of knowledge and skills gained through the program. Students will consider the emerging trends in Psychology and its application to the real world. This course will help students to self-reflect in their areas of interest and begin career exploration. Students will learn about techniques used for planning their career development within the discipline of psychology or related field, and specific terminology used in the profession. Students will develop their skills in interviewing, oral presentation, and creation of effective written materials for job searches or graduate school admission. Students will select an area or focus for their final research project. **Pre-Requisite: Completion of 90 credits**

PSYC 461- O Senior Seminar in Psychology
4 Credits

The course covers topics from both natural and social science knowledge bases of the discipline. Requires students to demonstrate knowledge learned throughout the program and apply these theories to real-world issues. Students are expected to analyze and integrate learning experiences acquired throughout their program and to evaluate research and current topics relative to their area of concentration. Students complete a research paper that synthesizes knowledge and tools learned in their program while developing an innovative solution to a discipline-specific problem. Students present their research paper and a PowerPoint presentation. **Pre-Requisite: PSYC 460- O**

PUAG 502-O Public and Nonprofit Organizations: Management and Leadership
3 Credits

This course is designed to review the theory and examine the practice of leadership and management in public and nonprofit organizations. Students will examine the mission, organizational structure, resources, and work processes in both sectors. It focuses on the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising. **Pre-Requisite: None**

PUAG 512-O Public and Non-Profit Accounting and Finance
3 Credits

The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management, assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the main issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework. **Pre-Requisite: None**

PUAG 515-O Research Methods Applied to Public Affairs
3 Credits

This course focuses on the study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools are also included. No previous training in statistics is required, but fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences. **Pre-Requisite: None**

PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations
3 Credits

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fundraising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions. **Pre-Requisite: None**

PUAG 535-O Strategic Management and Public Policy
3 Credits

This course introduces students to the concept of public service strategies and how they relate to the public policy-making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy-making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques, and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role

in developing, implementing and monitoring strategy for organizations operating in the public sector. **Pre-Requisite: None**

PUAG 604-O Urban Affairs and Public Policy
3 Credits

This course explores national and local urban policy concerning the major problems that cities and metropolitan regions confront today. Economic globalization, income inequality, and metropolitan decentralization shape the urban policy and analytic focus of the course. It will cover the types of public policies (federal, state and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. **Pre-Requisite: None**

PUAG 605-O Topics and Cases in Urban Policy and Planning
3 Credits

This course focuses on the basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Emphasis is given to the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on the project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. **Pre-Requisite: None**

PUAG 608-O Community Organizations and Public Policy
3 Credits

The course will cover how community-based organizations are affected by and affect urban development and city services. We will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. Community organizations often are defined by how state, federal and city governments define poverty, urban blight, and other measures of the community (including people, not just place). The capabilities and interests of communities often are quite different than those narrowly defined perceptions, and new public policy strategies are recognizing this. How communities communicate to the public policy arena and how government addresses community in that arena are important topics to consider as we search for effective means to solve problems and address issues that are of interest to both the nonprofit and public sectors. **Pre-Requisite: None**

PUAG 610-O Legislative Process

3 Credits

This course focuses on a strategic study of the legislative process in the state and its impact on public and non-profit management. **Pre-Requisite: None**

PUAG 615-O Development of Financial Proposals for Public Sector

3 Credits

This course is a practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on the formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or nonprofit organization project is a requirement. **Pre-Requisite: None**

PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs

3 Credits

This course focuses on the study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course integrates methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public and nonprofit agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the non-union sector in both private, non-profit and public sectors. **Pre-Requisite: None**

PUAG 626-O Special Topics

3 Credits

The course explores modern topics in the field of public administration and non-profit management. Study of the economic, political, social affairs and contemporary challenges that affect the administration of public sector and nonprofit agencies are done. Understanding of the relationships between social, political, economic, and communication systems of today's modern world. Analysis of the management and leadership characteristics of the new public sector administrator, according to new management trends in the changing environment of the 21st Century. **Pre-Requisite: None**

PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations

3 Credits

This course will provide the analysis of on management issues unique to the nonprofit sector. The course focuses on the hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non-financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long-term contractual and non-contractual relationships with the traditional

governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. **Pre-Requisite: None**

PUAG 640-O Development and Management of E-government Projects
3 Credits

This course focuses on the perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include the development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in E-Government. **Pre-Requisite: None**

PUAG 665-O Capstone Course
3 Credits

The purpose of this course is to engage the students in a capstone experience intended to bring together the various areas of knowledge and skills covered in the program. This course integrates knowledge from the curriculum and uses this core knowledge to complete an applied research project that demonstrates mastery of key concepts, methods, and skills in the public and nonprofit management program. **Pre-Requisite: 9 approved credits of Major Courses.**

PUHE 101-O Introduction to Public Health and Health Education
3 Credits

This course is an introduction to the different conceptions of health, as well as, the basic principles of public health and education. This course covers an analysis of the relationships that exist among the four major factors that determine health. It also deals with various epidemiological concepts about health and illness, the natural history of diseases, attention and prevention

levels, specific protection measures and health promotion. Emphasis is placed on existing health education models for individual and community intervention. **Pre-Requisite: None**

PUHE 201-O Biostatistics
3 Credits

This course focuses on the basic concepts and principles of statistics applied to life and health. Emphasis on the basic techniques used in scientific research, primarily in areas of health education and public health. Analysis of the major statistical concepts such as the scientific method and the statistics method and others. **Pre-Requisite: Math 111-O**

PUHE 210-O Biological Aspects of Human Diseases
3 Credits

This course develops sound scientific attitudes, the concepts and the basic biological processes of diseases, such as inflammation, immunological reactions, regeneration and growth control, fibrosis, and necrosis using the scientific method as the tool. Pathogenesis is incorporated to the various perspectives of epidemiology and disease control as they relate to public health. Laboratory experiences promote the application of technology to the study of the principal human diseases and agents that cause them. **Pre-Requisites: SCIE 112-O, MATH 112-O, PUHE 101-O**

QYLE 110-O Attitude Development and University Adaptation*
3 Credits

Analysis and evaluation of the values, attitudes, and prejudices in the academic and professional life. Studies the effect that students' behavior has in their lives and in other people's lives as well. Evaluates different styles of ethical behavior from different philosophical perspectives. This allows them to choose the perspectives that foster greater self-control, particularly in the academic setting. Students apply concepts through concept maps, self-reflection, case study, role-playing, group work, and the responsible use of technology. The course must be completed within the first term of enrollment in the institution. ***Required for all new undergraduate students.**

SCIE 111-O Integrated Sciences I
3 Credits

SCIE 111-O course, Integrated Sciences I, gives the students the opportunity to familiarize themselves and

integrate concepts from the different areas of science. The topics included in this course are Sciences processes, the scientific method, interrelationship between science and technology, matter, energy, physical sciences, and chemistry. Through the use of learning activities, the student will identify, analyze, and discuss teaching techniques and strategies to relay their knowledge to their future students in a constructivist and dynamic way. **Pre-Requisite: None**

SCIE 112-O Integrated Sciences II
3 Credits

SCIE 112-O is the second part of the introductory course to the fundamental concepts of Environmental Science and Biology. The course focuses on the study of living organisms and the interaction among them, placing emphasis on the scientific method, logical reasoning and the development of critical and creative through to understand the molecular and cellular base of all organisms. It also covers topics such as evolution and inheritance based on classic and molecular genetics. It discusses cell energy, metabolism, cell reproduction and growth and their interrelation, to understand how organisms function and the role homeostasis plays on each living being. **Pre-Requisite: SCIE 111-O**

SOCI 204-O Principles of Sociology
3 Credits

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

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

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

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

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

SOSC 250-O Statistics in Social Sciences
3 Credits

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

SOSC 258-O Research Techniques in Social Sciences
3 Credits

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

SOSC 260-O Research Techniques in Social Sciences
3 Credits

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

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

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

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

SPAN 102-O Introductory Spanish Language- Basic Level II

4 Credits

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

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

4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules

in Spanish. At a high intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities, with emphasis on spelling and grammatical rules, and the correct use of writing/editing techniques, that college-level students will learn effective ways to express themselves and apply these to their subject area. They will not only learn the proper rules for written communication but also the correct etiquette that includes from writing e-mails to written reports. Special attention is given to verbal communication and body language as important characteristics of formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members.

Pre-Requisite: None

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

4 Credits

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

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

SPAN 255-O Spanish for Writing and Research
4 Credits

This highest-level Spanish course focuses on the strengthening of Spanish language skills; allows the adult learner to further develop his/her linguistic skills, technical writing, and oral expression, in order to reach the highest and most effective professional level of communication. The learner will perfect the art of writing technical reports, essays, and conduct research relevant to his/her academic subject area. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. **Pre-Requisites: SPAN 115-O, SPAN 116-O**

SPAN 500-O Graduate Preparatory Spanish
3 Credits

This is a preparatory Spanish course for graduate-level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate-level activities, workshops and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the UAGM Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. This course requires the use of E-Lab or the Language Lab.

SPAN 501-O Academic Writing for Graduate Students I
3 Credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the

steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the UAGM Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of E-Lab or the Language Lab.

SPAN 502-O Academic Writing for Graduate Students II
3 Credits

A native speaking student who takes the UAGM Spanish Placement Test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to a paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments. This course requires the use of E-Lab or the Language Lab.

STAT 104-O Basic Statistics
3 Credits

This course will provide the student with the fundamental concepts and methods of statistical analysis. Using as framework sampling methods, graphic representations, central tendency and dispersion measures, probability distributions and the central limit theorem. These will be developed by the analysis and evaluation of cases and research projects. Technology, like spreadsheets and statistical software, will be used responsibly. **Pre-Requisite: None**

SWGR 504-O Social Policy Analysis
3 Credits

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field in the United States. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the

design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505-O Human Diversity and Social Justice
3 Credits

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect United States' society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506-O Social Work with Individuals and Families
3 Credits

An introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507-O Social Work with Groups and Communities
3 Credits

The course explores the process of formation, maintenance, and evolution of groups, communities, and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that

advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities, and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in the group, community, and organizational processes. The focus is placed on the social worker's commitment to social justice, equality and respect for human rights in order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy of today's the United States. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations.

Pre-Requisite: SWGR 506-O

SWGR 510-O Research Design
3 Credits

This course deals with the methodology of designing scientific, social research. It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 511-O Research Analysis
3 Credits

This is the second part of the 6 credits course centralized in the scientific, social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

SWGR 555-O Social Work with Seminar and Field Practicum I
6 Credits

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals,

groups, families, communities, and organizations. It is expected that students can consolidate their education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system. In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frame their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work where students attend three hours a week. **Pre-Requisites: SWGR 504-O, SWGR 505-O, SWGR 506-O, SWGR 507-O, SWGR 510-O, SWGR 601-O, SWGR 606-O**

SWGR 601-O Theories and Models of Human Development and Behavior I
3 Credits

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 602-O Clinical Intervention I
3 Credits

This course is part of an advanced component of the curricular model. This is intended to aid the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples, and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification of various mental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) for precise diagnostics. Several aspects that relate to the environmental and psychosocial functioning

in which humans operate are considered. Moreover, analysis of the various roles of the social work professionals' functions and activities as well as the personal traits or qualities necessary to facilitate the process and the various clinical intervention strategies is taken into consideration. Similarly, it's intended that students develop the skills necessary to identify the strengths and the importance of prevention promotion in order to achieve improved psychosocial functioning. Students are expected to consider legal ethics, human diversity and culture to identify the needs, problems, and concerns that require attention during the clinical intervention.

SWGR 604-O Social Work and Mental Health
3 Credits

This course is directed to the analysis and evaluation of the role, function, as well as the social, ethical and legal responsibility of the clinical social worker that provides services to clients that present mental health problems. It focuses on the concepts of mental illness, the elements involved and the factors that influence the development of mental conditions from a biological, systemic and holistic perspective. The course explores the more common mental conditions, their etiology, and prevalence, and the methods of prevention and treatment in accordance with the DSM IV-TR as a tool in the diagnosis of mental illness. **Pre-Requisite: SWGR 670-O**

SWGR 606-O Theories and Models of Human Development and Behavior II
3 Credits

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for United States' society. The most recent research and its application to the diverse populations served by the field of Social Work are examined. **Pre-Requisite: SWGR 601-O**

SWGR 607-O Clinical Intervention II
3 Credits

This course is part of an advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the theoretical model and therapeutic intervention techniques considering the

target population. It emphasizes on the analysis of various mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems, and concerns that require attention during the clinical intervention.

SWGR 608-O Psychopathology, Human Behavior, and Social Environment

3 Credits

The course examines the history of mental health in the United States in its sociocultural context and evaluation of different approaches to studying psychopathology. The student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment.

The course explores some of the most common mental conditions, their etiology, and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the evaluation of the functions, roles, and social responsibility as well as the contrast of the ethical and legal aspects of the social worker in clinical practice. **Pre-Requisite: SWGR 670-O**

SWGR 610-O Management of Social Services

3 Credits

Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as governing structures, administrative leadership, policy development, program planning and development, human resources, fundraising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 613-O Administration and Supervision of Human Resources

3 Credits

Analysis of how social services administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring, and supervision among others will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and community research.

SWGR 615-O Evaluation of Social Services and Programs

3 Credits

This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services. In this course, students will analyze and evaluate the principles and the most commonly recognized theories of evaluation of social programs and services, as well as how to implement them in their agencies. This course will include the analysis and evaluation of theories and models as well.

SWGR 616-O Violence and Society

3 Credits

This course examines the nature and causes of violence in society, and how its manifestation contributes and perpetuates violence on an interpersonal and intrafamilial level. A diversity of manifestations of violence will be examined from macro and micro-system perspectives. Students will also research and examine the systemic and ecological aspects that perpetuate oppression, inequality, and social injustice, and how these affect human and social group behavior and development. Particular focus is placed on the acquisition of the knowledge to identify and assess risk factors, and on the research skills to evaluate, compare, and contrast different prevention and treatment alternatives. In addition, the course will look at case studies that particularly reflect United States' reality, considering the ethical and legal elements that affect social worker's interventions. **Pre-Requisite: SWGR 670-O**

SWGR 620-O Adult and Elderly Development

3 Credits

This course focuses on the acquisition of knowledge and skills for interventions with adults. It explores factors that promote well-being and prevent illness and disorders in adults and the elderly. Bio-psycho-social theories of aging, the impact of health disorders on individuals and family members, and the relationship of race, gender, ethnicity,

sexual orientation, and social class to health will be presented. **Pre-Requisite: SWGR 670-O**

SWGR 623-O Drug and Substance Abuse
3 Credits

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions. The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marijuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the DSM IV-R. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services. **Pre-Requisite: SWGR 670-O**

SWGR 625-O Psychopharmacology and Social Work
3 Credits

This course has a clinical and orientation to practice. The aim is to examine the interaction and impact of psychopharmacological medication as part of the treatment of mental health patients. Clinical practice of social work includes the acquisition of knowledge of psychotropic medications, and how they interact with the treatment plan. An integral part of this course is to focus on the design of treatment plans through the use of technology resources, recent research related to therapeutic interventions with families and patients. **Pre-Requisites: SWGR 604-O, SWGR 670-O**

SWGR 627-O Mental Health Services and Policies
3 Credits

The course discusses the historical development of the mental health services in the United States. It analyzes the public policies, regulations and the administration of the mental health services, together with the programs, promotional services, prevention, treatment and rehabilitation of children, adolescents and the adult population. The relationship between the governmental sector, private providers, insurers and community-based organizations for the provision of mental health services will be discussed. The impact of federal laws and the financial mechanism for the provision of mental health services will be critically examined. The course will also analyze the stigmatization affecting mental health patients as a human rights and social justice issue. **Pre-Requisite: SWGR 670-O**

SWGR 628-O Budgeting and Finances for the Social Sector
3 Credits

This course is intended for students that aspire to manage a social service agency or program. It provides a basic understanding of the following non-profit management concepts: fiscal policies, accounting systems, budgets, internal controls, financial statements, financial planning and analysis, cash management, among other relevant topics. Students will be exposed to case studies to apply the concepts and to make financial and budgeting decisions for the benefit of the organization or agency.

SWGR 632-O Social Policy Design and Program Development
3 Credits

Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings, and conferences.

SWGR 655-O Social Work with Seminar and Field Practicum II
6 Credits

The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values, ethical and legal issues in professional practice. It is expected that students develop clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented.

At this stage, it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the

intervention with the client and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 665-O Social Work with Seminar and Field Practicum III
6 Credits

The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design, and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the DSM-IV-TR for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan from this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. During this course, it is expected that students integrate their knowledge, values, and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and strengthen the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the course encourages students to achieve integration of evidence-based practices in the intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 670-O Comprehensive Exam I
0 Credits

The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are SWGR 504-O, SWGR 505-O, SWGR 506-O, SWGR 507-O, SWGR 510-O, SWGR 601-O, SWGR 606-O and SWGR 555-O. The exam is divided into three areas: a) research,

b) foundation c) generalist practice. **Pre-Requisite: Concurrent with SWGR 555-O**

SWGR 671-O Comprehensive Exam II
0 Credits

The comprehensive exam II is an individual exercise course covering the master's degree Major courses; these are SWGR 511-O, 602 SWGR-O, SWGR 607-O, SWGR 655-O and SWGR 665-O. The exam is divided into three areas: a) research, b) specialty c) advance practice. **Pre-Requisite: SWGR 670-O**