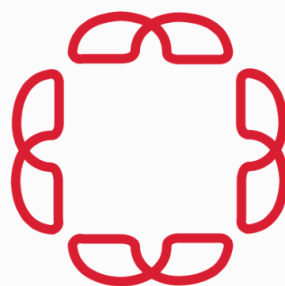


UNIVERSIDAD ANA G. MÉNDEZ

Florida Branch Campuses

Gurabo Campus

2024 –
2025



ANA G. MÉNDEZ
UNIVERSITY

UAGM

Academic Catalog and Student Handbook

METRO ORLANDO

SOUTH FLORIDA

TAMPA BAY

VOLUME II

January 2025

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Section I: Universidad Ana G. Méndez - Gurabo Campus

Our Profile

Universidad Ana G. Méndez – Gurabo Campus (UAGM - Gurabo) is a nonprofit institution of higher education located 15 miles southeast of San Juan, Puerto Rico, within easy reach of the entire east-central part of the island. Its 140-acre suburban campus and its fifteen buildings provide an ideal atmosphere for the learning experience. The university currently operates four (4) additional locations located in Barceloneta, Cayey, Yabucoa, and Ponce, and three (3) in Florida.

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

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

Mission

The Gurabo Campus and its locations are accredited units of Universidad Ana G. Méndez that are committed to academic excellence, research, innovation, entrepreneurship, internationalization, and the socio-humanist development of a diverse population. By developing academic and professional competencies we form citizens capable

of contributing to the local and global communities. Its resources support its post-secondary, undergraduate, graduate, and continuing education academic offer, using diverse learning modes and following the highest standards of quality.

Vision

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

Institutional Values Statement

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

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

Institutional Objectives

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

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

the quality of life in the surrounding communities.

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

Accreditation and Affiliations

Universidad Ana G. Méndez - Gurabo Campus is accredited by Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, telephone: 267-284-5011. The MSCHE is a regional accrediting agency recognized by the U.S. Department of Education. The Middle States Commission on Higher Education has extended this accreditation to the Metro Orlando, South Florida, and Tampa Bay Campuses.

For information about professional Accreditations, visit:

<https://gurabo.uagm.edu/es/academia/acreditaciones>

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

- American Association for Adult and Continuing Education
- American Association for Counseling and Development
- American Association of Collegiate Registrars and Admission Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Management Association
- Council on Higher Education
- Florida Association of Post-Secondary Schools and Colleges
- Hispanic Association of Colleges and Universities
- Library Administration and Management Association
- Library Association Puerto Rico
- Manufactures Association the Association for Institutional Research
- National Collegiate Honors Council
- Puerto Rico Association of Higher Education
- Puerto Rico Association of Honors Programs
- Puerto Rico Association for Counseling and Development Puerto Rico Chamber of Commerce Puerto Rico

Statement of Licensure

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

Universidad Ana G. Méndez - Gurabo Campus in Puerto Rico and additional locations are licensed by

the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education.

Statement of Policy

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

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

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

In preparing this catalog, efforts are made to provide pertinent and accurate information. Universidad Ana G. Méndez assumes no responsibility for catalog errors or omissions. The first section and second sections of this catalog contain an overview of the Universidad Ana G. Méndez - Gurabo Campus and UAGM. Information that pertains to the Metro Orlando, South Florida, and Tampa Bay campuses is included in Section III. Section IV details information on the programs offered at Universidad Ana G.

Méndez - Gurabo Campus, Florida campuses. This catalog is electronically available to students at least one week before enrollment. Students will be informed of any changes or amendments made to the Catalog.

The UAGM and UAGM: Gurabo Campus main campus addresses and telephone numbers are:

Mailing Address:

UAGM

P.O. Box 21345

San Juan, PR 00928-1345

Telephone No. (787) 751-0178

Fax No. (787) 766-1706

Website: www.uagm.edu

Mailing Address:

Universidad Ana G. Méndez - Gurabo Campus

P.O. Box 3030

Estación Universidad

Gurabo, PR 00778

Telephone No.: (787) 743-7979

Fax No.: (787) 744-5394

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

Universidad Ana G. Méndez - Gurabo Campus Administration

Ms. Zoraida Ortiz Muñoz
Chancellor

Dr. Jorge E. Berríos Lugo
Dean of Academic Affairs

Ms. Juanita Cruz Vega
Dean of Student Affairs

Mr. Wilfredo Chiclana
Director of Licensing and Accreditation

Ms. Sandra Maldonado
Dean of 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
Dena of Technical Studies Division

Legislative Boards

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

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

The Academic Board consists of the vice chancellor, the library director, six (6) school associate deans, two (2) student representatives, one (1) faculty

representative for each school, and as many elected faculty members as needed to provide for their majority on the board. The chancellor is an ex officio member of the Academic Board.

Academic and Student Affairs Commission

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

Section II: Sistema Universitario Ana G. Méndez

Profile

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

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

Central Administration and Board of Directors

A Board of Directors of thirteen members governs the SUAGM. The Executive Officers of the Central Administration are: The President, the Executive Vice-President, the Vice-President for Financial Affairs, the Vice President for Planning and Institutional Effectiveness, the Vice President of Academic Affairs, the Vice-President for Administrative Affairs, the Vice-President for Marketing and Student Affairs, the Vice President of Human Resources. The Board of Directors is composed of 13 members: 5 permanent and 8 elected. The Board is organized 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 Catasus, Board Member

Non-Discrimination Statement

Universidad Ana G. Méndez – Gurabo Campus does not discriminate on the basis of race, disability, national or ethnic origin, creed, color, gender, age, socioeconomic status or political, religious, or social beliefs. The University is required by Title IX not to discriminate on the basis of sex in education programs and activities. The University Title IX Coordinator for any inquiries by students, parents or

guardians, employees and applicants for admissions and employment is Ms. Luz Velázquez and she can be reached at 5575 S. Semoran Blvd. Suite 502 Orlando, FL 32822, Telephone: 407-563-6501, email: Invelazquez@uagm.edu.

Statement of Legal Control

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

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

Introduction

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

Metro Orlando Campus Administration and Staff

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

South Florida Campus Administration and Staff

Marcela Munera
Campus Director

Kerelyne Escobar
Academic Director

Vidal Lopez
Director of Integrated Services

Kalinka Sotolongo
Director of Admissions

Katia Godineaux
Interim Director of Financial Aid

Cinthia Tineo Vasquez
Associate Registrar

Jorge Báez
Bursar Officer

Dirza Almestica
Interim Director of Library

Dianelys Breijo
Assistant Director of Library

Edwin de Jesús
Director of Career Services

Tampa Bay Campus Administration and Staff

Viviana Barrabia
Campus Director

Dominick Agostini
Academic Director

Miriam Avilés
Director of Integrated Services

Darisabel Morales
Director of Admissions

Katia Godineaux

Interim Director of Financial Aid

Marisabel Quiroga

Associate Registrar

Armando Gonzalez

Bursar Officer

Manuel Robayna

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.

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

The Tampa Bay Campus is located at 5225 Memorial Hwy. in Tampa, Florida. 27 fully equipped classrooms, one science wet lab, two nursing labs, one pharmacy lab, and two computer labs. The facilities also include 37 offices for administration, student services and faculty. The building also has a student lounge, an employee/faculty lounge, the Learning Resource Center, as well as multiple study rooms for student use. Also, a parking area is available for students and the administration.

Campuses Address and Telephone Numbers

Metro Orlando Campus

Physical and Mailing Address

5601 South Semoran Blvd.

Suite # 55,

Orlando, FL 32822

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

Fax: (407) 207-3373

Website: www.usa.uagm.edu

South Florida Campus

Physical and Mailing Address

15201 NW 79th Ct.

Miami Lakes, FL 33016

Phone: 1-800-774-3030 / 954-885-5595

Fax: (954) 885-5861

Website: www.usa.uagm.edu

Tampa Bay Campus

Physical and Mailing Address

5225 Memorial Hwy.

Tampa, Florida 33634

Phone: 1-800-919-1099 / 813-932-7500

Fax: (813) 932-7527

Website: www.usa.uagm.edu

Academic Calendars

2024-2025 Academic Registration Calendar
Gurabo 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
Gurabo 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
Gurabo 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.
*No changes can be made (Financial Aid processes).

2024-2025 Partial Grades – Midterm

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

| 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 – Gurabo is currently not accepting new students.)

Non-Degree Programs

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

Undergraduate General Admission

General Requirements for Admission:

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

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

apply to specific academic programs including but not limited.

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

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

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

Graduate General Admission

General Requirements for Admission:

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

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

Specific Program Admission Requirements

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

This program is not admitting new students

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

Bachelor of Arts in Social Work (BSW)

This program is not admitting new students

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

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

Master of Science in Nursing (MSN) Family Nurse Practitioner

This program is not admitting new students

1. Hold a Bachelor of Science in Nursing.
2. Minimum GPA 3.00
3. Basic statistics course at the baccalaureate level (3crs).
4. Active Florida Professional Nursing License.
5. Complete an Interview process with the Associate Director of the program or their representative.
6. Submit three letters of recommendation.
7. Submit evidence of credits at the Nursing Bachelor's Degree with the admissions forms.

Appeals of Admission Decisions

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

Readmission

UAGM – Gurabo 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 – Gurabo Campus 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 – Gurabo 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 – Gurabo Campus. Course work must be in a curricular area generally recognized for credit at UAGM – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo Campus to receive transfer credit.

- Transfer students must comply with UAGM – Gurabo 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 – Gurabo 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

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

Residency Requirements

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

International Students

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

1. All requirements for admission, readmission, and transfer will apply to international students.
2. Admission for international students will be subject to the immigration laws and regulations in effect.
3. UAGM-Universidad Ana G. Méndez - Gurabo Campus at all Florida Branch Campuses is authorized to receive international students. Interested applicants must contact the

Director of Admissions at each campus for the specifically related processes.

Dual Language Model

Dual Language Nature of Degree Programs

Degree programs at the UAGM – Gurabo 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 – Gurabo 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

1. 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

Universidad Ana G. Méndez - Gurabo Campus, in Florida 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 conducted 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, E-Libros, and 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 Academic Affairs determines the University's registration procedures. Students are required to register on the dates established for their respective cohorts according to the registration schedule published by the University.

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

Registration process:

2. Once admitted to the University, students will register for the semester.
3. Students using VA benefits may receive priority registration status.
4. 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 professor assigned to each course.

Program Moratorium or Campus Closure

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

Late Registration

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

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

Advanced Standing

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

Academic credit that is awarded through one of these methods is not calculated in the student's cumulative grade point average but is factored into the determination of the maximum time in which a program must be completed as published in the section entitled Satisfactory Academic Progress. Advance standing through transfer credit or credit from prior learning credits do not apply to students pursuing a diploma program.

Transferability of Institutional credits to Other Institutions

The transferability of credits is solely at the discretion of the accepting institution. It is the student's responsibility to confirm whether credits completed at UAGM – Gurabo Campus will be accepted at any other institution.

Program Changes, Withdrawals, and Transient Registration

Re-classification of Program or Major

Active students may submit a request to change their program or major by 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- Gurabo 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 want to move forward with the decision, the student proceeds to complete the respective form and submit it to the Registrar's office. Once the partial withdrawal has been processed, the professor and the staff of the Retention Office will automatically receive an email notification with the student data including the course in which the partial withdrawal was processed. The professor will validate if there is any alternative to support the student in completing the course. If the student expresses a desire to continue in 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-Gurabo 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 professor at the end of the academic term.

Course Reinstatement:

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

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

course(s) has been processed, if the student wishes to file a new withdrawal (within the dates established in the academic calendars), the effective date will be the date on which the new withdrawal request is filed.

Transient Registration

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

5. 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.
6. Approval shall only be granted for those courses listed within a specific term.
7. Students must be in good academic, financial, and conduct standing.
8. 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.
9. The credits will be recorded as attempted credits and will not be considered for GPA.
10. Students must submit official transcripts to Universidad Ana G. Méndez – Gurabo Campus within 30 days of completion of the course to be considered for transfer credit.

Class Attendance

Regular attendance and participation in class discussion and activities are expected. It will

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

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 professors as never attended.
- Send communications to students identified as not attended.

Professors:

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

Students:

- If attending the course and were certified as not attended; they must immediately contact the professor.
Finance Office:
- Process the return of funds in cases reported as not attended.

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

Partial and Final Evaluations:

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

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 professor to comply with the academic calendar and to inform the students, at the beginning of the course, of the

course objectives and content, exams and other work that will be required for their evaluation.

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

Grade System

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

- 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 |

- 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:

- The possibility of danger to the health of the student or that of other students if enrollment were to be continued.
- Refusal to obey regulations or serious misconduct on the part of the student.
- Deficient academic work (below required academic standards).
- 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 – Gurabo 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 professor and the Academic Director of each campus to determine how to take the exam or turn in the final work and remove the Incomplete.
3. The Incomplete (I) may be removed if the student completes the work required in the academic session within (1) one academic semester of the first day of class of the following session and according to the dates established in the academic calendar.
4. If a student who has received an Incomplete in one or more courses does not achieve academic progress once the Incomplete is removed, according to institutional policies, financial aid will be reinstated, only if it is

within the timeframes established by the Federal Government for disbursing aid.

If the student completes the required work in the timeframe allotted, the faculty member will complete a *Change of Grade* form to assign the appropriate letter grade. If the student does not complete the required work in the timeframe allotted, the Incomplete grade will be converted by the campus Registrar staff to a grade of IA, IB, IC, ID, IF. If by the end of the period to remove the incomplete the student has not turned in the final work or taken the exam, the final grade will be the grade that the student had at the time of the incomplete. The final grade will be included in the cumulative GPA and the credits will count as credits attempted. A student may not be awarded a second Incomplete for the same course.

Responsibility of Faculty

Faculty are required to submit to the Registrar's office the required forms, including the Grade Roster and Faculty/Student Incomplete Grade Agreement form, per the scheduled due date and are required to comply with all relevant UAGM – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 Advisor, who will submit the documentation to the Appeals Committee.

The Appeals Committee is composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, the Academic Director and the Campus Director or designated representative. It is presided by the Campus Director or designated representative. The Appeals Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student’s previous academic performance at UAGM – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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**

| 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 – Gurabo Campus reserves the right to remove a student who does not present themselves in a professional manner when working at an external site.

Students enrolled in a program with clinical 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. 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 contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all undergraduate and graduate students. The Board of Directors approves tuition costs at all levels.

The information included in this document does not represent a contract between the University and the student. Due to changing situations, it may be necessary to alter the fees and tuition costs before the publication of the next catalog.

Once a year, the Financial Office publishes a brochure with information about the tuition costs for all the academic programs, as well as other fees that appl

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.

| Laboratory, Supplies, and Academic Resources Fee per Course | | |
|--|-------------|---------|
| Academic Program | Course | Lab Fee |
| Health Sciences Academic Division | | |
| Master of Science in Nursing with Specialization in Family Nurse Practitioner | NURS 510-OL | \$125 |
| | NURS 511-OL | \$125 |
| | NURS 512-OL | \$125 |
| | NURS 513-OL | \$125 |

| Additional Costs | |
|--|---------|
| Description | Cost |
| Master of Science in Nursing with Specialization in Family Nurse Practitioner | |
| COMPLIO Subscription | \$30** |
| Background Check Level II | \$65** |
| Background Check Level II AHCA (Optional) | \$97** |
| Drug Screening (10 Panel) | \$35** |
| OSHA Bloodborne Pathogens Certification | \$20** |
| HIPAA Certification | \$20** |
| BLS AHA Approved Certification | \$65** |
| Health History and Physical Exam | \$150** |
| Immunization Records | \$50** |
| TB Testing | \$100** |
| Thyphon | \$100** |

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

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

Course materials can range from traditional textbooks to simulations, professional memberships, software, videos, practitioner books, supplies, etc. Course materials are listed on the course syllabus and in the Learning Management System (LMS). Students will typically have the option to acquire course materials through the supplier of their choice. Some courses require fees, in which the cost of course materials are included. The approximate cost of course materials vary based on the course and/or program and additional course fees may apply.

Some learning resources, textbooks and teaching materials are provided through the virtual library

and the Learning Management platform (Canvas). In some cases, faculty will recommend textbooks, which students may acquire through the supplier of their choice. Please refer to the Textbook Information section in Canvas.

Graduation Fee:

The student must apply for Graduation by the date established in the academic calendar, along with a non-refundable graduation fee.

Student Identification Card

The Institution issues an identification card to ground campus students. The non-refundable cost of replacing a lost, misplaced or stolen identification card is \$5.00. The identification card is required to access the campus facilities.

Payment Terms and Refund Policy**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 lesser of:

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

Any unearned funds are returned in the following order:

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

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

If the R2T4 calculation determines the student has received less in Title IV disbursements than they have earned, the student may be offered a post-withdrawal disbursement (PWD). The university may automatically disburse all or a portion of the PWD that consists of grant funds

in order to satisfy tuition and fees within 45 days of the date the university determined the student ceased attending. The university will seek the student's permission to use PWD grant funds for all other educationally related charges. Any PWD of loan funds must be offered to the student or parent borrower in writing within 30 days and accepted by the student or parent borrower and disbursed within 180 days of the date the university determined the student ceased attending. Loan borrowers who are offered a PWD of loan funds will receive written instructions for declining the PWD or accepting all or a portion of the PWD. A borrower can never receive a PWD for funds for which they did not meet the eligibility criteria at the time they ceased attending.

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

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

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

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

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

Financial Aid Credit Balances

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

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

Credit Balance and Refund Procedures

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

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

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

Students should visit the Florida Department of Education [web page](http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm), <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 Advisors are also available to provide the following services:

- University and community resource referrals.
- Support for Title IX cases, serving as Title IX Deputy Coordinators.
- Advocacy and support for students seeking and securing disability accommodations.

- Advocacy and support for students identified in the SAP process (Satisfactory Academic Progress) and who are experiencing academic difficulty (probation & suspension.)
- Tailored academic advising and planning for students in academic or personal distress.

Student Disability Services

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

To support students requesting Reasonable Accommodations, UAGM – Gurabo Campus has empowered the Directors of Retention and the Academic Advisors with the authority to review and make decisions about whether an individual is a Qualified Individual with a Disability and what constitutes a Reasonable Accommodation. The Directors of Retention and Academic Advisors will make determinations regarding both academic accommodations as well as accommodations for other UAGM – Gurabo 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 Advisor to receive guidance on the services, procedures, and documents needed to request a Reasonable Accommodation. Documentation requirements vary according to each individual’s disability and situation. If documentation is required, the student will

provide written and current documentation of their Disability from a qualified professional with relevant experience and no personal relationship with the individual being evaluated. Appropriate documentation should provide information to establish the existence of the Disability, describe the nature of the Disability, explain the limitations of the student, and offer accommodation recommendations. Documentation must be on a professional letterhead, signed, dated, and include a licensure number.

- Complete the Reasonable Accommodation Request form and provide the required documents.
- The Director of Retention or Academic Advisor will interview the student and engage in the interactive process.
- Once all the required documentation and information has been provided and the request for Reasonable Accommodation has been completed, it will be evaluated.
- The student will be notified of the outcome of the evaluation and the accommodation to be provided.
- The Director of Retention or Academic Advisor will draft the letter of Reasonable Accommodation.
- The Director of Retention or Academic Advisor will deliver the letter to all relevant faculty. The accommodation will be effective once the faculty member receives the letter of Reasonable Accommodation. The student will also be notified. The student should discuss the letter of Reasonable Accommodation with their professors and the best ways to implement the accommodation.
- The student will be responsible for returning the letter of reasonable accommodation signed by their faculty members.
- No accommodation will be provided retroactively. UAGM – Gurabo 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 – Gurabo Campus will provide the appropriate accommodation as expeditiously as possible; however, some accommodation can require a longer period of time to arrange.

The Academic Advisor will offer and coordinate student support resources of the institution and can guide the student in referrals to services with community agencies, which can provide additional support. For additional information about reasonable accommodation, please contact your Director of Retention or your Campus Academic Advisor.

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

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

Any student who believes that they have not received fair treatment regarding the Reasonable Accommodation process is encouraged to first meet with their campus Director of Retention or Academic Advisor. An

earnest attempt will be made to find a valid solution, within the limits of the law.

If a student is experiencing problems receiving their assigned accommodation(s), they are encouraged to contact their professor(s) first to attempt to resolve the issue. If the student does not find a resolution after communicating with their professor, they should contact their Academic Advisor.

A student may file a complaint with the University in accordance with the campus-based grievance process outlined in the UAGM – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo Campus student community.

UAGM – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo 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 – Gurabo Campus will comply with all local law enforcement Personal Protection Orders submitted to the UAGM – Gurabo 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 professor to have been responsible for engaging in an act of academic dishonesty shall be subject to a range of academic penalties (apart from any sanctions that may be imposed pursuant to the Code) as determined by the professor which may include, but not be limited to, one or more of the following: loss of credit for an assignment,

examination, or project; a reduction in the course grade; or a grade of "F" in the course, a re-take, or other options deemed appropriate by the faculty.

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

Prohibited Conduct

The University may impose discipline for a violation of, or an attempt to violate, any University policies or regulations. Violations or attempted violations include, but are not limited to, the following types of misconduct:

- a. Forms of dishonesty not covered under the Academic Integrity Policy, including but not limited to, fabricating information, inappropriate use of Artificial Intelligence (AI), or knowingly furnishing false information or reporting a false emergency to University officials acting in the performance of their duties;
- b. Theft of, damage to or destruction of, any University property or property of others while on University premises;
- c. Unauthorized possession of University property;
- d. Dressing in a manner that is not conducive to health, welfare, and safety;
- e. Publicly exposing one's intimate body parts, public urination, defecation, and public sex acts;
- f. Possession, use, sale, barter, exchange, gift, distribution, or other transaction of any illegal drugs;
- g. Possession or use of explosives, fireworks, chemical agents, or deadly weapons;
- h. Illegal gambling;
- i. Use of offensive language, disrespectful language, insults, threats of aggression, or attempted assault to University officials, students, or guests;
- j. Failure to comply when given reasonable directives by a University official or law

- enforcement officer during the performance of their duties;
- k. Unauthorized use of the University name, logo, or other branded insignia;
 - l. Unauthorized entry or occupancy of University facilities;
 - m. Distributing or publishing informational material without the written authorization of the appropriate University official;
 - n. Conduct that interferes with the University teaching activities and operations;
 - o. Forgery, alteration, or misuse of any University document, record, key, electronic device, identification, or authorized signature;
 - p. Theft or other abuse of computing facilities or computer time, including but not limited to: 1) unauthorized entry into a file to use, read, or change the contents or any other purpose; 2) unauthorized transfer of a file; 3) unauthorized use of another individual's identification or password; 4) use of computing facilities to interfere with the work of another student, faculty member, or University official; 5) use of computing facilities to interfere with a University computing system, or other violations of Information Technology policies and related policies; or 6) University technology, including, but not limited to, computers, network, and wireless internet, to access materials disruptive to the learning environment, including and without limitation sexually explicit or violent content;
 - q. Disorderly or lewd conduct;
 - r. Participation in a disturbance of the peace or unlawful assembly;
 - s. Disobedience or violation of the conditions of probation and/or sanctions imposed in accordance with the procedures established by this Code;
 - t. Misuse of University information technology resources;
 - u. Unauthorized commercial solicitation on University property;
 - v. Failure to respect the privacy of any member of the University community;
 - w. Intentional or unintentional acts that cause or can be reasonably expected to cause harm to an individual or group that could or does result in injury to an individual or group;
 - x. Discrimination: Any act that is in conflict with the University's established non-discrimination policies or that limits or denies the ability of any person or persons to participate in or benefit from educational programs or activities based upon an individual or group's actual or perceived status;
 - y. Harassment: Subjecting another person or group to uninvited or unwelcome behaviors that are abusive, threatening, intimidating, or humiliating;
 - z. Sexual Misconduct is conduct of a sexual nature or conduct based on sex or gender that is nonconsensual or has the effect of threatening, intimidating, or coercing a person (provided that alleged violations of the University's Title IX- Sexual Misconduct policy will be governed and resolved in accordance with that University policy). UAGM – Gurabo 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.

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

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:

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 – Gurabo Campus:

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

The Course Prefix

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

Amendments

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

False information

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

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

Student's Responsibility

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

Institution's Responsibility

This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, physical handicap, or for political, religious, social or syndicate ideology.

Reserved Rights

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enroll any student in any semester, session or class. For the same reason, it reserves the right to temporarily, partially; totally or permanently suspend any student before a hearing, in accordance with the Student 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. UAGM – Gurabo Campus does not use any student's social security number as Identification in public and private educational records or documents.

Anti-Hazing Policy

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

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

Change of Name and/or Address

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

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

UAGM – Gurabo 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: |
|------------------------|---|
| Aguas, Angela D. | Master of Science in Nursing, FNP, Purdue University Global, 2019 |
| Alomar, Maricelly | Master of Arts in Education Guidance & Counseling, Universidad Interamericana de Puerto Rico, 1992 |
| Andrade, Pablo | Master of Arts in Applied Economics, University of Central Florida, 2000 |
| Angleró, Carlos | Master of Sciences; Criminal Justice, UCF, 2006 |
| Aponte, Carmen | Master of Science in Computer Information Systems, University of Phoenix, 2006 |
| Bennett, Tomas Ricardo | Master in History, Andrews University, MI, 1981, Bachelor in History, Antillean College, PR, 1980 |
| Bóssolo-Pérez, Ivette | Juris Doctor / Florida State University, Tallahassee, FL, 2005 |
| Bruno, Sonia | Master of Arts in Education, Major in Bilingual Education Elementary and 2ND, Ana G Mendez University, Miami FL 2011 |
| Capecchi, Maria A. | Master of Science in Nursing Family, Miami Regional University, Miami FL 2020 |
| Cardona, Fransheska | Master in Clinical Social Work, Ana G Mendez University, 2020 |
| Collazo, Lourdes | Juris Doctor, Inter American University of Puerto Rico, Puerto Rico, 1998 |
| Collins, Glenda | Master of Social Work, Florida State University, Ocala FL 2012 |
| Colón, Chalie | Master of Business Administration in International Business Everest University, 2006 |
| Colón, Victor | Doctor of Philosophy in Entrepreneurial Management and International Business Universidad Interamericana, Puerto Rico, 2012 Master of Business Administration in Finance Universidad Interamericana, Puerto Rico, 1998 |
| Cortés, Gretel | Medical Doctor Ibero-American University, Dominican Republic, 2008 |
| Cruz, Anamary | Master of Social Work, in Clinical Social Work, Ana G. Méndez University, Orlando FL 2021 |
| Cruz, Oscar | Master of Business Administration, Accounting, Inter American University, PR, 2015 |
| Cruz – Carmona, Carlos | Graduate Certificate – Conflict Analysis and Resolution, Nova Southeastern University, FL 2010, Master of Public Administration, Universidad de Puerto Rico, PR1978 |
| Cruz-Monge Veronica | Master of Education in English Curriculum, Caribbean University, Puerto Rico 2010 |

| Faculty Member: | Degrees/Diplomas Held & Awarding Institution: |
|----------------------------|---|
| Diaz, Sharon | Master of Arts in English Education, Universidad de Puerto Rico, RUM, PR, 2011 |
| Díaz, Steven | Master of Science in Mathematics Education, Nova Southeastern University, 2004 Bachelor of Science in Mathematics, University of Puerto Rico, 1995 |
| Díaz, Patricia | Master of Business Administration; Community Service, Alvenia University, 2016 |
| Duarte, Lissette | Master of Science in Nursing-FNP, Florida National University, FL 2019 |
| Fernandez, Henry | Doctoral Degree in Education, Education Leadership, University Central of Ashdod Golda Mier College of Education, Chicago, Illinois 2013 Master of Science Math Education, NOVA University, Fort Lauderdale, 2013 Master of Arts in Education, Argosy University, Phoenix, AZ 2010 Master Health Service Administration, Florida National University, Miami, FL 2015 |
| Figueroa, Nichole | Doctor of Chiropractic, Palmer College of Chiropractic, 2019 Master’s in public health, Universidad de Puerto Rico, PR, 2016 |
| Fontanez, Madeline | Master of Social Work University of Southern California, Los Angeles, CA, 2019 |
| Garcia, Marta | Master of Education, English Second Language Minor in Counseling, Ana G Mendez University, Orlando FL 2019 |
| Garrido, Gredy | Doctorate in Philosophy Florida Institute of Technology, Melbourne FL, 1999 |
| Godinez, Felix | Master of Arts Language and Linguistics, Florida Atlantic University, Boca Raton, FL 2016 Juris Doctorate, Case Western Reserve University School of Law Ohio 2000 Master of Philosophy in Economics and Politics in Latin American Studies University of Oxford, UK 1998 |
| Gonzalez, Janny | Doctor of Nursing Practice, Barry University, FL, 2019 |
| Gonzalez- Rubio, Karla | Master of Social Work, Barry University, FI 2015 Bachelor of Social Work |
| Gonzalez, Teresa | Master of Social Work, University of Central Florida, 2013 Bachelor of Science in Psychology, University of Centra Florida, 2011 |
| Gutierrez Turino, Gannelin | Master of Science in Nursing, Miami Regional University FL, 2019 |
| Gutierrez, Silvia | Master of Social Work, Florida International University, FL 2019 |
| Guzman, Milton | MA Public Management, Johns Hopkins University, 2020 MSc in Economics, Pompeu Fabra University, 2000 |

| Faculty Member: | Degrees/Diplomas Held & Awarding Institution: |
|--------------------------|--|
| Heyman, Patrick | Ph. D Nursing, University of Florida, 2003 Master of Sciences, Nursing, University of Florida, 1999 |
| Irizarry, José H. | MS Legal Studies: Law and Public Policy/Concentration in Homeland Security, California University of Pennsylvania, 2009 |
| Jácome-Utreras, Olga | Doctor in Education, Spanish & Literature, Universidad de Guayaquil, Ecuador, 2004 |
| Larson, Carolina | Master of Science in Nursing, Family Nurse Practitioner, University of Tampa, Tampa FL 2017 |
| Llamas, Gisela | Doctor of Medicine, Universidad Metropolitana-Colombia 2004 Doctor of Health Services Administration, University Central of Ashdod, 2014 |
| Manresa, Dailys | Master in Social Work Clinic, Ana G. Mendez University, Tampa FL 2021 |
| Matos, Samuel | Master of Public Health in Global Health Practice, University of South Florida, Tampa FL, 2011 Doctor of Medicine, Universidad de Los Andes, Mérida, Venezuela, 2007 |
| Melendez, Miguel | Master of Arts in English. Universidad de Puerto Rico, San Juan, PR 2019 |
| Mena, Rosmer | Master of Social Work, University of South Florida, Tampa, FL, 2011 |
| Morales, Mayra | Educational Specialist – School Psychology UCF, 2002 Master of Education, Educational Media & Technology, Boston University, 1992 |
| Morejon, Roberto | Master of Science in Nursing-FNP, Universidad del Turabo, FL, 2017 |
| Morgan, Nancy | Master of Science in Nursing, FNP, Florida Southern College, 2019 |
| Natalizio, Nicholas | MBA Logistic, UAGM Turabo, 2009 BBA Business Administration, UAGM Turabo/Gurabo 2007 |
| Nieves, Luz Eneida | PhD Public Health Epidemiology, Walden University, Minneapolis, Minnesota, 2019, Master of Public Health in Epidemiology, University of Puerto Rico, 1992 |
| Ochoa, Giselle | Master of Science in Nursing, South University, GA, 2020 |
| Olivo-Maldonado, Jessika | Master in Global Management, Phoenix University, 2000 |
| Pacheco, Abdy | Master of Social Work Barry University, Miami FL |
| Pacheco, Magaly | Doctorate of Education in Counseling and Guidance, Universidad Interamericana, Puerto Rico, 1994 Master of Public Administration, Universidad de Puerto Rico, 1982 |
| Padilla, Jacqueline | Master in Social Works Universidad Interamericana PR, 2014 |
| 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 |

| Faculty Member: | Degrees/Diplomas Held & Awarding Institution: |
|------------------------|---|
| Pena, May Li | Master of Science in Psychology, Mental Health Counseling, Carlos Albizu University, FL, 2018 |
| Perez, Neyma | Master of Science in Nursing, FNP, Universidad del Turabo, FL, 2017 |
| Porta, Saidi | Master of Business Administration in Management, NOVA University, FL 2004 |
| Puello, Pablo A. | Doctor of Philosophy in History, Inter American University, San Juan, PR, 2018 |
| Puerta, María I. | Doctor of Philosophy in Social Sciences, Universidad Carobobo, Venezuela, 2012, Master in Political Sciences, Universidad Central de Venezuela, 2002 |
| Ralat, Raquel | Master in Clinical Social Work Universidad del Este, Orlando, Florida, 2020 |
| Ramos, Damaris | DBA, Marketing, Walden University, 2021 Master in Industrial Organizational Psychology, Carlos Albizu University, PR 2001 |
| Ramos, Sheila Yansel | Master in Social Work, Pontifical Catholic University, PR, 2015 |
| Reyes Santos, René | Master of Arts in History Education, Universidad De Puerto Rico, PR 1992 |
| Rios, Carlos | Master of Science in Nursing-FNP, Universidad del Turabo, FL, 2020 |
| Rios, Dally | Doctor in Clinical Psychology, Carlos Albizu University, 2006 |
| Rivera, Carmen | Master of Arts in Spanish University of Central Florida, FL, 1999 |
| Rivera, Waldemar | Master of Guidance & Counseling, Nova Southeastern University, Tampa FL 2010 |
| Rhodes, Kemley | Doctor of Nursing Practice, 2022/Master of Science in Nursing, Nursing Education, 2019 Aspen University Master of Business Administration, Health Care Management, University of Phoenix, 2006 |
| Rodriguez, Melanie | Master in Social Work Ana G. Mendez University, Tampa FL 2021 |
| Rodríguez, Zaimará | Master in Clinical Social Work, Ana G. Mendez University, 2021 |
| Roman, Ramon | Master of Science in Nursing-FNP, Universidad del Turabo FL 2014 |
| Rosales Arceo, Aida | Master of Education in International Languages, Framingham College, Boston, MA 2003 |
| Rosario, Harry | Master of Social Work; Social Sciences, University of Puerto Rico, 2013 |
| Sanchez, Jesus | Master of Social Work, Ana G. Mendez University, FL 2020 |
| Santiago, Flor de Liz | Doctor of Education Special Education, Nova Southeastern University, Fort Lauderdale, FL 2021 Master of Education, Puerto Rico University PR, 2019 Master of Social Work, Inter American University of PR, 2020 |
| Schaible, Jessica | Master of Science in Nursing, Family Nurse Practitioner, Nova Southeastern University, FL 2019 |

| Faculty Member: | Degrees/Diplomas Held & Awarding Institution: |
|------------------------------|--|
| Soto, Sherly | Doctor of Education, Walden University, 2021 Master of Education in ESOL, Universidad del Turabo, PR, 2004 |
| Sotomayor Cruz, Jylmarie Zoe | Master of Science, Family Nurse Practitioner, Universidad Ana G. Mendez, 2020 |
| Sprehe, Janet | Doctor of Nursing Practice, University of Alabama, AL, 2015 |
| Tenias, Virginia | Master of Social Work Student, concentration in Direct Practice with Individuals, Families, and Groups, Rutgers State University, 2010 |
| Torres, Nelson | Doctor of Educational Leadership, University of Central Florida, FL, 2006 Master of Education in Elementary Education, Marymount University, VA 1994 Master Business Administration in Logistics Management, Florida Institute of Technology, 1980 Master of Arts in Educational Psychology, Ball State University, IN 1977 |
| Trobajo Lobayna, Leonardo | Doctor of Medicine, Instituto Superior de Ciencias Medicas, La Habana, Cuba 1995, Master of Science in Nursing, Florida International University, FL, 2013 |
| Useche, Maria | Doctor in Sciences, Law, Universidad Central de Venezuela, 2005-equivalent to Ph.D in Law / Attorney, Universidad Católica Andres Bello, 1974 |
| Valverde, Lourdes | Doctor of Philosophy in Education – Mathematics, Enrique Jose Varona, Cuba, 1998 |
| Velarde, Einar J. | Master of Arts in International Relations, Graduate Certificate in Economics, St. Mary’s University, San Antonio, TX. 1990 |
| Velez, Gustavo | Master of Business Administration – Technology Management, University of Phoenix, AZ 2001 |
| Velez-Henly, Myra | MA in English, UCF, Florida 1993 |
| Ventura, Doris | Master of Arts in Human Services Counseling-Life Coaching, Liberty University Lynchburg VA 2015 |
| Villafañe, Omar | Juris Doctor, Law, University of PR, 2016 |
| Winn, Stephanie | Master of Science in Nursing, Family Nurse Practitioner, South University, Tampa, 2019 |

Section V: Programs of Study

Bachelor’s Degree

Bachelor in Business Administration (BBA) – Major in Accounting

123 Credits

(This program is not admitting new students.)

Program Description

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

Program Objectives

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

Program Outcomes

The students will:

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies | | | | | | | |
|---|----|------|---|--|----|------|--------------------------|
| Bachelor's in Business Administration | | | | | | | |
| Major: Accounting | | | | | | | |
| Credential Issued: BBA | | | | 123 Credits | | | |
| General Education Courses (51 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ENGL 115-O English Reading and Writing I | 4 | | | ENGL 116-O English Reading and Writing II | 4 | | ENGL 115-O |
| ENGL 331-O Public Speaking | 4 | | ENGL 116-O | SPAN 115-O Reading, Writing, and Oral Communication in Spanish I | 4 | | |
| SPAN 116-O Reading, Writing, and Oral Communication in Spanish II | 4 | | SPAN 115-O | SPAN 255-O Spanish for Writing and Research | 4 | | SPAN 116-O |
| COMP 110-O Computer and Software | 3 | | | | | | |
| SCIE 111-O Integrated Science I | 3 | | | SCIE 112-O Integrated Science II | 3 | | SCIE 111-O |
| HUMA 101-O World Cultures I | 3 | | | HUMA 102-O World Cultures II | 3 | | HUMA 101-O |
| MATH 111-O Intermediate Algebra I | 3 | | | MATH 112-O Intermediate Algebra II | 3 | | MATH 111-O |
| SOSC 111-O Individual, Community, Government, and Social Responsibility I | 3 | | | PSYC 123-O General Psychology (Compendium) | 3 | | |
| Professional Courses (45 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ACCO 111-O Introduction to Accounting I | 3 | | | ACCO 112-O Introduction to Accounting II | 3 | | ACCO 111-O |
| ECON 121-O Introduction to Economics: Microeconomics | 3 | | | ECON 122-O Introduction to Economics: Macroeconomics | 3 | | ECON 121-O |
| STAT 201-O Administration Statistics I | 3 | | MATH 112-O | STAT 202-O Administration Statistics II | 3 | | STAT 201-O |
| MANA 210-O Business Administration Theory | 3 | | | MANA 204-O Business Law and Professional Ethics | 3 | | |
| MANA 230-O Organizational Behavior | 3 | | MANA 210-O | MANA 340-O Operations Management | 3 | | STAT 201-O |
| MARK 133-O Marketing Principles | 3 | | | FINA 202-O Business Finance | 3 | | ACCO 112-O |
| ENTR 360-O Entrepreneurship | 3 | | COMP 110-O MARK 133-O MANA 210-O FINA 202-O | INBU 350-O International Business | 3 | | |
| QYLE 110-O Attitude Development and University Adaptation | 3 | | Must be taken in the 1 st term of enrollment | | | | |
| Major Courses (18 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ACCO 301-O Intermediate Accounting I | 3 | | ACCO 112-O | ACCO 302-O Intermediate Accounting II | 3 | | ACCO 301-O |
| ACCO 303-O Cost Accounting | 3 | | ACCO 302-O | ACCO 304-O Auditing I | 3 | | ACCO 302-O |
| ACCO 320-O Federal Income Tax I | 3 | | ACCO 303-O | ACCO 453-O Accounting Project | 3 | | ACCO 303-O ACCO 304-O |
| Specialization Courses (Select one of the areas) | | | | | | | |
| Auditing (9 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ACCO 307-O Auditing II | 3 | | ACCO 304-O | ACCO 310-O Forensic Accounting | 3 | | ACCO 307-O |
| ACCO 330-O Corporate Accounting Government | 3 | | ACCO 302-O | ACCO 340-O EDP Auditing | 3 | | ACCO 307-O |
| Financial Analysis (9 Credits) | | | | | | | |
| ACCO 391-O Cost Accounting II | 3 | | ACCO 303-O | ACCO 395-O Managerial Accounting I | 3 | | ACCO 112-O |
| ACCO 396-O Managerial Accounting II | 3 | | ACCO 395-O | FINA 410-O Corporate Finance | 3 | | ACCO 302-O FINA 202-O |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the Student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with state certification requirements for the degree as applicable. QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2016 | | | | | | | |

Bachelor in Business Administration (BBA) – Major in Management

123 Credits

(This program is not admitting new students.)

Program Description:

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

Program Objectives:

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

Program Outcomes:

The students will be able to:

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

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

| Universidad Ana G. Méndez - Gurabo Campus | | | | | | | |
|---|----|------|---|---|----|------|--|
| School for Professional Studies | | | | | | | |
| Bachelor's in Business Administration | | | | | | | |
| Major: Management | | | | | | | |
| Credential Issued: BBA | | | | 123 Credits | | | |
| General Education Courses (51 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ENGL 115-O English Reading and Writing I | 4 | | | ENGL 116-O English Reading and Writing II | 4 | | ENGL 115-O |
| ENGL 331-O Public Speaking | 4 | | ENGL 116-O | SPAN 115-O Reading, Writing, and Oral Communication in Spanish I | 4 | | |
| SPAN 116-O Reading, Writing, and Oral Communication in Spanish II | 4 | | SPAN 115-O | SPAN 255-O Spanish for Writing and Research | 4 | | SPAN 116-O |
| COMP 110-O Computer and Software | 3 | | | | | | |
| SCIE 111-O Integrated Science I | 3 | | | SCIE 112-O Integrated Science II | 3 | | SCIE 111-O |
| HUMA 101-O World Cultures I | 3 | | | HUMA 102-O World Cultures II | 3 | | HUMA 101-O |
| MATH 111-O Intermediate Algebra I | 3 | | | MATH 112-O Intermediate Algebra II | 3 | | MATH 111-O |
| SOSC 111-O Individual, Community, Government, and Social Responsibility I | 3 | | | PSYC 123-O General Psychology (Compendium) | 3 | | |
| Professional Courses (45 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ACCO 111-O Introduction to Accounting I | 3 | | | ACCO 112-O Introduction to Accounting II | 3 | | ACCO 111-O |
| ECON 121-O Introduction to Economics: Microeconomics | 3 | | | ECON 122-O Introduction to Economics: Macroeconomics | 3 | | ECON 121-O |
| STAT 201-O Administration Statistics I | 3 | | MATH 112-O | STAT 202-O Administration Statistics II | 3 | | STAT 201-O |
| MANA 210-O Business Administration Theory | 3 | | | MANA 204-O Business Law and Professional Ethics | 3 | | |
| MANA 230-O Organizational Behavior | 3 | | MANA 210-O | MANA 340-O Operations Management | 3 | | STAT 201-O |
| MARK 133-O Marketing Principles | 3 | | | FINA 202-O Business Finance | 3 | | ACCO 112-O |
| ENTR 360-O Entrepreneurship | 3 | | COMP 110-O MARK 133-O MANA 210-O FINA 202-O | INBU 350-O International Business | 3 | | |
| QYLE 110-O Attitude Development and University Adaptation | 3 | | Must be taken in the 1 st term of enrollment | | | | |
| Major Courses (18 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| MANA 213-O Human Resources Administration | 3 | | MANA 210-O | MANA 302-O Labor Legislation | 3 | | MANA 213-O |
| MANA 316-O Small Business Administration | 3 | | FINA 202-O MANA 210-O MARK 133-O | MANA 321-O Supervision and Leadership | 3 | | MANA 210-O |
| MANA 401-O Business Strategies | 3 | | STAT 201-O | MANA 450-O Management Project | 3 | | FINA 202-O MANA 210-O MARK 133-O Six Spec. Crd. |
| Specialization Courses (Select one of the areas) | | | | | | | |
| Human Resources (9 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| HURM 400-O Safety and Health Occupation | 3 | | MANA 210-O | HURM 412-O Training and Development | 3 | | MANA 210-O |
| MANA 404-O Labor Relations | 3 | | MANA 210-O MANA 213-O | MANA 422-O Compensation Administration | 3 | | MANA 213-O |
| Entrepreneurship (9 Credits) | | | | | | | |
| ENTR 401-O Entrepreneurial Opportunities | 3 | | MANA 316-O ENTR 360-O | ENTR 402-O Small and Midsize Business Design and Organizational Structure | 3 | | MANA 316-O, ENTR 360-O, |
| ENTR 403-O E-Commerce and Network Design | 3 | | MANA 316-O, ENTR 360-O, COMP 110-O | ENTR 404-O Business Development in Biotechnology and Health Industry | 3 | | |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the Student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with state certification requirements for the degree as applicable. QYLE 110-O must be taken within the first term of enrollment. REVISED 07/2016 | | | | | | | |

Bachelor in Business Administration (BBA) – Major in Marketing

123 Credits

(This program is not admitting new students.)

Program Description

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

Program Objectives

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies | | | | | | | |
|---|----|------|---|--|----|------|--|
| Bachelor's in Business Administration | | | | | | | |
| Major: Marketing | | | | | | | |
| Credential Issued: BBA | | | | 123 Credits | | | |
| General Education Courses (51 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ENGL 115-O English Reading and Writing I | 4 | | | ENGL 116-O English Reading and Writing II | 4 | | ENGL 115-O |
| ENGL 331-O Public Speaking | 4 | | ENGL 116-O | SPAN 115-O Reading, Writing, and Oral Communication in Spanish I | 4 | | |
| SPAN 116-O Reading, Writing, and Oral Communication in Spanish II | 4 | | SPAN 115-O | SPAN 255-O Spanish for Writing and Research | 4 | | SPAN 116-O |
| COMP 110-O Computer and Software | 3 | | | | | | |
| SCIE 111-O Integrated Science I | 3 | | | SCIE 112-O Integrated Science II | 3 | | SCIE 111-O |
| HUMA 101-O World Cultures I | 3 | | | HUMA 102-O World Cultures II | 3 | | HUMA 101-O |
| MATH 111-O Intermediate Algebra I | 3 | | | MATH 112-O Intermediate Algebra II | 3 | | MATH 111-O |
| SOSC 111-O Individual, Community, Government, and Social Responsibility I | 3 | | | PSYC 123-O General Psychology (Compendium) | 3 | | |
| Professional Courses (45 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ACCO 111-O Introduction to Accounting I | 3 | | | ACCO 112-O Introduction to Accounting II | 3 | | ACCO 111-O |
| ECON 121-O Introduction to Economics: Microeconomics | 3 | | | ECON 122-O Introduction to Economics: Macroeconomics | 3 | | ECON 121-O |
| STAT 201-O Administration Statistics I | 3 | | MATH 112-O | STAT 202-O Administration Statistics II | 3 | | STAT 201-O |
| MANA 210-O Business Administration Theory | 3 | | | MANA 204-O Business Law and Professional Ethics | 3 | | |
| MANA 230-O Organizational Behavior | 3 | | MANA 210-O | MANA 340-O Operations Management | 3 | | STAT 201-O |
| MARK 133-O Marketing Principles | 3 | | | FINA 202-O Business Finance | 3 | | ACCO 112-O |
| ENTR 360-O Entrepreneurship | 3 | | COMP 110-O MARK 133-O MANA 210-O FINA 202-O | INBU 350-O International Business | 3 | | |
| QYLE 110-O Attitude Development and University Adaptation | 3 | | Must be taken in the 1 st term of enrollment | | | | |
| Major Courses (18 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| MARK 206-O Consumer Behavior | 3 | | MARK 133-O | MARK 301-O Marketing Management | 3 | | MARK 133-O |
| MARK 318-O Sales Management | 3 | | | MARK 320-O Market Research | 3 | | STAT 202-O |
| MARK 450-O Internship | 3 | | MARK 301-O MARK 320-O | MARK 455-O Marketing Project | 3 | | MARK 206-O MARK 301-O MARK 318-O MARK 320-O |
| Specialization Courses (Select one of the areas) | | | | | | | |
| Sales (9 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| MARK 306-O Sales | 3 | | | MARK 415-O Sales Projections | 3 | | MARK 133-O |
| MARK 406-O Direct Marketing | 3 | | MARK 133-O | | | | |
| International Marketing (9 Credits) | | | | | | | |
| MARK 350-O Distribution Channels | 3 | | MARK 133-O | MARK 404-O Negotiations | 3 | | MARK 133-O |
| MARK 410-O International Marketing | 3 | | MARK 133-O | | | | |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the Student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with state certification requirements for the degree as applicable. QYLE 110-O must be taken within the first term of enrollment. REVISED 06/2016 | | | | | | | |

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

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

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

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

The Main Objectives of the BSCH Program include the Following

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

BSCH Graduate Profile:

Community Health students are expected to:

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

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

Admission Requirements:

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Community Health Credential Issued: Bachelor in Sciences in Community Health (B.S.C.H.) Degree Requirements: 120 Credits | | | | | | | |
|--|----|------|--|---|----|------|--|
| General Education Courses (45 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| ENGL 115-O College Reading and Writing I | 4 | | ENGL 102-O | ENGL 116-O College Reading and Writing II | 4 | | ENGL 115-O |
| ENGL 331-O Public Speaking | 4 | | ENGL 116-O | SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I | 4 | | SPAN 102-O |
| SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II | 4 | | SPAN 115-O | SPAN 255-O Spanish for Writing and Research | 4 | | SPAN 116-O |
| QYLE 110-O Attitude Development and Adaptation | 3 | | Must be taken in the 1st term of enrollment | PSYC 123-O General Psychology (Compendium) | 3 | | SOSC 112-O |
| MATH 111-O Intermedia Algebra | 3 | | | HUMA 101-O World Cultures I | 3 | | |
| SOSC 111-O Individual, Community, Government and Social Responsibility I | 3 | | | HUMA 102-O World Cultures II | 3 | | HUMA 101-O |
| SOSC 112-O Individual, Community, Government, and Social Responsibility II | 3 | | SOSC 111-O | | | | |
| Core/Professional Courses (13 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| BIOL 103-O Biology for Health Sciences | 3 | | | COMP 110-O Computer and Software | 3 | | |
| BIOL 303-O Human Biology I | 3 | | BIOL 103-O Co-Req. BIOL 303-OL | PSYC 228-O Diversity Psychology | 3 | | |
| BIOL 303-OL Human Biology I Laboratory | 3 | | BIOL 103-O Co-Req. BIOL 303 | | 3 | | |
| Major Health (62 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| HESC-201-O Statistics for Health Sciences | 3 | | MATH 111-O BIOL 303-O | COHE 201-O Healthcare Systems, Policy & Politics | 3 | | |
| COHE 202-O Health Law and Ethics | 3 | | | COHE 203-O Introduction to Public & Community Health | 3 | | COHE 201-O |
| COHE 204-O Infectious Disease, Epidemiology & Prevention | 3 | | COHE 203-O HESC 201-O | COHE 205-O Health Disparities | 3 | | COHE 203-O HESC 201-O |
| COHE 206-O Community Health, Work, Education & Communications | 3 | | COHE 202-O COHE 203-O | COHE 207-O Community Health Education | 3 | | COHE 202-O COHE 205-O |
| COHE 301-O Community Health Leadership | 3 | | | COHE 302-O Behavioral Health Education | 3 | | COHE 207-O PSYC 123-O |
| COHE 303-O Trauma & Psychological Perspectives | 4 | | COHE 302-O | COHE 304-O Instructional Methods & Culturally Component Community Health Work | 3 | | COHE 207-O |
| COHE 305-O Assessment, Planning, and Evaluation of Health Programs | 3 | | COHE 304-O HESC 201-O | COHE 306-O Human Sexuality & Reproductive Health | 4 | | COHE 204-O BIOL 303-O PSYC 123-O |
| COHE 401-O Health Promotion & Disease Prevention I | 3 | | COHE 301-O COHE 302-O COHE 303-O COHE 304-O COHE 305-O COHE 306-O | COHE 402-O Health Promotion & Disease Prevention II | 3 | | COHE 401-O |
| COHE 403-O Community Health Research Design | 3 | | COHE 402-O | COHE 404-O Field Experience-Community Health Services | 6 | | COHE 403-O |
| COHE 405-O Certified Health Education Specialist (CHES) Certification Preparation | 3 | | COHE 403-O | | | | |
| *Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores on placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by all required hours set by the state for practicum experiences and placement requirements for the professional area set by the State Law. QYLE 110-O must be taken within the first term of enrollment. REVISED 12/2014. | | | | | | | |

Bachelor of Arts (BSW) – Major in Social Work**122 Credits****(This program is not admitting new students.)****Program Description:**

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

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

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

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

Program Objectives:

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

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Social Sciences and Communications Program Title: Social Work Credential Issued: Bachelor of Arts: Social Work (BSW) Degree Requirements: 122 Credits | | | | | | | |
|---|----|------|--|--|----|------|--|
| General Education Courses (45 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| BIOL 103-O Biology of Health Services | 3 | | | ENGL 115-O College Reading and Writing I | 4 | | |
| ENGL 116-O College Reading and Writing II | 4 | | ENGL 115-O | ENGL 331-O Public Speaking | 4 | | ENGL 116-O |
| SPAN 115-O Reading Writing, and the Oral Communication in Spanish I | 4 | | | SPAN 116-O Reading Writing, and the Oral Communication in Spanish II | 4 | | SPAN 115-O |
| SPAN 255-O Spanish for Writing and Research | 4 | | SPAN 116-O | MATH 120-O Introductory Algebra | 3 | | |
| SOSC 111-O Individual, Community, Government, and Social Responsibility I | 3 | | | SOSC 112-O Individual, Community, Government, and Social Responsibility II | 3 | | SOSC 111-O |
| HUMA 101-O World Cultures I | 3 | | | HUMA 102-O World Cultures II | 3 | | HUMA 101-O |
| COMP 110-O Computer and Software | 3 | | | | | | |
| Core/Professional Courses (27 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| QYLE 110-O Attitude Development and University Adaptation | 3 | | Must be taken in the 1 st term of enrollment | GEOG 202-O Human Geography | 3 | | SOSC 111-O |
| PSYC 123-O General Psychology (Compendium) | 3 | | SOSC 111-O | PSYC 225-O Social Psychology | 3 | | PSYC 123-O |
| HIST 273-O History of the United States of America | 3 | | | SOSC 303-O Applied Statistical Methods for Social Sciences | 3 | | MATH 120-O |
| ECON 123-O Economics Principles & Problems (Compendium) | 3 | | SOSC 111-O | POSC 380-O Constitutional Law | 3 | | SOSC 111-O |
| SOCI 358-O Social Problems of the Hispanic Community in United States | 3 | | SOSC 112-O | | | | |
| Major Courses (50 Credits) | | | | | | | |
| Course | CR | UT-T | Pre-Req | Course | CR | UT-T | Pre-Req |
| SOWO 200-O Introduction to Social Work | 3 | | SOSC 111-O | SOWO 211-O Human Behavior and Social Environment I | 3 | | SOWO 200-O |
| SOWO 212-O Human Behavior and Social Environment II | 3 | | SOWO 211-O Concurrent SOWO 311-O | SOWO 300-O Social Policy | 3 | | SOWO 212-O |
| SOWO 311-O Social Work Methodology I | 3 | | Concurrent SOWO 212-O | SOWO 312-O Social Work Methodology II: Individual and Family | 3 | | SOWO 212-O SOWO 311-O |
| SOWO 313-O Interview and Documentation in Social Work | 3 | | SOWO 212-O SOWO 311-O | SOWO 314-O Social Work Methodology with Groups | 3 | | SOWO 312-O |
| SOWO 315-O Social Work Methodology with Communities | 3 | | SOWO 311-O SOWO 312-O | SOWO 320-O Social Research Techniques | 3 | | SOWO 212-O SOSC 303-O |
| SOWO 325-O Social Gerontology | 3 | | SOWO 312-O | SOWO 330-O Seminar: Current Topics in Social Work | 3 | | SOWO 312-O |
| SOWO 441-O Practicum Seminar I | 3 | | SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 451-O | SOWO 442-O Practicum Seminar II | 3 | | SOWO 441-O SOWO 451-O Co-req SOWO 452-O |
| SOWO 451-O Supervised Practice I | 4 | | SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 441-O | SOWO 452-O Supervised Practice II | 4 | | SOWO 441-O SOWO 451-O Co-Req SOWO 442-O |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. | | | | | | | |
| REVISED 06/09/20 | | | | | | | |

Notes:

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

Master's Degree**Master in Education (M.ED.) – Major in School Counseling**

**48 Credits Offered on all Florida Campuses.
(This program is not admitting new students.)**

Program Description

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

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

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

Program Objectives

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

Education Programs Internship Requirements:

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

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

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

Master in Education (M.Ed.) – Major in Counseling**45 Credits**

Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

(This program is not admitting new students.)

Program Description

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

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

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

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

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

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

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

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

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

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

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

Program Objectives:

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

Education Programs Internship Requirements:

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

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

| Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Counseling Credential Issued: Master in Education (M.ED.) Degree Requirements: 45-48 Credits | | | |
|---|-----|------|---|
| Major Courses (21 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| EDUC 580-O Education Psychology: Human Growth and Development | 3 | | |
| EDUC 581-O Introduction to Guidance and Counseling Services | 3 | | |
| EDUC 582-O Legal and Ethical Issues in Counseling | 3 | | EDUC 581-O |
| EDUC 583-O Instruments and Techniques for Diagnosis and Assessment | 3 | | EDUC 581-O EDUC 582-O |
| EDUC 584-O Individual Counseling Techniques | 3 | | EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O |
| EDUC 585-O Group Counseling Techniques | 3 | | EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O EDUC 584-O |
| EDUC 586-O Career Counseling | 3 | | EDUC 580-O EDUC 581-O EDUC 582-O EDUC 583-O EDUC 584-O EDUC 585-O |
| Option in School Counseling K-12 (12 Credits) | | | |
| EDUC 645-O Counseling in Schools | 3 | | EDUC 580-O EDUC 581-O |
| EDUC 618-O Counseling for Children and Adolescents | 3 | | EDUC 645-O |
| EDUC 646-O Development and Management of Schools Counseling Programs | 3 | | EDUC 645-O |
| EDUC 648-O Practicum in School Guidance and Counseling | 3 | | All Education Courses |
| Option in Student Affairs in Higher Education (12 Credits) | | | |
| EDUC-649-O Counseling in Students Affairs in Higher Education | 3 | | EDUC 580-O, EDUC 581-O |
| EDUC-650-O Counseling for Students Development in Higher Education | 3 | | EDUC-649-O |
| EDUC-651-O Counseling for Prevention in Higher Education: The College Students Experiences | 3 | | EDUC-649-O |
| EDUC-652-O Practicum in Counseling in Student Affairs in Higher Education | 3 | | All Specialization Courses and EDUC 649-O, EDUC 650-O, EDUC 651-O |
| Research (9 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| EDUC 601-O Educational Research Methods | 3 | | 18 cr. from Spec. Courses |
| EDUC 630-O Statistics for Educational Research | 3 | | EDUC 601-O |
| EDUC 603-O Lecture Seminar | 3 | | EDUC 601-O |
| Guided Elective Course (3-6 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| TESL 522- O Theory and Practice of Teaching ESOL Students in Schools* | 3 | | |
| EDUC 640-O Consultation Skills and Management (Specialization in school Counseling) | 3 | | |
| ELECTIVE: Students choosing the option of Student Affairs in Higher Education can select any master degree course in education from UT. | 3 | | |
| *Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised 5/5/2020 | | | |

Master of Science in Public Affairs (MSPA) – Major in Criminal Justice

39 Credits

(This program is not admitting new students.)

Program Description:

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

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

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

Program Objectives:

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Professional Studies Program Title: Criminal Justice Credential Issued: Master of Science in Public Affairs (MSPA) Degree Requirements: 39 Credits Major Courses (21 Credits) | | | |
|--|-----|------|------------------------------------|
| Courses | CRS | UT-T | Pre-Requisite |
| MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy | 3 | | |
| MSPA 505-O Computer Education for Public Administrators | 3 | | |
| MSPA 510-O Research and Quantitative Method in Public Administration | 3 | | |
| MSPA 520-O Administrative Law and Ethics | 3 | | MSPA 500-O |
| MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques | 3 | | MSPA 510-O |
| MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources | 3 | | MSPA 520-O |
| MSPA 550-O Fiscal Resources Management | 3 | | MSPA 530-O |
| Major Courses (15 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| CRJU 500-O Foundations, Practice, and Changes in the Administration of the Criminal Justice System | 3 | | MSPA 500-O |
| CRJU 520-O Philosophy of Punishment | 3 | | MSPA 500-O |
| CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System | 3 | | MSPA 530-O |
| CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs | 3 | | MSPA 510-O +24 Credits |
| *Choose One of These Courses – 3 credits to complete 15 credits of the specialization courses | | | |
| MSPA 710-O Research Seminar in Criminal Justice | 3 | | MSPA 510-O +24 Credits |
| MSPA 720-O Internship | 3 | | All Courses (Except MSPA 710-O) |
| Elective Courses (Student will select one of the following courses) (3 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| CRJU 505-O Fundamental Principles of Law | 3 | | |
| CRJU 510-O Law and Society | 3 | | |
| CRJU 540-O The Police and Judicial Changes | 3 | | |
| CRJU 575-O Rehabilitation and Delinquent Treatment Programs | 3 | | CRJU 500-O |
| CRJU 600-O Seminar: Crime, Victims, and Society | 3 | | CRJU 500-O |
| CRJU 630-O Organizations and Administrative Techniques of the Police System | 3 | | |
| CRJU 635-O Mental Health and the Law | 3 | | CRJU 500-O MSPA 520-O |
| CRJU 640-O Addiction: Legal and Psycho-Social Aspects | 3 | | CRJU 500-O |
| CRJU 645-O Comparative Correctional Systems | 3 | | |
| CRJU 650-O Special Laws in Criminal Justice Administration | 3 | | CRJU 500-O |
| CRJU 730-O Criminality, Crime Control, and Criminal Justice | 3 | | |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised 1/9/17 | | | |

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

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

51 Credits

(This program is not admitting new students.)

Program Description:

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

Program Objectives:

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

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

Admission Requirement:

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

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

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

| Universidad Ana G. Méndez - Gurabo Campus School for Health Sciences Program Title: Family Nurse Practitioner Credential Issued: Master of Science in Nursing (MSN) Degree Requirements: 51 Credits | | | |
|--|-----|------|--|
| Core Courses (17 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| NURS 500-O Theoretical Foundations of Advanced Practice Nursing | 3 | | |
| NURS 501-O Public Health Policies, Ethics, and Systems | 3 | | |
| NURS 502-O Nursing Science and the Research Process | 3 | | NURS 500-O |
| NURS 503-O Nursing Research Project: From Proposal to Publication | 3 | | NURS 502-O HESC 500-O |
| NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations | 2 | | NURS 501-O |
| HESC 500-O Statistics Applied to Clinical Research | 3 | | 3 undergraduate credits in statistics, NURS 502-O or NURS 502-O (Concurrent) |
| Advance Practice Core Courses (15 Credits) | | | |
| NURS 504-O Advanced History Taking and Physical Assessment | 3 | | NURS 506-O NURS 507-O Or Concurrent |
| NURS 506-O Advanced Pathophysiology | 3 | | MSN Students Only Co-Req: NURS 507-O, NURS 504-O |
| NURS 507-O Advanced Pharmacology | 3 | | MSN Students Only |
| NURS 508-O Diagnostic and Differential Diagnosis | 3 | | NURS 506-O NURS 507-O Or Concurrent |
| NURS 509-O Pharmacology for FNP's | 3 | | NURS 506-O NURS 507-O Concurrent with NURS 511 |
| Specialty Courses (16 Credits) | | | |
| NURS 510-O Primary Care I | 3 | | NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O |
| NURS 510-OL Primary Care I Laboratory | 1 | | Concurrent with NURS 510-O |
| NURS 511-O Primary Care II | 3 | | NURS 510-O Concurrent with NURS-509 |
| NURS 511-OL Primary Care II Laboratory | 1 | | Concurrent with NURS 511-O |
| NURS 512-O Primary Care III | 3 | | NURS 511-O |
| NURS 512-O Primary Care III Laboratory | 1 | | Concurrent with NURS 512-O |
| NURS 513-O Residency | 3 | | NURS 512-O |
| NURS 513-OL Residency Laboratory | 1 | | |
| NURS 529-O Pediatric Primary Care | 3 | | NURS 504-O, NURS 508-O |
| *Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and accrediting agencies for the practicum experiences. Students must comply with state requirements to obtain an ARNP certification. Revised 4/2020 MIS. | | | |

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

Program Description:

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

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

Program Objectives:

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

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

| Universidad Ana G. Méndez - Gurabo Campus School of Social Sciences and Communications Program Title: Forensic Sciences Credential Issued: Master of Arts (MA) Degree Requirements: 39 Credits | | | |
|--|-----|------|---------------------------|
| Core Professional Courses (21 Credits)* | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy | 3 | | |
| MSPA 505-O Computer Education for Public Administrators | 3 | | |
| MSPA 510-O Research and Quantitative Method in Public Administration | 3 | | |
| MSPA 520-O Administrative Law and Ethics | 3 | | MSPA 500-O |
| MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques | 3 | | MSPA 510-O |
| MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources | 3 | | MSPA 520-O |
| MSPA 550-O Fiscal Resources Management | 3 | | MSPA 530-O |
| Major Courses (15 Credits) | | | |
| Courses | CRS | UT-T | Pre-Requisite |
| FORS 730-O Forensic Investigation and Identification Techniques | 3 | | |
| FORS 735-O Investigation and Gathering Evidence at Crime Scene | 3 | | |
| FORS 740-O Forensic Photography and Drawing | 3 | | |
| FORS 745-O Expert Witness in Court | 3 | | |
| FORS 750-O Examination of Questioned Documents | 3 | | |
| *Research Courses (Student will select one of the following) (3 Credits) | | | |
| MSPA 710-O Research Seminar in Public Affairs | 3 | | MSPA 510-O +24 Credits |
| MSPA 720-O Practicum in Public Affairs | 3 | | MSPA 510-O +24 Credits |
| Elective Courses (Students will select one of the following courses) (3 Credits) | | | |
| FORS 760-O Forensic Psychology | 3 | | |
| FORS 762-O Cellular and Molecular Biology Applied to Forensic Sciences | 3 | | |
| FORS 763-O Techniques on Handling Samples | 3 | | |
| CRJU 630-O Organizations and Administrative Techniques of the Police System | 3 | | |
| CRJU 635-O Mental Health and the Law | 3 | | CRJU 500-O MSPA 520-O |
| CRJU 640-O Addiction Problems: Legal and Psycho-Social Aspects | 3 | | CRJU 500-O |
| Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores on placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised 10/31/16 | | | |

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

Course Descriptions

ACCO 111-O Introduction to Accounting I

Three Credits

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

ACCO 112-O Introduction to Accounting II

3 Credits

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

ACCO 301-O Intermediate Accounting I

3 Credits

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

ACCO 302-O Intermediate Accounting II

3 Credits

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

ACCO 303-O Cost Accounting

3 Credits

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

ACCO 304-O Auditing I

3 Credits

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

ACCO 307-O Auditing II

3 Credits

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

ACCO 310-O Forensic Accounting

3 Credits

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

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

ACCO 320-O Federal Income Tax I

3 Credits

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

ACCO 330-O Corporate Accounting Government

3 Credits

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

ACCO 340-O EDP Auditing

3 Credits

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

ACCO 391-O Cost Accounting II

3 Credits

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

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

ACCO 395-O Managerial Accounting I

3 Credits

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

ACCO 396-O Managerial Accounting II

3 Credits

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

ACCO 453-O Accounting Project

3 Credits

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

BIOL 103-O Biology for Health Sciences

3 Credits

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

BIOL 303-O Human Biology I

3 Credits

The course integrates the study of the structure of the human organism, its development and histology, with the

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

BIOL 303-OL Human Biology Laboratory I

1 Credit

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

COHE 201-O Healthcare Systems, Policy, & Politics

3 Credits

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

COHE 202-O Health Law and Ethics

3 Credits

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

COHE 203-O Introduction to Public & Community Health

3 Credits

This course covers the foundations of public health and education, including factors associated to health and disease. Emphasis includes the current technical issues and practical obstacles facing community health practitioners and policymakers; surveillance systems and

their contribution to disease control; the continuum of individual and community health prevention to intervention in controlling disease, and the role and interactions of biological, psychological, social, and systems factors that affect public health. **Pre-Requisite: COHE 201-O**

COHE 204-O Infectious Disease Epidemiology & Prevention

3 Credits

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

COHE 205-O Health Disparities

3 Credits

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

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

3 Credits

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

COHE 207-O Community Health Education

3 Credits

This course introduces students to public health and education theories that are applied in health promotion activities, including culturally relevant techniques and strategies. Emphasis is placed on education design; effective health communications; identification and evaluation of local, state, and national resources; community health field methods such as group facilitation; organizing and conducting peer-to-peer dialogues and Spanish language "Platicas"; computer applications in health education, and Hispanic health literacy and strategies for behavioral change at group and community level. **Pre-Requisites: COHE 202-O, COHE 205-O**

COHE 301-O Community Health Leadership

3 Credits

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

COHE 302-O Behavioral Health Education

3 Credits

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

COHE 303-O Trauma & Psychological Perspectives

4 Credits

In this course, students examine the fundamentals of trauma and psychological perspectives in the field of public health, health education and wellness promotion. Emphasis is placed on epidemiology; Post-Traumatic Stress Disorder (PTSD) and other anxiety disorders; emotional and psychological trauma; eating disorders; Dissociative Disorders (DD), as well as the

interrelationship between culture and victims of violence.

Pre-Requisites: COHE 302-O

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

3 Credits

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

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

3 Credits

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

COHE 306-O Human Sexuality & Reproductive Health

4 Credits

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

the role of the community specialist and his value as a leader in the search, together with communities, of solutions on important aspects of sexuality and reproductive health. **Pre-Requisites: COHE 204-O, BIOL 103-O, BIOL 303-O, PSYC 123-O**

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

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

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

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

COHE 403-O Community Health Research Design
3 Credits

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

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

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

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

3 Credits

The Certified Health Education Specialist Certification Preparation course offers students a general review the NCHCE Framework: Seven Areas of Responsibility to guide them in preparing for the CHES certification examination.

Pre-Requisite: COHE 403-O

COMP 110-O Computer and Software
3 Credits

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

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

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

CRJU 505-O Fundamental Principles of Law
3 Credits

The course deals with issues in the area of procedural and constitutional law with an emphasis on civil rights, criminal law, criminal procedure, and evidence rules and regulations in the United States. It promotes the study of the sources of positive law, the Constitution, and the United States Supreme Court judicial decisions and precedents. **Pre-Requisite: None**

CRJU 510-O Law and Society
3 Credits

This course covers the relationships between rights and society; focusing on the theoretical vision and investigative approach to the legal system. The course

encompasses legislative procedural and substantive aspects, as well as the influence of social factors in the legal development of society while analyzing the relationship between law and social change. **Pre-Requisite: None**

CRJU 520-O Philosophy of Punishment

3 Credits

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

CRJU 540-O The Police and Judicial Changes

3 Credits

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

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

3 Credits

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

CRJU 575-O Rehabilitation and Delinquent Treatment Programs

3 Credits

This course is a seminar that analyzes the philosophy of correctional and public policy emphasizing the rehabilitation of the delinquents and the constitutional dispositions and the law. The course examines different programs of treatment and rehabilitation that are offered in the correctional institutions that comply with the correctional public policy. Furthermore, the seminar will evaluate the models that are implemented in the United States and other jurisdictions to include the following:

expectations, findings and developmental scientific foundations such as tendencies and reform. Encourage the participation of persons associated with the correctional system, including ex-convicts and convicts, ex-employees and current employees in addition to experts in the correctional field through guest speakers, seminars, symposiums and conferences. **Pre-Requisite: CRJU 500-O**

CRJU 600-O Seminar: Crime, Victims and Society

3 Credits

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

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

3 Credits

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

CRJU 635-O Mental Health and the Law

3 Credits

This course will provide a critical analysis of the association between the criminal justice system and mental health. It is based on current Florida legal standards and its application in the administrative processes of justice. It will then proceed to the analysis of the scientific theory utilized in the investigation of human behavior and the development of psychopathology. The student will develop a project in which he or she will implement the acquired knowledge in the course. **Pre-Requisites: MSPA 520-O, CRJU 500-O**

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

3 Credits

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

CRJU 645-O Comparative Correctional Systems

3 Credits

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

CRJU 650-O Special Laws in Criminal Justice Administration

3 Credits

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

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

3 Credits

This seminary course analyses the correctional system from different perspectives, including psycho-social, ecological, legal and disciplinary, among others. The course examines the subculture of the prison, how it forms, its developments and the effect in the inmates and the correctional personnel, producing a unique social system. This seminar covers subjects, situations, controversies and particular problems of the correctional system, in addition to the examination of scientific findings, dynamics, as well as decisions or legislation of impact with respect to the correctional system. It examines and weights the different factors that incline to the good development of the programs as well as those that prevent their development. This course welcomes the participation of key players within the correctional system, including inmates and ex-inmates, as well as

officers and employees of the correctional system, besides experts in the correctional field, through guest speakers, conferences and symposiums. **Pre-Requisites: MSPA 510-O and 24 credits**

CRJU 730-O Criminality, Crime Control and Criminal Justice

3 Credits

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

ECON 121-O Introduction to Economics: Microeconomics

3 Credits

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

ECON 122-O Introduction to Economics: Macroeconomics

3 Credits

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

ECON 123-O Economics Principles & Problems (Compendium)

3 Credits

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

EDUC 576-O Introduction to School Counseling
3 Credits

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

EDUC 580-O Education Psychology: Human Growth and Development

3 Credits

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

EDUC 581-O Introduction to Guidance and Counseling Services

3 Credits

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

EDUC 582-O Legal and Ethical Issues in Counseling

3 Credits

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

Pre-Requisite: EDUC 581-O

EDUC 583-O Instruments and Techniques for Diagnosis and Assessment

3 Credits

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

Pre-Requisites: EDUC 582-O

EDUC 584-O Individual Counseling Techniques

3 Credits

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

EDUC 585-O Group Counseling Techniques

3 Credits

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

EDUC 586-O Career Counseling

3 Credits

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

EDUC 638-O Internship in School Counseling

3 Credits

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

EDUC 588-O Instruments and Techniques for Measurement and Assessment (3 credits)

This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests. Ethical test use, diversity and inclusion issues are also addressed in serving student populations.

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

EDUC 601-O Educational Research Methods

3 Credits

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

EDUC 603-O Lecture Seminar

3 Credits

This course is oriented towards the research of literature on a topic related to the student's major. The student submits a written work for the primary purpose of promoting the analysis of a problem based on the review of recent literature and research. Students enrolled in this course have up to one semester to complete the written research application project. If they do not complete course requirements in one semester, they will need to enroll in the continuation of the seminar for 2 credits. **Pre-Requisite: EDUC 600-O or EDUC 601-O**

EDUC 618-O Counseling for Children and Adolescents**3 Credits**

This course examines the theories and techniques of counseling children and adolescents in the school community, private practice, or an agency. It includes the study of counseling children and adolescents with special needs, such as emotional and/or behavioral problems, learning disabilities, cultural and/or linguistically diversity, and physical challenges. This course also studies other specific issues, such as the use and abuse of controlled substances, school violence, dropouts, child abuse, self-esteem, grief and loss, and divorce. Pre-Requisite: EDUC 634-O

EDUC 630-O Statistics for Educational Research

3 Credits

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

EDUC 632-O Multicultural Counseling

3 Credits

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

EDUC 633-O Counseling Theories

3 Credits

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

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

This course focuses on the philosophy of counseling/advising in comprehensive models and their development and management. Students demonstrate professional knowledge, skills and competencies needed to promote academic excellence in addition, the personal, emotional, and social development of their target population. The course emphasizes the critical role of counselors or advisors in different settings such as K-12 school, higher education, business or community organizations. Students will analyze strategies to develop, plan, implement and assess programs in education, community, and businesses based on their major. Students will also examine different models and strategies of case management, with emphasis on basic interviewing and assessment strategies, case conceptualization, effective intervention strategies, and effective documentation. This course will familiarize students with content areas: terminology, process, leadership, assessment of culture and structure within a variety of systems. **Pre-Requisite: EDUC 635-O**

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

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

Pre-Requisite: EDUC 636-O

EDUC 640-O Consultation Skills and Management
3 credits

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

EDUC 645-O Counseling in Schools
3 Credits

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

EDUC 646-O Development and Management of Schools Counseling Programs

3 Credits

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

EDUC 648-O Practicum in School Guidance and Counseling

3 Credits

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

EDUC 649-O Counseling in Students Affairs in Higher Education

3 Credits

The purpose of this course is to provide the future guidance counselor information regarding his/her role in order to prepare to work, as a counselor, in higher education institutions. By studying different theoretical perspectives, students will analyze the philosophy and organizational culture of higher education institutions and their impact on counseling programs. The characteristics of traditional and non-traditional students, the services

provided by student services offices, and the connection of the counselor to the mission and institutional goals, will also be part of the topics that will be discussed. **Pre-Requisites: EDUC 581-O**

EDUC 650-O Counseling for Students Development in Higher Education

3 Credits

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

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

3 Credits

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

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

3 Credits

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

ENGL 050-O Preparatory English

4 Credits

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

undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic course work in their selected degree program. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. **Pre-Requisites: None**

ENGL 102-O Basic English

4 Credits

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

ENGL 115-O College Reading and Writing I

4 Credits

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

ENGL 116-O College Reading and Writing II

4 Credits

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

ENGL 331-O Public Speaking

4 Credits

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

ENGL 500-O Graduate Preparatory English

3 Credits

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

ENGL 501-O Academic Writing for Graduate Students I

3 Credits

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

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

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

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

ENTR 360-O Entrepreneurship

3 Credits

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

ENTR 401-O Entrepreneurial Opportunities

3 Credits

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

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

3 Credits

The course, Organizational and Structural Design for SMEs (Small and Medium Enterprises) prepares students for the startup operation of a small business. This course will examine the challenges of the small business owner and how to overcome them. It will present important business administration theories, including Human Resources. In addition, students in this course will develop a Business Plan to design and describe the business strategies to develop the organizations structure. **Pre-Requisites: ENTR 401-O**

ENTR 403-O E-Commerce and Network Design

3 Credits

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

ENTR 404-O Business Development in Biotechnology and Health Industry

3 Credits

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

FINA 202-O Business Finance

3 Credits

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

FINA 410-O Corporate Finance

3 Credits

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

FORS 730-O Forensic Investigation and Identification Techniques

3 Credits

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

FORS 735-O Investigation and Gathering Evidence at Crime Scene

3 Credits

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

FORS 740-O Forensic Photography and Drawing

3 Credits

The course deals with photography techniques control of negatives, design and assembly of an index of photographs, among other topics. In reference to drawings, the student will be taught how to develop seven forensic drawing techniques in which a crime scene will be

illustrated with measurements and distance between objects. **Pre-Requisites: None**

FORS 745-O Expert Witness in Court

3 Credits

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

FORS 750-O Examination of Questioned Documents

3 Credits

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

FORS 760-O Forensic Psychology

3 Credits

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

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

3 Credits

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

FORS 763-O Techniques on Handling Samples

3 Credits

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

GEOG 202-O Human Geography

3 Credits

The course is an introduction to human and cultural geography. Topics include variation of human traits, diversity of economic systems, and population changes.

Pre-Requisite: SOSC 111-O

HESC 201-O Statistics for Health Sciences

3 Credits

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

HESC 500-O Statistics Applied to Clinical Research

3 Credits

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

HIST 273-O History of the United States of America

3 Credits

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

HUMA 101-O World Cultures I

3 Credits

This course is a critical study of humanity's cultural evolution from its beginnings to the development of cities and urban life, with special attention on ancient cities. It promotes general understanding of moral, social, and cultural values through history. The course covers the study and analysis of the origins of Western civilization from prehistory to the development of the Hellenistic civilization. Students will develop cooperative and critical thinking skills by the analysis of human development and

the influence Ancient World cultures and civilizations have on contemporary political, economic, and sociocultural factors. Emphasis will be on the role played by aesthetics, philosophical, political, and economic factors in civilization. Students will have the opportunity to interact and construct their own knowledge on the topic. **Pre-Requisite: None**

HUMA 102-O World Cultures II

3 Credits

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

HURM 400-O Safety and Health Occupation

3 Credits

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

HURM 412-O Training and Development

3 Credits

This course studies the importance of training and development in achieving organizational goals. This will include the design of continuous training programs, assessment for the need of training and development, and identify what is considered appropriate training. The course also integrates learning theories in designing training programs. Moreover, it integrates the learning theories, how to evaluate the effectiveness of training, the aspect of cost effectiveness and return on investment and the learning outcomes based on performance. Will have debates/discussions on the different methods of training, the use of technology on how it is incorporated in training methods and compare the cost benefit and learning characteristics. Other topics include the aspects of employee development and performance evaluations. Discuss special circumstances that surround cross-cultural

training, career management and organizational challenges such as the loss of value in employee skills and the orientation and socialization of the employee. Another topic discussed will be the importance of balance between work and a family life. Other scenarios faced by employers such as staff reductions and retirement factors faced by companies will be discussed. **Pre-Requisite: MANA 210-O**

INBU 350-O International Business

3 Credits

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

MANA 204-O Business Law and Professional Ethics

3 Credits

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

MANA 210-O Business Administration Theory

3 Credits

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

MANA 213-O Human Resources Administration

3 Credits

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

MANA 230-O Organizational Behavior

3 Credits

Organizational Behavior is the study and application of knowledge about the way people behave within organizations. In the Organizational Behavior course the

meaning and importance of human behavior is studied—individually and as a group—within organizations, which are social systems. Students will study topics such as: theories and practices of organizations, psychology of the individual and its nature, advantages of team work, the organizational conflict and the changes, amongst others. Students will also be able to apply the human behavior and organizational theories to understand the managerial functions that are carried out in an organization. **Pre-Requisite: None**

MANA 302-O Labor Legislation

3 Credits

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

MANA 316-O Small Business Administration

3 Credits

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

MANA 321-O Supervision and Leadership

3 Credits

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

MANA 340-O Operations Management

3 Credits

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

MANA 401-O Business Strategies

3 Credits

Business Policies is an advanced course in which the students will learn the concept of top management analysis. It is designed to expose students to corporative problems in various business scenarios. In addition, the class will integrate skills developed in previous core courses like Human Resources, Accounting, Economics, Finance, Information Management, and Marketing. **Pre-Requisite: STAT 201-O**

MANA 404-O Labor Relations

3 Credits

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

MANA 422-O Compensation Administration

3 Credits

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

MANA 450-O Management Project

3 Credits

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

MARK 133-O Marketing Principles

3 Credits

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

MARK 206-O Consumer Behavior

3 Credits

This course studies consumer motivation, decision making in selection of goods or services, market definition, and site. It considers the role of anthropology, sociology, and social psychology in analyzing and understanding consumer behavior. It includes psychological principles that facilitate the understanding of individual traits such as learning experience, perception, attitudes, motivation, and personality. **Pre-Requisite: MARK 133-O**

MARK 301-O Marketing Management

3 Credits

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

MARK 306-O Sales

3 Credits

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

MARK 318-O Sales Management

3 Credits

MARK 318 is a course designed to teach the basic functions of the sales force management and leadership; become familiar with some recent research in sales management that underlies the theories and concepts; and maintain a sales force with the objective of maximizing the efficiency and effectiveness of the organizational revenue-generating. In addition, it's emphases on the business-to business model and

develops professional decision-making skills to build and maintain an effective sales organization. Topics covered include salesperson effectiveness, forecasting, motivation, organizational design, compensation, and evaluation. **Pre-Requisite: None**

MARK 320-O Market Research

3 Credits

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

MARK 350-O Distribution Channels

3 Credits

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

MARK 404-O Negotiations

3 Credits

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

MARK 406-O Direct Marketing

3 Credits

The course focuses on marketing strategies; by describing present marketing problems, the course provides an opportunity for the development of decision-making skills. Emphasis is placed on products and services,

integrated marketing communications channels and pricing strategies. **Pre-Requisite: MARK 301-O**

MARK 410-O International Marketing

3 Credits

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

MARK 415-O Sales Projections

3 Credits

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

MARK 450-O Internship

3 Credits

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

MARK 455-O Marketing Project

3 Credits

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

Tactics, Implementation and Control of a Marketing Plan. **Pre-Requisite: MARK 450-O**

MATH 111-O Intermediate Algebra I

3 Credits

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

MATH 112-O Intermediate Algebra II

3 Credits

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

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

3 Credits

This course deals with modern theories and ideologies that define and delineate the formulation, administration, and evaluation of public policy. It refers and aim to the understanding of concepts such as individualism, collectivism, and community as developed by philosophers. The course analyzes the conceptual requisites for planning as well as methods and applications. It focuses on critical analysis of alternate methods in which public and social policy are developed into practical actions. **Pre-Requisite: None**

MSPA 505-O Computer Education for Public Administrators

3 Credits

This course has been designed with the objective of familiarizing the Master's Level student in Public Affairs with the use of computers as an effective decision-making tool. It offers students an opportunity to familiarize themselves with basic concepts in the management and use of computers. At the end of the course students will be able to develop and apply specific skills in three areas of knowledge: (1) the ability to utilize advances in technology, (2) the ability to incorporate technological development in the assigned areas, and (3) the ability to

implement strategies and policies focused on management improvement. **Pre-Requisite: None**

MSPA 510-O Research and Quantitative Methods in Public Administration

3 Credits

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

MSPA 520-O Administrative Law and Ethics

3 Credits

The course of Administrative Law and Ethics is directed to the study of theories and doctrines involves in the development, structure and function of the administrative agencies. This course introduces students to fundamental legal concepts regarding administrative law and the administrative process. The course also introduces students to the field of ethics and shows how ethical principles are applied to administrative agencies to ensure not only legal but also moral government decision-making. The course thus examines how administrative agencies are created, how they exercise their powers, how they make laws and policy, formally as well as informally, the laws that govern agency rulemaking and adjudications, especially the Administrative Procedure Act, Constitutional and other legal protections afforded against agency actions, and how agency actions are reviewed and remedied by the courts and legislative branch of government. **Pre-Requisite: MSPA 500-O**

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

3 Credits

The purpose of this course is to prepare the student in managing public administration issues through planning and evaluation. The student will learn how to seek solutions and evaluate results using the concepts learned in the course. The course is designed based on the assumption that the student does not have the theoretical planning background; therefore, the course presents a global overview of the diverse planning theories that will

lead into specific actions of implementation and evaluation. **Pre-Requisite: MSPA 510-O**

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

3 Credits

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

MSPA 550-O Fiscal Resources Management

3 Credits

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

MSPA 710-O Research Seminar in Criminal Justice

3 Credits

The seminar offers an opportunity so that the student completes an investigation, integrating the knowledge acquired by means of the administrative systems analysis and the contingencies in the performance of functions that affect the public and private organizations. The student will analyze the planning, organization, design, formulation and decision-making activities within the public administration organizational scene. **Pre-Requisites: MSPA 510-O**

MSPA 720-O - Internship

3 Credits

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

NURS 500-O Theoretical Foundations of Advanced Practice Nursing

3 Credits

Discussion and analysis of a wide range of theories from nursing and other sciences. Scientific knowledge of care is presented as the central concept and essence of nursing. Emphasis is given to clinical care and research focused on a comprehensive and holistic approach. The practice of nursing is viewed as directly related to the development and revision of nursing theory where advanced practice nurses can make important contributions. **Pre-Requisite: None**

NURS 501-O Public Health Policies, Ethics and Systems

3 Credits

The nature of the U.S. health care delivery system is explored. The social, economic, cultural and political forces that impact the delivery of primary health care are discussed with emphasis on how they influence nursing. Discussion and analysis of professional aspects of advanced practice nursing including how to implement the role. Public policies and legislation are discussed at local, national and global levels. The student examines health care policy development and analyzes the effects of policy on the health status Hispanic communities. This course provides an opportunity for the student to design innovative strategies that may influence the direction of public policy to improve the health care locally and advance the profession of nursing in Florida. This course also provides for discussion and analysis of factors influencing human essential moral status and the ethics of the health care systems. Different dilemmas are selected and analyzed to justify the most appropriate decision-making process. **Pre-Requisite: NURS 505-O**

NURS 502-O Nursing Science and the Research Process

3 Credits

Discussion of professional nursing practice that is based on evidence to achieve optimal outcomes. Pragmatic considerations of scientific inquiry in the use and conduct of research in practice. The scientific method is presented as it relates to nursing research. Experimental and non-experimental methods of conducting clinical research are examined, with ethical implications. Emphasis is given to the writing of a research proposal as the plan for a scientific project. Successful grantsmanship is presented as an art that requires sound planning for the project development of a well written proposal, and selection of an appropriate funding source. **Pre-Requisite: NURS 500-O**

NURS 503-O Nursing Research Project: Proposal to Publication

3 Credits

Description: This course is the implementation phase of an evidence-based research project focused on clinical nursing. The research proposal for the study to be implemented in this course must have been approved by the professor from the previous course (NURS 502) and by the Institutional IRB Committee. This phase requires a set of thoughtful, careful, organized, and sequential activities to conduct research projects which improve the quality of care. The ethical conduct of the team that participates in research with human subjects, animal subjects, and research staff is discussed in the projects. It is expected that the student demonstrates that the study contributes to the advancement of the nursing practice, emphasizing the dissemination of findings, as well as the respective recommendations. An oral presentation of the study is required, as well as the writing of an article for publication in a scientific journal. These two activities are important as part of the research process; in this way, the student will contribute with the ongoing development of the nursing practice and his/her personal satisfaction in his/her role as a visionary leader. **Pre-Requisites: NURS 502-O, HESC 500-O**

NURS 504-O Advanced History Taking and Physical Assessment

3 Credits

This course will develop competence in advanced physical assessment skills, documentation in the SOAP format for progress note charting, and oral case presentations necessary for advanced practice nursing providers, such as nurse practitioners. Emphasis will be placed on the importance of obtaining and documenting a comprehensive health history with identification of risk factors, medical-legal and cultural competence issues to guide the physical exam, thus generating an accurate diagnosis and management plan. Course conference presentations will cover episodic, focused, and complete examinations throughout the lifespan of women, adults, and in pediatric, and adolescent health. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations

2 Credits

This course discusses health priorities according to Healthy People 2020. Focus on the analysis of human caring as an essential dimension of advanced practice

nursing work, especially dealing with life crises, health maintenance problems, and change in health practices. Discussion of demands made by changing life-styles and disease patterns, new and complex technologies, shifting demographics, global economies, dramatic health system changes and socio-biological and environmental threats to health and safety. Development of culturally competent holistic plans of care that address the health promotion and disease prevention needs of client populations. Theoretical models are presented as the means by which health care practitioners can give structure and organization to disease prevention and health promotion programs. **Pre-Requisite: None**

NURS 506-O Advanced Pathophysiology

3 Credits

Analysis of complex interrelations and interdependence of pathophysiologic concepts which produce alteration of human functioning across the life span. This serves as a primary component of the foundation for clinical assessment, decision making and patient management in advanced nursing practice. Interpretation of the natural history and clinical manifestations for specific illnesses in terms of their etiology and pathogenesis. Description of the relationship between pathologic changes in body defense and the illness experience. Discussion of the features of pathophysiologic processes involved in the body's reactions to injury and infection, the immune response, circulatory disturbances and abnormalities of cellular growth. Description of the relationship between pathophysiologic process and alterations in body fluids and the pathophysiologic process involved in altered endocrine, exocrine and neuromuscular functions. **Co-Req: NURS 506-O, NURS 504-O.**

NURS 507-O Advanced Pharmacology

3 Credits

Analysis of the essential pharmaco-therapeutics for advance nursing practice. Study of the actions and effects of drugs on human systems across the life-span. Analysis of the scope of legal professional nursing responsibilities related to pharmacology in an expanded role. Description and identification of the actions, effects, uses and potential interaction of the major categories of drugs. Discussion of the pharmacologic process of absorption, distribution, metabolism, excretion, and the factors that influence the pharmacokinetics of drugs. Analysis of the physiologic effects of the drugs in the individual across the life-span and the factors, which influence the patient response to therapeutic agents, adverse drug reactions

and appropriate interventions. Description of the controversies related to the bioavailability and bioequivalence of the drugs. **Pre-Requisite: None**

NURS 508-O Diagnostics and Differential Diagnosis

3 Credits

Development of advanced practice proficiency in the ordering, analysis and interpretation of appropriate diagnostic tests related to primary care for accurate diagnosis, treatment and referral. Knowledge of clinical decision making will be discussed. This includes comprehension of important pathophysiologic, epidemiologic, psychosocial and clinical management concepts that will help the FNP to determine which diagnostic tests are indicated given the patient's clinical presentation. Discussion and practice of proper specimen collection, handling of specimens, appropriate use of diagnostic tests, accurate interpretation of test results with an appreciation of sensitivity and specificity of the particular test, and appreciation of time factors that influence availability and interpretation of test results will also be included. Practical laboratory sessions will be given concurrently with the theory session. Students will develop the critical thinking skills necessary to form a differential diagnosis. These differential diagnoses are established after analyzing the findings from the history and physical assessment and results of laboratory findings (diagnostic findings). This course emphasizes the importance of ordering the correct diagnosis. Discussion and practice of proper specimen collection, handling of specimens, analysis and interpretation of blood tests, and radiologic examinations will be covered. The course will be offered concurrent with the Advanced Physical Assessment (APA) course. Case studies will be discussed for every topic included in the APA course. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 509-O Pharmacology for FNP's

3 Credits

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

roles and responsibilities of the FNP in prescribing pharmacologic agents, monitoring, and evaluating patient responses. The collaborative role of the FNP with the physician when consulting in providing, monitoring and evaluating the pharmacologic agents is identified and discussed as well. **Pre-Requisites: NURS 506-O, NURS 507-O**

NURS 510-O Primary Care I

4 Credits

This course is the first of a three-part series focusing on established primary care evidence based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Integrates theories of collaborative practice, cultural competencies, ethical and legal issues. Covers: Health Maintenance Issues, Skin Disorders, and Infection diseases, general symptoms, behavioral problems, mental health and HEENT. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisites: NURS 504-O, NURS 505-O, NURS 506-O, NURS 507-O, NURS 508-O**

NURS 511-O Primary Care II

4 Credits

This course is the second of a three-part series focusing on established primary care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Pulmonary and Cardiovascular Disorders, Gastrointestinal Diseases, Metabolic and Endocrine Disorders. The clinical portion of this course will consist of 19 clinical hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisite: NURS 510-O**

NURS 512-O Primary Care III

4 Credits

This is the third course of a three-part series focusing on established primary care patient care evidence-based guidelines. Provides advanced practice knowledge of standard protocols through discussion in conference sessions and clinical experience. Emphasizes wellness, illness prevention, treatment of chronic and acute diseases throughout the life span. Builds upon the advanced practice core courses of advanced pathophysiology, advanced pharmacology, advanced history taking, and physical assessment. Covers: Genitourinary Disorders, Prenatal Care, Postpartum and Family Planning, Women's Health Issues, Pediatric Development and Common Health Issues, Sexually Transmitted Diseases, Hematologic Disorders, Musculoskeletal Disorders and Ambulatory Emergencies. The clinical portion of the course will consist of 19 hours per week for the duration of this 8-week course making a total of 150 hours. **Pre-Requisite: NURS 511-O**

NURS 513-O Residency

3 Credits

Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics or in any other specialty (according to our students' needs), who will be oriented, trained and certified to serve as preceptors in our FNP program. The course provides a depth of practice during 8-hour shift clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case studies discussions, case presentations and preparation for the HESI's Advanced Practice Registered Nurse: Family Nurse Practitioner. **Pre-Requisite: NURS 512-O**

POSC 380-O Constitutional Law

3 Credits

The course is an introduction to the constitutional development of United States, with emphasis on civil rights provisions in the Constitution. **Pre-Requisite: SOSC 111-O**

PSYC 123-O General Psychology (Compendium)

3 Credits

This course is a condensed version of PSYC 121-O and PSYC 122-O. It is an introduction to basic theories of human

behavior and their relation to social progress and individual growth. **Pre-Requisite: SOSC 112-O**

PSYC 225-O Social Psychology

3 Credits

This course will provide the opportunity for students to learn and understand how people think about each other, how they influence each other, and how they relate to each other, within social, cultural, and historical contexts. The course will promote the examination of the social thought process, the social behavior of people, and the connection between the two. The student will also become familiar with themes and concepts proposed by well-known authors and theorists in the field of social psychology. This course requires IRB certificate. **Pre-Requisite: PSYC 123-O**

PSYC 228-O Diversity Psychology

3 Credits

Study of the human and cultural diversity from the perspective of the sciences of conduct. Analysis of the differences and similitudes of the individual human behavior as it relates to ethnicity, gender, religion, age, disabilities, sexual orientation, learning differences, types and levels of intelligence, language, and socioeconomic status, among others. Analysis of the psychological, social, economic and legal implications using as a framework current research on diversity. This course will be conducted through discussion of topics, research, case studies and case analysis, technology and group projects. **Pre-Requisite: None**

QYLE 110-O Attitude Development and University Adaptation

3 Credits

Analysis and evaluation of the values, attitudes, and prejudices in the academic and professional life. Studies the effect that students' behavior has in their lives and in other people's lives as well. Evaluates different styles of ethical behavior from different philosophical perspectives. This allows them to choose the perspectives that foster greater self-control particularly in the academic setting. Students apply concepts through concept maps, self-reflections, case study, role-playing, group work, and the responsible use of technology. **Pre-Requisites: None**

SCIE 111-O Integrated Sciences I

3 Credits

This course integrates concepts from the different areas of sciences. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter, and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied. **Pre-Requisite: None**

SCIE 112-O Integrated Sciences II

3 Credits

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

SOCI 358-O Social Problems of the Hispanic Community in United States

3 Credits

The course deals with social problems in contemporary United States. Historical perspective on the problems, their causes, public and private problem-solving policies will be discussed. Topics include demographic problems, poverty, educational deprivation, crime, drugs and alcohol and the problems of victims in United States. **Pre-Requisite: SOSC 112-O**

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

3 Credits

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

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

3 Credits

Study of civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the

context of the personal, interpersonal and social dimensions. **Pre-Requisite: SOSC 111-O**

SOSC 303-O Applied Statistical Methods for Social Sciences

3 Credits

Statistical methods applied course is introductory to the field of statistical methodology applicable to the field of social sciences. It provides an overview of descriptive and inferential statistics of greatest relevance to the field of social services. **Pre-Requisite: MATH 120-O**

SOWO 200-O Introduction to Social Work

3 Credits

The aim of this course is to discuss the basic concepts, historical development, and the fundamental components of the Social Work profession. It will allow the examination of values, beliefs, and ethical principles of the Social Work profession. **Pre-Requisite: SOSC 111-O**

SOWO 211-O Human Behavior and Social Environment I

3 Credits

This course provides a conceptual framework that allows students to examine human behavior and its relationship with the social environment. Studies the relationship and the influence of psychosocial and spiritual factors in social systems and theories related to the human behavior. **Pre-Requisite: SOWO 200-O**

SOWO 212-O Human Behavior and Social Environment II

3 Credits

Study of the sequence of intervention levels from micro to the macro systems, based on the knowledge of the General Systems Theory. Emphasis on critical analysis of the structural and functional aspects of the systems, the manifestations of oppression and the dimensions of human diversity. **Pre-Requisites: SOWO 211-O; Co-Requisite: SOWO 311-O**

SOWO 300-O Social Policy

3 Credits

This course will allow the identification of factors that influence Social Policy and the organization of the Social Welfare System. Students will analyze existing social services and the roles of Generalist Social Work Professionals. **Pre-Requisites: SOWO 212-O**

SOWO 311-O Social Work Methodology I

3 Credits

This course shows an overview of the methodology of social work and development of the generalist method. Allows the identification of phases and purposes of the aid process and its applicability to individuals, families, groups and communities. It emphasizes on the professional relationship, values and ethical principles. **Pre-Requisites: SOWO 211-O; Co-Requisites: SOWO 212-O**

SOWO 312-O Social Work Methodology II: Individual and Family

3 Credits

The student will develop knowledge and skills in the intervention with individuals and families and the social problems faced within society; on the basis of Generalist Social Work Method and micro systemic intervention models. The student will document his intervention guided by the ethical principles of the profession. **Pre-Requisites: SOWO 311-O**

SOWO 313-O Interview and Documentation in Social Work

3 Credits

This course is focused on the study of purpose, components and factors of the human communication process, interview and documentation in Social Work. It allows the development of the necessary skills to interview and document the process within the ethical standards of Social Work profession. **Pre-Requisites: SOWO 311-O**

SOWO 314-O Social Work Methodology with Groups

3 Credits

This course is focused on the development of knowledge and skills in the generalist intervention with groups. The student will know about theoretical and practical group methods and will analyze the fundamental principles that guide the Social Work professional intervention with groups. **Pre-Requisites: SOWO 312-O**

SOWO 315-O Social Work Methodology with Communities

3 Credits

The course allows the student to acquire fundamental knowledge and develop skills in a generalist intervention with communities. Promotes the discussion of the theoretical approaches and applicable models of community interventions and the historical evolution of Community Social Work and its development in United States. **Pre-Requisites: SOWO 312-O**

SOWO 320-O Social Research Techniques

3 Credits

This course aims towards the identification of the nature and function of scientific social research and its contribution to the knowledge and practice of the Social Work profession. It will allow ethical applications, quantitative, and qualitative methodological approaches.

Pre-Requisites: SOWO 212-O, SOSC 303-O**SOWO 325-O Social Gerontology**

3 Credits

This course is directed towards the identification of biopsychosocial, cultural, and legal implications of the aging process, and the manifestations of discrimination based on age. Students are instructed on theoretical and methodological approaches to intervene with older adults. **Pre-Requisites: SOWO 312-O**

SOWO 330-O Seminar: Current Topics in Social Work

3 Credits

The course addresses topics relevant to the practice of the social work profession. Students study theoretical and practical aspects in topics, such as: gay, lesbian, bisexual, transgender, transsexual; survivors of domestic violence, delinquents, drug dependents, the elderly, victims of child abuse, physically and mentally challenged individuals, marginalized people, the homeless, among others. The seminar will allow the students to critically analyze the context of the topics, and to examine their values, and beliefs in the ethical intervention of the social work profession. **Pre-Requisites: SOWO 313-O**

SOWO 441-O Practicum Seminar I

3 Credits

Seminar that complements Supervised Practice I (SOWO 451) and integrates the student's knowledge, skills and attitudes to construct his/her identity as a professional social worker. It facilitates the understanding of the relationship between theoretical knowledge and practical experience in the context of an agency and direct service.

Pre-Requisites: SOWO 315-O; Co-Requisites: SOWO 451-O**SOWO 442-O Practicum Seminar II**

3 Credits

Seminar that complements Supervised Practice II (SOWO 452). It facilitates the integration of theoretical knowledge, skills, attitudes acquired in the supervised practice I emphasizing methodological aspects of

intervention in diverse contexts. **Pre-Requisites: SOWO 441-O, SOWO 451-O; Co-Requisites: SOWO 452-O**

SOWO 451-O Supervised Practice I

4 Credits

The supervised practice I (SOWO 451) places the student in direct service activities, and provides the necessary experience for the application of the theories, methodology and skills acquired, in an ethical and responsible manner, under the supervision of a Social Work professional. The student is expected to satisfactorily achieve the supervised practice objectives as presented in the Field Practicum Handbook. **Pre-Requisites: SOWO 315-O; Co-Requisites: SOWO 441-O**

SOWO 452-O Supervised Practice II

4 Credits

The purpose of the Supervised Practice II is to continue the intervention phases of the course Practice I (SOWO 451), the subsequent phases of the generalist method and the evaluation of the practicum experience. It facilitates the application of theories, methods and acquired skills in an ethical and responsible manner, under the supervision of a licensed and qualified Social Work professional. **Pre-Requisites: SOWO 441-O, SOWO 451-O; Co-Requisites: SOWO 442-O**

SPAN 050-O Basic Preparatory Spanish

3 Credits

This is a preparatory Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used.

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

4 Credits

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

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

SPAN 102-O Basic Level Spanish

4 Credits

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

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

4 Credits

This course fosters the development of language skills, both written and oral, as basic elements to convey

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

Pre-Requisite: NONE

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

4 Credits

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

(barbarisms, solecisms, ambiguities, agreement, 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 Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. This course requires the use of E-Lab or the Language Lab. **Pre-Requisites: None**

SPAN 501-O Academic Writing for Graduate Students I

3 Credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of e-lab or the language lab. **Pre-Requisites: None**

SPAN 502-O Academic Writing for Graduate Students II

3 Credits

A native speaking student who takes the UAGM Spanish placement test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments. This course requires the use of E-Lab or the Language Lab. **Pre-Requisites: None**

STAT 201-O Administration Statistics I

3 Credits

This is an introductory statistics course dealing with frequency distribution, presentation of statistical data, measure of central tendency, and dispersion. The concept of probability, and probability distributions used commonly in business analysis is emphasized. **Pre-Requisite: MATH 112-O**

STAT 202-O Administration Statistics II

3 Credits

This course focuses on the study of sampling distributions, estimating with confidence intervals, hypothesis testing, analysis of variance, simple regression and correlation, decision analysis, and techniques of quality control. Chi-square and other nonparametric tests are studied in the course. **Pre-Requisite: STAT 201-O**

**TESL 522-O Theory and Practice of Teaching ESOL
Students in Schools**

3 Credits

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

**TESL 523-O Understanding English Language Learners
for School Counselors**

3 Credits

This course has been designed for graduate students to meet the state required standards addressing English Language Learners. This course focuses on the application of the historical processes and research based on proven practices for English Language Learners to achieve academic performance in school from the perspective of the school counselor and school administrators' expectations and roles. The course is a survey of law, linguistics, culture, methodology, curriculum, and assessment practices that impact student achievement and school administrators. Students will develop a clinical field experience project that applies to their area of expertise. **Pre-Requisite: None**