Capital Area Campus in Maryland

Catalog

2012-2014
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MASTER’S DEGREES

SPECIALIZATION IN EDUCATIONAL LEADERSHIP

SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT

SPECIALIZATION IN BILINGUAL EDUCATION

SPECIALIZATION IN ADMINISTRATION OF ADULT EDUCATION

COURSE DESCRIPTIONS
Section I

Overview:

Universidad Del Este

and

Sistema Universitario Ana G. Méndez
Universidad del Este (UNE) – Puerto Rico

Institutional Profile

The Universidad Del Este (UNE) is a private non-profit institution of higher education and a member of the Ana G. Méndez University System in Puerto Rico. Its main campus is located in Carolina and its five University Centers are in the municipalities of Barceloneta, Cabo Rojo, Utuado, Yauco, and Santa Isabel. In the mainland, it has four Branch Campuses: Metro Orlando Campus, South Florida Campus, and Tampa Bay Campus in Florida and the Capital Area Campus in Maryland.

The Carolina campus in Puerto Rico is within easy reach of the entire Eastern part of the island. Its 21 acres suburban campus and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

As a professionally oriented institution, Universidad Del Este offers thirty baccalaureate programs, twenty five associate degrees, as well as twelve master’s degree programs in the following areas; business, education, liberal arts, hospitality management, and sciences. Founded in 1949, as Puerto Rico Junior College, it has continued to grow into a four-year institution in 1992 and finally evolving into a university in 2001.

The student population consists mostly of commuting young adults from the surrounding communities. The 13,783 student body is comprised of undergraduates in the Carolina campus and its five additional locations. The graduate programs initiated in October 2001 with an enrollment of 25 students and as of the first semester of 2008-09, the student body has increased to over 1,136 students registered in the four graduate programs offered at the Carolina campus.

The academic staff consists of more than seventy-nine (79) full time faculty and two hundred and thirty-five part-time professors. A little over 23% of the full time faculty has a doctorate degree and the rest of the faculty holds master’s degrees in their fields of expertise.
Mission Statement

The mission of the Universidad Del Este is to promote the integral development of a diverse student population through research, critical-creative thinking, the construction of knowledge, and its application.

Academic offerings include certification, associate degrees, bachelor’s degrees, graduate studies, and continuing education programs. These offerings meet the needs and interests of the members of the university community and receive the support of all institutional resources. Study programs incorporate multidisciplinary educational perspectives through learning and teaching strategies that are in harmony with local, regional, global demands, and with the latest technology.

The learning vision also incorporates a life-long learning process based on the most effective access for gathering, handling, analyzing, and applying information to relevant situations. The institution is committed to continuous improvement of the teaching-learning process, support services, assessment, research, and the appreciation of Puerto Rican culture in harmony with global cultures.

Principles

The principles, which guide the Institution, are wisdom, justice, honor, and freedom.

Goals

To fulfill its mission, Universidad Del Este proposes:

- To develop a well-rounded person through a multidisciplinary and liberal education
- To value diverse manifestations of Puerto Rico’s cultural-historic patrimony in our national identity and within a globalize culture
- To help students enrolled at the institution to achieve their educational goal
- To develop optimum levels in the quality of student life through the broadening of academic support services, team work, the use of emerging technologies and occupational and professional orientation pertinent to a well-rounded education
- To improve quality levels in the teaching, learning and service processes
- To strengthen human resource competencies through personal and professional development activities
- To perform research as a fundamental means to solve problems and as an essential part of institutional duties
- To develop current and pertinent academic courses that respond to society’s needs
• To improve the quality, efficiency, and effectiveness of decision making in institutional administrative procedures
• To demonstrate leadership in services provided to Puerto Rico and abroad

Administrative Council and Academic Board

Administrative Council
The Administrative Council is the legislative body for institutional policy of the university in accordance with the by-laws of the Sistema Universitario Ana G. Méndez, Inc. as established by its Board of Directors.

The Chancellor, the Vice-Chancellor, the Vice-Chancellor of Student Affairs, the Vice-Chancellor of Outreach, the Vice-Chancellor for Information and Telecommunications, the Deans of the Schools, four faculty representatives, and two student representatives, constitute the Administrative Council.

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

Maryland Academic and Student Affairs Commission
The Maryland Academic and Student Affairs Commission (MASAC) consists of nine (9) members as follows: five (5) faculty facilitators and four (4) administrators. The faculty facilitators include representation from the following areas: one (1) from Social Sciences, Humanities and General Education, one (1) from Business Administration, one (1) from Health, Science and Mathematics, one (1) from Education, and one (1) from languages. The composition for the administrators is as follows: one (1) Campus Director, one (1) Director of Faculty an, one (1) Director of Learning Resource Center, and the MASAC Chair. Special Guests, other officers and facilitators shall be invited to participate in the meetings of the MASAC, when the agenda includes items that touch on those programs.

MASAC reviews and recommends course and program additions, revisions, and deletions and recommends policy related to academic offerings to the three affiliated universities in SUAGM
operations in Maryland.

Statement of Accreditation

The Middle States Association on Higher Education in USA, a regional accrediting agency recognized by the U.S. Department of Education, accredits Universidad Del Este in Puerto Rico. The Middle States Association on Higher Education has extended this accreditation to the Metro Orlando, South Florida, Tampa Bay, and the Capital Area campuses.

Statement of Authorization

Universidad del Este is authorized by the Maryland Higher Education Commission, Maryland Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

   6 N. Liberty St.
   Baltimore, MD 21201
   Phone: (410) 767-3301
   Toll Free: (800) 974-0203

The main campus and additional locations of UNE in Puerto Rico are licensed by the Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education in Puerto Rico, and by the Florida Commission for Independent Education in Florida.

Universidad Del Este is a member in the following professional associations:

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

Non-Discrimination Statement
Universidad Del Este does not discriminate based on race, handicap, national or ethnic origin, creed, color, sex, social condition or political, religious, social or trade union beliefs.

Statement of Policy
This catalog includes the main terms concerning the formal relationship between students and Universidad Del Este. 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 his/her tuition fees.

It is the student's responsibility to know and comply with the content of this catalog and all of the Universidad Del Este’s rules and regulations. This catalog complies with the institution’s bylaws, regulations, administrative orders, and duties under Federal Law. It is subject to subsequent amendments. This Catalog is electronically available to students at least one week prior to enrollment. Students will be informed of any changes or amendments made to the Catalog.

Universidad Del Este’s main campus address and telephone numbers are:

Mailing Address: UNE
P.O. Box 2010 Carolina
Puerto Rico 00984-2010

Telephone No.: (787) 257-7373
Fax No.: (787) 752-0070
Website: www.suagm.edu

Key Administration and Staff of Universidad Del Este

Chancellor
Alberto Maldonado-Ruiz, Esq.

Vice Chancellor
Mildred Huertas-Solá

Vice Chancellor of Student Affairs
Nahomy Curet-Molina, PH.D.

Vice Chancellor of Administrative Affairs
Overview of the Sistema Universitario Ana G. Méndez, Inc. – Puerto Rico

The Sistema Universitario Ana G. Méndez, Inc. (SUAGM) is a private, not for profit corporation under the laws of the Commonwealth of Puerto Rico and its members Universidad del Turabo (UT), Universidad Metropolitana (UMET), and Universidad Del Este (UNE) are four-year, coeducational, non-profit private higher education institutions. Together, the SUAGM and its three member institutions are the second largest private university system in the island of Puerto Rico.

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

Moreover, in establishing SUAGM in the mainland: UNE Metro Orlando, South Florida, Tampa Bay and Capital Area campuses, the SUAGM furthers its Vision 2015 as a “high-quality, people-centered learning community, of advanced technology, and internationally oriented focus”. The campuses in the mainland will serve its community and serve as a bridge to fulfilling initiatives in
serving the needs of Hispanic adults in other communities in the United States and in Latin America.

**Statement of Legal Control**

The Sistema Universitario Ana G. Méndez, Inc. is a private not for profit corporation registered under the laws of the Commonwealth of Puerto Rico and registered as a foreign corporation in the State of Maryland. Its Board of Directors under its systemic bylaws governs the corporation.

**The address and telephone numbers for Sistema Universitario Ana G. Méndez, Inc. in Puerto Rico are:**

**Mailing Address: SUAGM**

P.O. Box 21345 San Juan
Puerto Rico 00928-1345

Telephone No.: (787) 751-0178
Fax No. (787) 766-1706
Website: www.suagm.edu

**Statement of Institutional Review Board (IRB) Compliance Requirement:**

If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview to individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_formularios.asp and select the forms needed. Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability Accounting Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).

If you have any questions, please contact the following institutional coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)
Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator – UMET
Tel. (787) 766-1717 Ext. 6366

Miss. Josefina Melgar, IRB Institutional Coordinator – Turabo
Tel. (787) 743-7979 Ext.4126
Miss. Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE
Tel. (787) 257-7373 Ext. 3936

Board of Directors of the Sistema Universitario Ana G. Méndez, Inc.

Héctor A. Jiménez, Chair of the Board of Directors
Ramiro Millán, Vice Chair of the Board of Directors
José F. Méndez, DR.h.c., SUAGM President
José Domingo Pérez, CE
Antonio Colorado, Esq.
Zoraida Fonalledas, Esq.
Juan R. Melecio, Esq.
Víctor Hernández, DMD
Félix Rodríguez Schmidt, MD
José F. Méndez, Jr.
Florabel Mullick, PhD
S.E. René A. León
Rafael A. Nadal, Esq.

Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the PRAXIS I Test before initiating the internship/practicum experience. Additionally, before seeking a teaching position, graduates must show evidence of a passing score on PRAXIS I and II, and comply with all Maryland State Department of Education requirements and the Montgomery County laws and requirements.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland’s qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”
Section II
Capital Area Campus
CAPITAL AREA CAMPUS IN MARYLAND

Introduction

The Capital Area Campus represents the continuation of our commitment to provide quality access alternatives to a university education for Hispanic adult students. The campus serves its community and serves as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and Latin America.

All degrees are offered in the Dual Language format developed by SUAGM’s School for Professional Studies that was originally adapted from the model successfully developed and implemented by Regis University in Denver, Colorado, a leader in adult education.

ADMINISTRATION, STAFF AND FACULTY

Capital Area Campus Administration and Staff

Syndia Nazario, Campus Director
Johanna Lugo, Associate Campus Director
Angel Toledo, Director of Faculty
Joanna Dávila, Full Time Faculty
Maribel Román, Full Time Faculty
Aitza Maldonado, Counselor and Job Placement Officer
Veronica Da Silva, Outreach Specialist
Irisbel Class-Maldonado, Coordinator of Nursing Program
Leysha López, Associate Registrar
Mariel Cruz, Integrated Services Coordinator
Reinaldo Osorio, Integrated Services Officer
Karen García, Integrated Services Officer
Maybelline Soto, Financial Aid Officer
Diego Alvarez, Operations Manager
Sarivette Ortiz, Director for Learning Resources
Carolyn Ortega, Learning Resource Center Specialist
Mayra Marenco, Administrative Assistant
Deana Villatoro, Administrative Assistant
Leydi Vanegas, Receptionist
Faculty

The Faculty of the SUAGM: UNE Capital Area Campus has a minimum of a Master's Degree in their area of expertise and a minimum of three years of professional experience. In addition, the faculty community must demonstrate and be certified to have the aptitude and ability to facilitate courses in a program for adults. An updated list of certified faculty is available in the administrative office at the campus.

Faculty Listing
Academic Year 2013-2014

<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>AREA OF SPECIALIZATION:</th>
<th>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLADUELL, María del Carmen</td>
<td>Human Resources</td>
<td>Master in Industrial/Organizational Psychology, Carlos Albizu University, 2009</td>
</tr>
<tr>
<td>CABRERA, Vanessa</td>
<td>Speech Pathology</td>
<td>Master of Arts / Speech and Language Pathology, University of Maryland, 2001</td>
</tr>
<tr>
<td>CAMPOLI, Marcela</td>
<td>Health Services Health Management Public Health</td>
<td>PhD Candidate in Health Economics, UNED, Spain MA Health Management, Universidad Favaloro, Argentina, 2003 Quality Improvement Manager Certification, ASQ, US, 2010</td>
</tr>
<tr>
<td>CHACON UGALDE, Hanssar</td>
<td>Health Science Clinical Research</td>
<td>Master of Science in Health Sciences in Clinical Research Administration, The George Washington University, 2011</td>
</tr>
<tr>
<td>CRESPO DIAZ, Jesus M.</td>
<td>Nursing</td>
<td>MSN, Adult Health Clinical Nurse Specialist, University of Pennsylvania, 2011</td>
</tr>
<tr>
<td>DAVILA, Alfonso</td>
<td>Computerized Information System</td>
<td>MS Management of Information Technology, University of Virginia, 2005</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>AREA OF SPECIALIZATION:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
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</tr>
<tr>
<td>DAVILA, Gabriel</td>
<td>Biology</td>
<td>Doctor of Veterinary Medicine, University of Florida, 2009</td>
</tr>
<tr>
<td>DAVILA, Joanna</td>
<td>Spanish</td>
<td>MA Spanish Foreign Languages, San Jose State University, San Jose, California, 2004</td>
</tr>
<tr>
<td>GARCIA, Maria</td>
<td>Guidance and Counseling</td>
<td>MAED Counseling and Development, George Mason University, 1998</td>
</tr>
<tr>
<td>GARCIA OJEDA, Pablo</td>
<td>Chemistry</td>
<td>PhD Chemistry, University of North Carolina, 1991</td>
</tr>
<tr>
<td>GARCIA-COLBERG, Mariela</td>
<td>Counseling and Guidance</td>
<td>PhD Candidate in Urban Studies (Community and Housing)</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice</td>
<td>JD Law, University of Puerto Rico, Puerto Rico, 1996; MA Social Work, Boston College, Massachusetts, 1991</td>
</tr>
<tr>
<td>GUTIERREZ, Luis</td>
<td>Engineering</td>
<td>PhD Industrial and Environmental Systems Engineering, Georgia Institute of Technology, Georgia, 1974;</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>MS Industrial Engineering Technology Management, University of Gainesville, Florida, 1968</td>
</tr>
<tr>
<td>SOTO, Christian</td>
<td>Accounting Finance</td>
<td>Master in Management, Major in Project Management, Strayer University, 2012</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>Master in Business Administration, Major in Accounting, Strayer University, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor in Business Administration, Major in Accounting, University of Puerto Rico, 2006</td>
</tr>
<tr>
<td>HERRNSTADT, Howard</td>
<td>English</td>
<td>Master in Teaching English to Speakers of Other Languages, Hunter College, CUNY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bachelor in Social Science with Specialization in Anthropology, Harpur College, SUNY</td>
</tr>
<tr>
<td>HUTCHISON, Whit</td>
<td>Ethics</td>
<td>PhD Ethics, Theological Seminary, New York, 1996; MA Divinity, Emory University, Georgia, 1978</td>
</tr>
<tr>
<td>JOHNSON, Ramona</td>
<td>Early Childhood Education</td>
<td>MAED Early Childhood, University of Phoenix, 2008</td>
</tr>
<tr>
<td>KINNEY, Mónica</td>
<td>Management</td>
<td>BS in Organizational Management, Columbia Union College, 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA, Management, Strayer University, 2005</td>
</tr>
<tr>
<td>KOTTLER, Hugo</td>
<td>Education Leadership Linguistics</td>
<td>Ed.D Higher Education Administration, George Washington University, Washington D.C., 1996; MA Linguistics, University of California San Diego, California, 1971</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>AREA OF SPECIALIZATION:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
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<tr>
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</tr>
<tr>
<td>LOPEZ, José M.</td>
<td>Counseling and Guidance</td>
<td>Master in Social Work, Pontifical Catholic University, 2007 BA Forensic Psychology, University of Puerto Rico, 2001</td>
</tr>
<tr>
<td>LOPEZ, Magdalis</td>
<td>Management Business Acquisition Contracting Management</td>
<td>PhD Candidate in Administration, Phoenix University MBA Acquisition and Contracting Management, Strayer University, Virginia 2005</td>
</tr>
<tr>
<td>LUIS RIVERA, Rigoberto</td>
<td>Accounting Finance</td>
<td>MA, International Transactions, George Mason University, 1995 MBA in Finance, Inter American University, Puerto Rico, 1986</td>
</tr>
<tr>
<td>MAGARIÑO, Aurelio</td>
<td>Science Counseling</td>
<td>MS Science Education, Nova University, Florida, 1991; MA Sacred Theology, Lutheran Theological Seminary, Pennsylvania, 2010</td>
</tr>
<tr>
<td>MALDONADO, Luis</td>
<td>Health Management</td>
<td>MA in Health Services Administration, University of Puerto Rico, 1992</td>
</tr>
<tr>
<td>MARIÑO, Alberto</td>
<td>Management</td>
<td>Master in Business Administration (MBA), Saint Leo University, Saint Leo, FL, 2011 Bachelor of Arts In International Studies, concentration in Economics and International Law, Universidad Central de Venezuela, Venezuela, 2000</td>
</tr>
<tr>
<td>MOLINA-ROSALES, Carlos Miguel</td>
<td>TESOL Education Social Sciences</td>
<td>PhD in Sociology and Political Sciences, Universidad Complutense de Madrid, Spain, 2000 Master in Education, University of Maryland, 2009 Master in Business Administration, Universidad Simón Bolivar, Venezuela, 1995</td>
</tr>
<tr>
<td>MORALES, Luis</td>
<td>Computerized Information System</td>
<td>MS in Information Sciences, Interamerican University of Puerto Rico, 2006 BS in Computer Sciences, University of Puerto Rico, 2003</td>
</tr>
<tr>
<td>MUÑOZ, Oscar</td>
<td>Management</td>
<td>BS in Accounting, Strayer University, 2008 MBA, Strayer University, 2008</td>
</tr>
<tr>
<td>NIEVES-HERNANDEZ, Rubén</td>
<td>Engineering</td>
<td>MA of Science in Systems Engineering</td>
</tr>
<tr>
<td>ORTIZ, Milagros</td>
<td>Marketing Business Management Entrepreneurial Development</td>
<td>PhD Entrepreneurial Development; Inter American University of Puerto Rico, Puerto Rico, 2010; MBA Marketing, University of Puerto Rico, Puerto Rico, 1998</td>
</tr>
<tr>
<td>ORTIZ, José A.</td>
<td>Mathematics Education Educational Leadership ESOL</td>
<td>MED, University of Phoenix; MED in Curriculum and Teaching Mathematics</td>
</tr>
<tr>
<td>PONCE, Liliana</td>
<td>Spanish Bilingual Education</td>
<td>MS in Education NOVA University, Florida, 2009; MA Anthropology, University of Kent, Canterbury, England, 1983</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>AREA OF SPECIALIZATION:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
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</tbody>
</table>
| PORTOCARRERO, Hugo Gabriel      | Accounting Finance Management                  | BS in Business Administration, ESAN, Perú  
|                                 |                                                | MS in Business Administration, Accounting and Finance, Maryland University, 2006  
|                                 |                                                | MBA, Maryland University, 2011                                                                 |
| REYES-SALARICHS, Mirlis         | Economics                                      | PhD in Latin American Economics, University of Macerata, Italy, 2012  
|                                 |                                                | BA in Economics, University of Habanna, Cuba, 2002                                                                 |
| RIVERA, Anet                    | Criminal Justice                               | JD Law, University of Puerto Rico, Puerto Rico, 2011                                                                 |
| RIVERA - VELEZ, Yazmin          | Human Resource Development and Management       | MS Human Resources Management, NOVA Southeastern University, Florida, 2011                                                                 |
| RIVERO, Guillermo               | Management                                     | MBA Management, University of Piura, Peru, 2001                                                                 |
| ROMAN SANTIAGO, Maribel         | Education ESOL                                 | PhD Candidate in Education, SUAGM Metropolitan University  
|                                 |                                                | MA Education, Caribbean University, 2005                                                                 |
| SAENZ, Sebastián                | International Affairs                          | Master in International Affairs                                                                                                                                     |
| SEPULVEDA, Jorge                | Computerized Information System                 | Master in Information System Management, George Washington University, 2007  
|                                 |                                                | BS in Business Administration, Major in Computer Information Systems, University of Puerto Rico, 2003                                                                 |
| TOLEDO LOPEZ, Angel A.          | Social Studies Research Statistics Criminal Justice | PhD American Politics, Pennsylvania State University, 2002; JD, University of Puerto Rico, 2006; MA American Politics, 1998 |
|                                 |                                                | JD, University of Puerto Rico, 1976                                                                                                                                     |
| VEMURI, Maryen                  | Human Biology                                  | Master in Non Profit Management, University of Central Florida  
|                                 |                                                | Master in Public Health, Hadassah School of Public Health, Israel  
|                                 |                                                | Doctor in Dental Health, Pontificia Universidad Xaveriana, Colombia                                                                                                    |
| VILLOCH SANTIAGO, Rosa I.       | Management Public Administration                | MS in Public Administration, Rutgers University, Newark, New Jersey, 2000  
|                                 |                                                | Graduate Certificate in Human Resources Management, Marymount University, 2012  
|                                 |                                                | BA French Language and Literature, University of Puerto Rico, 1996                                                                                                   |
Physical Facilities:
The Capital Area Campus (CAC) is located at 11006 Veirs Mill Road, Suite L-1, Wheaton, Maryland. The campus has ten classrooms, two computer laboratories, a library, administration offices, a student and a faculty lounge as well as parking area.

Address and Telephone Numbers:

Physical and Mailing Address: 11006 Veirs Mill Road, Suite L-1, Wheaton, MD 20902
Phone: 301-949-2224/1-800-854-8181
Fax: 301-949-2243  Website: www.suagm.edu/maryland
### SISTEMA UNIVERSITARIO ANA G MENDEZ
### CAPITAL AREA CAMPUS
### ACADEMIC CALENDAR
### FIRST SEMESTER 201301

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<tbody>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2012</td>
<td>October 22, 2012</td>
<td>October 22, 2012</td>
<td>October 22, 2012</td>
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<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201302, 201303 &amp; 201300</td>
<td>September 25, 2012</td>
<td>September 25, 2012</td>
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<td>September 25, 2012</td>
</tr>
<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>September 9 to 15, 2012</td>
<td>October 14 to 20, 2012</td>
<td>November 25 to December 1, 2012</td>
<td>September 9 to 15, 2012</td>
<td>November 11 to 17, 2012</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>September 21, 2012</td>
<td>October 26, 2012</td>
<td>December 7, 2012</td>
<td>September 21, 2012</td>
<td>November 30, 2012</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>September 23 to 29, 2012</td>
<td>October 28 to Nov 03, 2012</td>
<td>December 09 to15, 2012</td>
<td>October 14 to 20, 2012</td>
<td>December 9 to 15, 2012</td>
</tr>
</tbody>
</table>
**ACADEMIC CALENDAR**  
SECOND SEMESTER 201302

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12 JANUARY 27 TO MARCH 02, 2013</th>
<th>E13 MARCH 3 TO APRIL 13, 2013</th>
<th>E14 APRIL 14 TO MAY 18, 2013</th>
<th>E08 JANUARY 20 TO MARCH 16, 2013</th>
<th>E09 MARCH 17 TO MAY 11, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2013</td>
<td>March 06, 2013</td>
<td>March 06, 2013</td>
<td>March 06, 2013</td>
<td>March 06, 2013</td>
<td>March 06, 2013</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201301</td>
<td>February 27, 2013</td>
<td>February 27, 2013</td>
<td>February 27, 2013</td>
<td>February 27, 2013</td>
<td>February 27, 2013</td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>March 02, 2013</td>
<td>March 02, 2013</td>
<td>March 02, 2013</td>
<td>March 02, 2013</td>
<td>March 02, 2013</td>
</tr>
<tr>
<td>Holy Week Recess*</td>
<td>--------</td>
<td>March 24 to 30, 2013</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>February 10 to 16, 2013</td>
<td>March 17 to 23, 2013</td>
<td>April 28 to May 04, 2013</td>
<td>February 10 to 16, 2013</td>
<td>April 7 to 13, 2013</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>February 23, 2013</td>
<td>April 6, 2013</td>
<td>May 11, 2013</td>
<td>February 23, 2013</td>
<td>April 20, 2013</td>
</tr>
</tbody>
</table>

*Holy Week Recess only apply for five weeks sessions*
# ACADEMIC CALENDAR
## SUMMER SEMESTER 201303-201300

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PT E12 MAY 19 TO JUNE 22, 2013</th>
<th>PT E13 JUNE 23 TO JULY 27, 2013</th>
<th>PT E14 JULY 28 TO AUGUST 31, 2013</th>
<th>E08 MAY 12 TO JULY 06, 2013</th>
<th>E09 JULY 7 TO AUGUST 31, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Attendance Rosters to Facilitators (NP)</td>
<td>June 2 to June 8, 2013</td>
<td>July 7 to 13, 2013</td>
<td>August 11 to 17, 2013</td>
<td>June 2 to 8, 2013</td>
<td>July 28 to August 3, 2013</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>June 15, 2013</td>
<td>July 20, 2013</td>
<td>August 24, 2013</td>
<td>June 15, 2013</td>
<td>August 10, 2013</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>June 25, 2013</td>
<td>July 30, 2013</td>
<td>September 03, 2013</td>
<td>July 9, 2013</td>
<td>September 03, 2013</td>
</tr>
</tbody>
</table>
## ACADEMIC CALENDAR
### FIRST SEMESTER 201401

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12 SEPTEMBER 1 TO OCTOBER 5, 2013</th>
<th>E13 OCTOBER 6 TO NOVEMBER 9, 2013</th>
<th>E14** NOVEMBER 10 TO DECEMBER 21, 2013</th>
<th>E08 SEPTEMBER 1 TO OCTOBER 26, 2013</th>
<th>E09 OCTOBER 27 TO DECEMBER 21, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day for Registration</td>
<td>August 30</td>
<td>October 4</td>
<td>November 8</td>
<td>August 30</td>
<td>October 25</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>September 1</td>
<td>October 6</td>
<td>November 10</td>
<td>September 1</td>
<td>October 27</td>
</tr>
<tr>
<td>Drop/Add Process (DC, AW)</td>
<td>Before September 1</td>
<td>Before October 6</td>
<td>Before November 10</td>
<td>Before September 1</td>
<td>Before October 27</td>
</tr>
<tr>
<td>Withdrawal with partial return (WP, WT)</td>
<td>September 1 to 3</td>
<td>October 6 to 8</td>
<td>November 10 to 12</td>
<td>September 1 to 5</td>
<td>October 27 to 31</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2013</td>
<td>October 31</td>
<td>October 31</td>
<td>October 31</td>
<td>October 31</td>
<td>October 31</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 2nd Semester and Summer</td>
<td>October 1</td>
<td>October 1</td>
<td>October 1</td>
<td>October 1</td>
<td>October 1</td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>October 7</td>
<td>October 7</td>
<td>October 7</td>
<td>October 7</td>
<td>October 7</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>September 15 to 21</td>
<td>October 20 to 26</td>
<td>December 1 to 7</td>
<td>September 22 to 28</td>
<td>November 17 to 23</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>September 24</td>
<td>October 29</td>
<td>December 10</td>
<td>October 1</td>
<td>November 26</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>September 27</td>
<td>November 1</td>
<td>December 13</td>
<td>October 4</td>
<td>December 2</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>September 29 to October 5</td>
<td>November 3 to 9</td>
<td>December 15 to 21</td>
<td>October 20 to 26</td>
<td>December 15 to 21</td>
</tr>
<tr>
<td>Grades due in Web in Faculty and Grade Rosters at Registrar’s Office</td>
<td>October 8</td>
<td>November 12</td>
<td>December 23</td>
<td>October 29</td>
<td>December 23</td>
</tr>
</tbody>
</table>

** Thanksgiving Break – From November 24 to 30. This Recess only applies for five week courses (PT E14).
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12</th>
<th>E13</th>
<th>E14**</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>JANUARY 26 TO MARCH 1, 2014</strong></td>
<td><strong>MARCH 2 TO APRIL 5, 2014</strong></td>
<td><strong>APRIL 6 TO MAY 17, 2014</strong></td>
<td><strong>JANUARY 19 TO MARCH 15, 2014</strong></td>
<td><strong>MARCH 16 TO MAY 10, 2014</strong></td>
</tr>
<tr>
<td>Last Day for Registration</td>
<td>January 24</td>
<td>February 28</td>
<td>April 4</td>
<td>January 17</td>
<td>March 14</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 26</td>
<td>March 2</td>
<td>April 6</td>
<td>January 19</td>
<td>March 16</td>
</tr>
<tr>
<td>Drop/Add Process (DC, AW)</td>
<td>Before January 26</td>
<td>Before March 2</td>
<td>Before April 6</td>
<td>Before January 19</td>
<td>Before March 16</td>
</tr>
<tr>
<td>Withdrawal with partial return (WP, WT)</td>
<td>January 26 to 28</td>
<td>March 2 to 4</td>
<td>April 6 to 8</td>
<td>January 19 to 23</td>
<td>March 16 to 20</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2014</td>
<td>March 8</td>
<td>March 8</td>
<td>March 8</td>
<td>March 8</td>
<td>March 8</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201401</td>
<td>February 27</td>
<td>February 27</td>
<td>February 27</td>
<td>February 27</td>
<td>February 27</td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>March 3</td>
<td>March 3</td>
<td>March 3</td>
<td>March 3</td>
<td>March 3</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>February 9 to 15</td>
<td>March 16 to 22</td>
<td>April 27 to May 3</td>
<td>February 9 to 15</td>
<td>April 6 to 12</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>February 18</td>
<td>March 25</td>
<td>May 6</td>
<td>February 18</td>
<td>April 15</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NP”</td>
<td>February 22</td>
<td>March 28</td>
<td>May 9</td>
<td>February 21</td>
<td>April 18</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC) Total Withdrawal (WE)</td>
<td>March 1</td>
<td>April 5</td>
<td>May 17</td>
<td>March 15</td>
<td>May 10</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>February 23 to March 1</td>
<td>March 30 to April 5</td>
<td>May 11 to 17</td>
<td>March 9 to 15</td>
<td>May 4 to 10</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>March 4</td>
<td>April 8</td>
<td>May 20</td>
<td>March 18</td>
<td>May 13</td>
</tr>
</tbody>
</table>

**Spring Break – From April 14 to 20. This Recess only applies for five week courses (PT E14).**
## ACADEMIC CALENDAR
### SUMMER SEMESTER 201403-201500

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PT E12 MAY 18 TO JUNE 21, 2014</th>
<th>PT E13 JUNE 22 TO JULY 26, 2014</th>
<th>PT E14 JULY 27 TO AUGUST 30, 2014</th>
<th>E08 MAY 11 TO JULY 5, 2014</th>
<th>E09 JULY 6 TO AUGUST 30, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Last Day for Registration</strong></td>
<td>May 16</td>
<td>June 20</td>
<td>July 25</td>
<td>May 9</td>
<td>July 3</td>
</tr>
<tr>
<td><strong>Classes Begin</strong></td>
<td>May 18</td>
<td>June 22</td>
<td>July 27</td>
<td>May 11</td>
<td>July 6</td>
</tr>
<tr>
<td><strong>Drop/Add Process (DC, AW)</strong></td>
<td>Before May 18</td>
<td>Before June 22</td>
<td>Before July 27</td>
<td>Before May 11</td>
<td>Before July 6</td>
</tr>
<tr>
<td><strong>Withdrawal with partial return (WP, WT)</strong></td>
<td>May 18 to 20</td>
<td>June 22 to 24</td>
<td>July 27 to 29</td>
<td>May 11 to 15</td>
<td>July 6 to 10</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements during Summer 2014</strong></td>
<td>July 12</td>
<td>July 12</td>
<td>July 12</td>
<td>July 12</td>
<td>July 12</td>
</tr>
<tr>
<td><strong>Official Census Rosters to Facilitators (NP)</strong></td>
<td>June 1 to 7</td>
<td>July 6 to 12</td>
<td>August 10 to 16</td>
<td>June 1 to 7</td>
<td>July 27 to August 2</td>
</tr>
<tr>
<td><strong>Census Rosters Due at Registrar’s Office</strong></td>
<td>June 10</td>
<td>July 15</td>
<td>August 19</td>
<td>June 10</td>
<td>August 5</td>
</tr>
<tr>
<td><strong>Last day for students to claim courses reported as Not Attending “NP”</strong></td>
<td>June 13</td>
<td>July 18</td>
<td>August 22</td>
<td>June 13</td>
<td>August 8</td>
</tr>
<tr>
<td><strong>Last day for: Partial Withdrawal (WC)</strong></td>
<td>June 21, 2014</td>
<td>July 26, 2014</td>
<td>August 30, 2014</td>
<td>July 5, 2014</td>
<td>August 30</td>
</tr>
<tr>
<td><strong>Total Withdrawal (WE)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last Week of Classes</strong></td>
<td>June 15 to 21</td>
<td>July 20 to 26</td>
<td>August 24 to 30</td>
<td>June 29 to July 5</td>
<td>August 24 to 30</td>
</tr>
<tr>
<td><strong>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</strong></td>
<td>June 24</td>
<td>July 29</td>
<td>September 2</td>
<td>July 8</td>
<td>September 2</td>
</tr>
</tbody>
</table>

**DC** = Drop course  
**AW** = Administrative Withdrawal  
**WP** = Partial Withdrawal with adjustment to Financial Aid (Title IV)  
**WT** = Total Withdrawal with adjustment to Financial Aid (Title IV)  
**WC** = Partial Withdrawal without adjustment  
**WE** = Total Withdrawal without adjustment  
**NP** = Not attending courses  
**NT** = Not attending all courses enrolled
Undergraduate General Admission

General Requirements for Admission

1. The applicant must have a minimum of 12 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 21 years of age or older.
3. The applicant must have 2 years of work experience.

Applicants that do not meet one or more of the above-mentioned requirements can apply for admission as a regular student. They will be interviewed by the Campus Director (or his designated representative). The Director or his authorized representative will determine if the applicant can be admitted in the regular accelerated format, conditioned upon enrolling in the Puente support services program. This program is designed specifically to help the applicant acquire the needed skills to be successful in the regular accelerated program.

All students enrolled in this program will take up to 24 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 12 credits of language courses and 12 credits in general education courses that may include 6 credits in Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life. The Puente Counselor may recommend to the Campus Director the transfer of a Puente student to the regular accelerated format if the student has demonstrated academic success after one semester (12 credits) of coursework, including a GPA of 2.5 or above.

Admissions Process – all Applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs offered are discussed.
2. Submit an admission application.
3. Submit academic evidence from previous studies or degree earned.
Every applicant to the SUAGM institutions in the State of Maryland 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:

- transcript 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

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

In extreme meritorious cases, the Campus Director or his designated representative may consider the admission of applicants who cannot present the evidence as described above but meet the following requirements:

1. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
2. The applicant presents a notarized declaration in which the applicant certifies that he meets the requirement of prior studies.
3. The applicant must also complete an interview with the Campus Director or authorized institutional officer to evaluate compliance with the previous requirements (Graduate Studies).
4. The applicant participates in an admission interview (Graduate Studies and Puente Program).
5. The applicant takes the placement tests in English and Spanish. (Students have previous studies at any of the SUAGM campuses in the continental US will be exempt from this requirement).

Students should contact the Office of Integrated Services for more specific information.
Graduate General Admission

General Requirements for Admission
1. The applicant must be 21 years of age or older.
2. The applicant must provide evidence for 2 years of work experience.
3. The applicant must have a bachelor’s degree with a minimum GPA of 2.75 or 2.75 in the last 60 credits.
4. The applicant must submit 3 recommendation letters (students who have a bachelor’s degree from any of the SUAGM campuses in the continental US will be exempt from this requirement).
5. The applicant must participate in the admission interview.

Admissions Process – all Applicants are required to:
1. Attend an orientation session where the structure, policies, and procedures of the programs offered are discussed.
2. Submit an admissions application.
3. Submit an official academic transcript from the university where the bachelor’s degree was awarded.
4. Submit 3 recommendation letters from your employer or supervisor. A form letter is provided.
5. Participate in the admission interview.
6. Take the English and Spanish Language Placement and Assessment Tests.

Specific Requirements for Each Program
Students must contact the Associate Registrar, Director of Integrated Services or Integrated Services Officer for specific requirements that the chosen program may have. Students must attend the orientation session.

Appeals of Admission Decisions
Students may appeal admission decisions to the Campus Director. The Director will request from the student any information needed to evaluate the appeal.

Transfer Students from other Programs or Universities
Requirements
1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
   a. have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student,
   b. Be 23 years of age or older
   c. Provide evidence for 3 years of work experience
   d. Attend an orientation session in order to apply to the Dual Language Program and fulfill the admissions requirement of the program to which they are applying.
   e. All transfer students must meet the residency requirements prior to graduation
   f. Not be on academic or disciplinary probation at the institution from which they are transferring

2. Transfer credits will be considered attempted credits and will not be considered in the calculation of the retention index

Residency Requirements

1. Each student who transfers to the Dual Language Programs must observe the following rules to establish residency and be eligible for graduation.
   a. Complete a minimum of thirty (30) credits, six (6) of which must be in the major or concentration courses of the bachelor degree programs offered at the University.
   b. A maximum of (12) credits may be transferred from other institutions at the Master’s level.

Validation of Transfer Credit for Courses

1. Validating transfer credits assumes that the student was admitted to the university as a transferred student.
2. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.
3. Undergraduate courses approved with a grade or equivalent of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate programs, must comply with the specific requirements for each of the master’s programs.
4. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations, and Procedures.

5. The Registrar will establish equivalencies for the courses, consulting with the faculty member specialized in the area and using the transferring institution’s catalog and official course description as a base.

6. The Office of the Registrar will inform the student of the courses officially accepted for transfer.

### Foreign Students

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

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

3. Universidad del Este at the Capital Area Campus is authorized to receive students with F-1 Visa. Interested applicants must contact the Director of Integrated Services for specific related processes.

### Readmission

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

1. Have a cumulative GPA that meets the retention index,

2. Complete the required percentage of credits of the total attempted credits,

3. Have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable, AND

4. Fulfill the academic requirements of the program of study applied to and all other general admissions requirements that apply.

Each student applying for readmission to the institution will be subject to the curriculum in effect for the program of study to which he or she is admitted. Each candidate for readmission may be subject to an interview with the Director of Faculty, or the Director of Integrated Services.
Admission Validity

1. Students can only enroll in programs offered at the time of their admission or readmission.

2. Admission or readmission to the University will be valid for the registration period after the date of admission.

3. Students must fulfill the admission requirements by the dates established in the academic calendar.

4. Applications that are not accompanied by the required documents, or that do not meet the established requirements, will be considered provisional applications.

5. 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 his or her registration.

METHOD OF INSTRUCTION

The Accelerated Studies Program Course Format

The Accelerated Studies Program is offered in semester courses that are scheduled in five (5) or eight (8) week sessions. Classes meet once a week for four (4) hours Monday through Friday, morning sessions from 8:30am – 12:30pm, and evening sessions from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm, and Sunday from 1:00pm - 5:00pm.

A total of 9 five-week sessions and 6 eight-week sessions are offered throughout the academic year. The students will require a minimum of 10 hours of individual or team work outside the classroom per week. Faculty and students will have access and interact through Blackboard for coursework outside the classroom.

The Dual Language Program Course Format

The Dual Language Programs offered in semester courses that are scheduled in five (5) or eight (8) week sessions. At the Capital Area Campus, classes meet once a week for four hours
Monday through Friday, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm, Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm and Sunday from 1:00pm – 5:00pm.

**The Puente Program Course Format**

The Puente Program offers courses scheduled in eight (8) week sessions. At the Capital Area Campus, classes meet once a week for four hours Monday through Friday, morning sessions from 8:30am – 12:30pm and evening sessions from 6:00pm - 10:00pm; Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm.

The students will be required a minimum of 25 hours of individual or team work outside the classroom per week. All students enrolled in this program will take 24 credits before transitioning to the regular (5 or 8 week) format. Students must take 6 credits of English, 6 credits of Spanish, 6 credits of Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.

**Dual Language Nature of Degree Programs**

Degree programs at the Capital Area Campus are bilingual. **Students are expected to have basic knowledge of English and Spanish.** 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 must complete additional language courses based on the language proficiency test results in each language.

A graduate of the Universidad del Este at the Capital Area Campus is expected to be a completely proficient as a Dual Language Professional who demonstrates professional competencies confidently in their field of study in Spanish and English.

These competencies achieved are divided into four skill areas:

**Conceptual Skills:**

1. Generate Ideas
2. Create Projects
3. Analyze/Interpret Data
4. Critical Thinking
5. Synthesis
Language Skills:
1. Spelling & Grammar
2. Quality Translation
3. Summarizes Information
4. Use of Varied Vocabulary
5. Technical Jargon
6. Reads & Understands

Communication Skills:
1. Making Coherent Presentations (reports, proposals)
2. Support Opinions
3. Express Ideas (hypothetical & situational)

Interpersonal Skills
1. Team-work, cooperative/collaborative
2. Interpersonal Interaction

Placement

A placement test in English and Spanish will be administered to all prospective students. The placement test results are utilized in three ways. First, it helps place students in the appropriate language level. Second, it identifies students who require certain developmental skills in languages while enrolled in a degree program. Finally, it identifies students who do not possess an adequate threshold in the language and must enroll in a full-immersion language course prior to enrolling in a degree program.

Course Modules and Language of Delivery

The Universidad Del Este at the Capital Area Campus follows the Discipline-Based Dual Language Immersion Model ® developed by Sistema Universitario Ana G. Méndez for its courses. This model focuses on 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 at all mainland campuses utilizes a wide variety of educational materials and resources as well as course modules as part of the teaching-learning processes. The instructional modules contain the information about course objectives, topics,
assignments, and most importantly, serve as study guides for teachers and students by including rigorous learning activities to be carried out in class. Each 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 the faculty community. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Learning Management System: Blackboard®, which can be accessed remotely through the Internet.

Modules for the Capital Area Campus also specify the percentages of 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 specifics 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 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 bilingual 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 means 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. NetTutor® online tutoring services are available in both English and Spanish. Other online resources such as the Turabo’s Virtual Library, e-books (Spanish and English), Tell Me More online, and Wimba voice are available. Students may request the E-lab informative brochure from the Integrated Services Office at any time.

The Electronic language laboratory (e-lab) was designed to help students strengthen their linguistic skills in English and Spanish. The lab counts with a wide variety of visual and auditory
on-line exercises that allow students to improve crucial areas such as listening comprehension, pronunciation, vocabulary building, grammar, reading comprehension, and writing.

The lab also includes a package of carefully selected ESOL (English to Speakers of Other Languages) websites to meet student’s needs as well as other software to boost language learning such as “Tell Me More”, “Rosetta Stone” (English and Spanish versions), Ellis Business, Ellis Master Pronunciation, Math Media Algebra, Math Media Basic Series, Spanish websites, Internet-Based Research and Guided Writing Activities. In addition, the lab administers the placement tests and coordinates tutoring services.

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

<table>
<thead>
<tr>
<th>Registration Validity</th>
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<tbody>
<tr>
<td>1. The Campus Director, in collaboration with the Registrar, will determine the registration dates and will include them on the Academic Calendar.</td>
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<tr>
<td>2. The receipt of the official notice of admission will be required to begin the registration process.</td>
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<tr>
<td>3. Students will be required to register according to the calendar and times announced. Any student may register on the day and time assigned and during the specified late registration period set and noted on the academic calendar.</td>
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<tr>
<td>4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.</td>
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Maintaining the Academic Offering: Programming of Courses, Closing, and Eliminating Sections

The Institution will follow the SUAGM Manual of Norms and Procedures for Programming, Closing, and Elimination of Courses for maintaining academic offerings, programming of courses, closing, and elimination of sections. This manual is available at the campus.
Credit for Prior Learning: Challenge Examination or Portfolio

Students may obtain credit for prior learning through passing challenge examinations or the evaluation by faculty of portfolios. A challenge examination is an assessment of the student’s mastery of course content prepared by a certified faculty member of the institutions. A portfolio is an assessment with supporting documentation that demonstrates a student’s mastery of course content.

The following policies and procedures will apply:

1. The student must be registered (full or part time) and must have demonstrated consistent satisfactory academic progress during his or her studies. The student must receive academic advisement as to the process that is required by a student services staff.

2. For the **Challenge Examination Option**
   a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty for initial screening before referring them to a subject academic specialist for final analysis.
   b. Upon approval, the student will be notified as to the corresponding payment to be made. The Director of Faculty and/or its representative will issue a permit for the exam and provide an examination study guide to the student.
   c. The student will take the examination on the advertised date.
   d. A certified faculty member with expertise in the area of the exam will grade the examination and award the correspondent grade based on test results. Appropriate documentation will be submitted to the Registrar.

3. For the **Portfolio Option**
   a. The student must obtain the related documentation from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty for initial screening before referring them to a subject academic specialist for final analysis.
   b. After recommendation from the advisor, the students register for EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.
   c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.
d. The portfolio will be presented to the Director of Faculty, who will submit it for evaluation and awarding of credit to a certified faculty member in the area of expertise. If applicable, the faculty member will award a grade of “P” for the course.

e. Appropriate documentation will be submitted to the Registrar.

4. No more than 25% of total program credits may be awarded for prior learning. Credit awarded through challenge examinations or portfolio cannot be counted towards meeting residency requirements.

**Transferability of Institutional Credits**

Courses taken at the three institutions are generally accepted for transfer to other institutions. However, the transferability of credits is solely at the discretion of the accepting institution. It is the student’s responsibility to confirm whether Universidad Del Este or any other institution will accept credits.

**PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS**

**Reclassification of Program or Major**

Active students may apply for reclassification of a program or major by submitting an application for reclassification to the Office of Integrated Services or Registrar.

**Withdrawals**

To apply for a partial or total withdrawal, students will submit the application to the Office of Integrated Services or Registrar within the dates specified to be final and official.

1. **Withdrawals with Reimbursements**: Courses in which the student applies for partial or total withdrawal during the period established by the Institution for withdrawals with reimbursements will affect the academic progress of the student. In the event of a partial withdrawal, the student will be classified in the category he or she is in at the end of the withdrawal with reimbursement period.

2. **Withdrawals without Reimbursements**: When students request a partial or total withdrawal from a course, after the established due date specified at the academic
calendar by the Institution for withdrawals with reimbursement, the student’s academic progress will be affected.

3. The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student Handbook.

**Special Permits**

1. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue with courses in the following semester.
2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services or Registrar.
3. Students requiring a special permit will receive the recommendation from the Director of Faculty, before submitting the authorization form to the Integrated Services Office.
4. The special permit will be given for an academic semester or summer session.
5. Courses approved with a grade of “B” or higher at the institution will be considered. The credits will be considered as attempted credits and will not be considered for the retention index.

**ACADEMIC LOAD, ATTENDANCE, AND ACADEMIC ADVISING**

**Academic Load per Term**

Courses are scheduled in semester terms. Each semester is divided into five or eight weeks part of term (PT).

1. The regular academic load will be concurrent enrollment in six (6) credits.
2. For an academic load of more than eighteen (18) credits per semester, or enrollment in more than eight credits per term, the student will need authorization from the Director of Faculty or Campus Director.

**Attendance**
Regular attendance and participation in class discussion and activities is 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.

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

**EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT**

<table>
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<tr>
<th>Evaluation System</th>
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<td><strong>Credit value</strong></td>
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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 module under the guidance of a qualified instructor.

**Partial and final evaluations**

1. In each part of term (PT), professors will evaluate students based on four evaluative competencies where there will be at least a partial evaluation 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 best judgment of the professors and considering the nature of the course.
3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.
4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.
5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.
Responsibility of Professors

1. It will be the responsibility of the professors to inform students of at least one partial evaluation before the last date established for partial withdrawals.

2. It will be the responsibility of the professors to comply with the academic calendar and to inform the students, at the beginning of the course, of the course objectives and content, exams and other work that will be required for their evaluation.

Grade system

Letter grade system and grade points per credit:

1. For the purpose of computing the student’s average, the number value of the grades in the courses will be:

   - **A** (90 – 100) - 4.00 excellent
   - **B** (80 – 89) - 3.00 good
   - **C** (70 – 79) - 2.00 satisfactory
   - **D** (60 – 69) - 1.00 deficient
   - **F** (0 – 59) - 0.00 failure (no grade credit)

2. The following system of letters will be applied in special cases; they will not be considered for a student’s average, except for the WF.

   - **W** = Official withdrawal
   - **I** = Incomplete
   - **IP** = Incomplete in progress
   - **NR** = Grade not reported
   - ***** = Repeated course
   - **WN** = Administrative withdrawal, Student registered but did not attend classes on the first day, (no grade points)
   - **WA** = Administrative withdrawal, the Vice chancellor of Student Affairs approves a student withdrawal due to certain reasons.
   - **T** = Transfer course

A minimum average of “C” is required for all degrees.
A course with a “W” indicates a withdrawal from a course.

A “WN” Indicates no attendance to a course within the first few days after classes begin (no grade points). This is reported on the official census roster.

A course with 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.

A course with a “WA” indicates an administrative withdrawal approved by the Vice Chancellor of Student Affairs given for one of the following reasons:

1. Possibility of danger to the health of the student or that of other students if enrollment were to be continued
2. Refusal to obey regulations or serious misconduct on the part of the student
3. Deficient academic work (below required academic standards)
4. New admissions that do not complete the admissions application with the required documentation by the date scheduled in the Institution’s calendar

Once assigned by the professor, the grades are final and certified by the Registrar’s Office on the student’s official transcript. Nevertheless, a student has the right to appeal his/her grade to the Appeals Committee.

**Changes, Grade Objections, and Additions**

1. In the event of a student grade objection, the student is obligated to present the objection at the Integrated Services Office, or Registrar within thirty (30) calendar days of the first day of class of the term following the objected grade.
2. The professor must submit to the Director of Faculty any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Director of Faculty will submit the form to the Registrar, who will be responsible for making the change or addition in the Official Grade Register.
3. Changes made outside the established calendar must be justified in writing and approved by the Director of Faculty of the Campus.
4. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Dean of the School for Professional Studies or his/her
representative, who shall preside, the Director of Faculty, a professor, the Registrar or his/her representative, and a student appointed by the Director, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Director of Faculty and/or Campus Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

### Incompletes

**Conditions**

1. The student will receive a provisional grade of Incomplete only for a justified absence to an exam or final work and if he or she has a minimum of partial grades.

2. 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”.

3. It will be the student’s responsibility to make the necessary arrangements with the Professor and the Director of Faculty of the Campus to determine how to take the exam or turn in the final work and remove the Incomplete.

4. 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.

5. Once the incomplete is removed according to institutional policies and academic progress is achieved, financial aid will be reinstated. Financial aid will be reinstated, only if the incomplete is removed within the dates established by the Federal Government for assigning aid.

**Responsibility of Professors**

1. It will be the responsibility of the professors, at the end of each academic term, to submit to the Registrar, the Incomplete Form, Grade Register, indicating each case the partial grades obtained and with a blank space for the pending grade. The professors will also submit exams with corresponding answer keys or will indicate the work or assignments each student has pending.

2. Upon completion of the term specified to complete the students’ academic work, professors will have thirty (30) additional days to hand in the documents for removal
of Incompletes to the Registrar’s Office where the Official Grade Register will be completed and final grades will be awarded.

3. When completing the Grade Register, the professor will specify the partial grades received by the student. In those cases where the student did not complete the academic work during the established period, the Registrar will compute the final grade, inserting a grade of zero (0) for the pending work, as applicable to the campus.

### Repeating Courses

1. A student who wishes to repeat a course will have the liberty to do so. When a student obtains a D, F, or W in core professional, major and / or concentration courses that are required for graduation at the undergraduate level that must be passed with a minimum of C, it will be compulsory to repeat the course (as it applies to specific programs, make reference to program outline).
   a. It is recommended that all graduate courses be passed with a minimum of B; and that students maintain a grade point average of 3.0.
   b. If a student obtains a final grade of C and it lowers the GPA to less than 3.0 it will be compulsory to repeat the course(s).
   c. At the same time students who obtain a final grade of D, F or W at the graduate level must repeat such course(s).

2. The Institution will allow a student who has obtained a C, D, F, W, or WN in a course to repeat it using financial aid, if he or she has not exceeded 150% of attempted credits.

3. Students who repeat a course will receive the highest grade obtained for purposes of their academic average.

4. If the grades obtained are the same as the previous ones, they will be counted for the GPA and only once for the graduation average.

5. In the case of Practice/Practicum/Internships courses, the student may repeat the course a maximum of twice. He or she will only be able to repeat the course the second and last time with the approval and recommendation of the Director of Faculty of the Campus and the practice supervisor.

6. No student will repeat a specified course until he or she has received a grade for it.
7. Repeated courses will be considered to determine the student’s academic progress.

**Independent study**

Courses in this category must comply with the four hours of weekly instruction. Independent study courses will be offered as an alternative for those students who require a course that is not programmed in their graduation year, be it the first or second semester. The courses will be offered through independent study if they meet the following specific criteria:

1. The course content cannot be substituted for another.
2. The course is not being offered in the division the student is enrolled in and the student cannot attend the section offered in another division.
3. The course is required for the student’s major.

The Director of Faculty will consider special cases individually on their own merits.

**ACADEMIC PROGRESS**

**Academic Status of the Students**

1. The retention index of the student will be in accordance to the required index of the attempted credits and will be applied to the percent of approved credits established in the table designed for this purpose.

2. Students with satisfactory academic progress have cumulative GPA that is in accordance with the approved credits established in the table designed for this purpose. These tables are program-specific and are available at the Registrar’s Office.

3. In the case of transfer students, they will be evaluated upon completing their first year of study. Transfer credits will be considered attempted credits and will not be considered for the retention index.

4. Students on academic probation are those who have a cumulative GPA are lower than the retention index.
Grade Point Average (GPA)

1. The grade point average will be the general average of all the grades obtained by the student during his or her studies in the Institution.
2. For transfer students, courses passed with “C” that are equivalent to those of the program of study they are admitted to, will be accepted as transfer credits. Students in the graduate program must comply with the requirements established by each Master’s degree program.

Retention Index

1. The retention index will be the minimum cumulative GPA that allows a student to continue enrolled in the Institution.

Accumulated Credits Required and Retention Index

1. Accumulated credits are the sum of the credits corresponding to the courses the student registers in annually.
2. To complete a degree, a student must complete all academic requirements for it in a period of time not to exceed 150% of the total credit hours required to obtain the degree.
3. The total of approved credits to complete the degree must meet a minimum average for graduation as established by major.
4. A student who reaches 150% of the total credits in his or her program of study may continue studying in his or her present status, but will not be eligible for federal or state aid administrated by the Office of Financial Aid to finance the studies.

Probation

1. To end the probation period, the student must obtain the percentage of credits and the average established. Students whose cumulative GPA is lower than the retention index established or those that do not reach the required percentage of approved credits will be put on automatic academic probation. To end the probation period, the student must obtain the percentage of credits and the average established.
2. Students who do not reach the retention index or do not reach the required percentage of approved credits during the period of automatic academic probation will
be suspended for the term of one (1) academic year. Upon being suspended for one year, they may appeal one time during their student life.

### Suspensions

1. Students whose cumulative GPA is lower than the retention index and who have not approved the percentage of required credits after ending their probation period, will be suspended from the Institution for the term of one year.

2. The Institution will not accept any courses, diplomas or degrees conferred on a student by another institution during the time he or she was suspended.

3. Students who, upon completing their suspension, are interested in being readmitted will be subject to the requirements for readmission.

4. Those students who discontinued their studies while on probation will be identified as students on probation when applying for readmission.

5. Readmitted students, upon completing the period established for their first academic sanction, must be recommended by the Admissions Committee. The student will return to a second probation period for the next academic year. If upon completing this term the student has not reached the retention index required and the percentage of credits necessary, he or she will be suspended for a maximum of two years.

6. The Appeals Committee may approve an extraordinary probation period for an additional academic year, in the case of a student who completes the graduation requirements in that academic year.

### Appeals

#### Right to Appeal

1. The student has the right to appeal the institutional determination about his or her not having obtained satisfactory academic progress as defined, if there was a crisis situation that impeded complying with this norm.

2. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:
   a. an illness of the student or a dependent,
   b. an illness of the head of the household that created an economic crisis,
c. natural disasters, divorce of the parents/student

d. death of a parent, mother, spouse or child,

e. a problem where there was an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student

Appeals Committee

The Appeals Committee will be composed of a representative of the following offices: Academic Advisor, Registrar, Financial Aid, and the Director or Faculty. It will be presided by the Director or his/her representative.

Applying for an Appeal

A student who believes that his or her academic status is a result of a crisis situation may submit an Application for Appeal accompanied by the necessary documentary evidence.

In the event of an error in calculation, if upon correcting the error the student meets the Progress Norms, this claim will not be counted as an appeal.

Reestablishing Financial Aid

A student who submits an application for appeal that has been considered favorably by the Appeals Committee will be eligible for financial aid for the semester he or she enrolls in, if it is within the dates established by the Federal Government for payment of financial aid.

The Office of Admissions-Financial Aid will re-establish financial aid for a student by means of the letter sent by the Campus Director notifying the student of the outcome of the appeal.

GRADUATION REQUIREMENTS

<table>
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<th>Eligibility to Obtain an Academic Degree</th>
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1. Students must have completed the courses required for the degree as established by the Institution.

2. Students must have completed the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.

3. For Master’s Degrees, students must complete the degree’s final requirements.

4. Transfer students must meet residency requirements.
5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.

6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.

7. Students have submitted an Application for Graduation to the Integrated Services Office or Registrar by the date established in the academic calendar.

8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the Institution have been presented.

9. All students applying for readmission to the Institution will be subject to the graduation requirements in effect the year they are readmitted.

10. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of any semester or at the end of the summer session may apply and obtain a certification of completion of graduation requirements from the Registrar’s Office, before Commencement.

11. Two degrees may be conferred if they are from different programs or different majors when it is the same program.

FINANCIAL INFORMATION

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<th>Fees and Tuition Costs</th>
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The information contended 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 Vice President of Financial Affairs publishes a brochure with information about the tuition costs for all the academic programs, as well as other fees that apply.
Cost per credit

The cost per credit is $360.00 at the undergraduate level, and $560.00 at the graduate level. The cost of credit awarded for prior learning is equal to 50% of the cost per credit. All costs per credit are subject to change.

In addition, the institution has a technology fee for each academic term. The fee amount is described as follows:

- Fall Term: $85.00
- Spring Term: $85.00
- Summer Term: $42.50

The Technology Fee provides students with adequate technology experiences through these objectives:

- Broaden/enhance the quality of the academic experience through the use of technology in support of the curriculum;
- 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;
- Increase the integration of technology into the curriculum.

Please note that in attending any institution, you will need to allow for other expenses, such as books and supplies, transportation, meals, and other personal needs. A variety of financial aid packages are available. Tuition, fees and service charges must be paid in full during registration or at the time the student requests services. Payments can be made in cash, personal check, certified or manager’s check, money order, or credit cards such as American Express, Visa or Master Card. Receipts for all transactions must be requested and retained, and presented with any claim or adjustment requested. The Bursar’s Office will not accept claims without receipts.

*All tuition, general fees and service charges are subject to change during the life-term of this catalog.
Refund Policy
Any student who requests a total withdrawal of courses on or prior to 60% of the part of term registered will be reimbursed according to the following formula:

\[
\frac{\text{TOTAL DAYS ELAPSED}}{\text{TOTAL PART OF TERM DAYS}} \times 100 = \frac{\text{U}}{\text{% of TOTAL COST}}
\]

After 60% of the total part of term days has elapsed, the student will be responsible for 100% of total costs.

Partial withdrawal: Course Drop/Add Period
Students may cancel a course before the first day of the part of term without costs or charges.

Students who withdraw partially within the first week beginning with the first day of class of each part of term will be reimbursed 88% of the total tuition. After this time, the student who drops a course is responsible of 100% course charges.

Non-attendance
Students who do not attend the courses they are registered in will be reported as NP by the professor.

Identifications
The Institution issues an identification card for each student. The cost of replacing a lost, misplaced or stolen identification card is $5.00. The identification card is necessary at several offices within the Institution and will be the property of the Institution.

Copies of credit transcripts
Transcripts may be obtained at the Office of the Registrar. Payment must be made at the Office of the Bursar. The cost of each transcript will be $3.00 per copy.

Financial Aid
The mission of the Student Financial Aid Program is to provide the student with scarce economic resources equal educational opportunities to obtain an academic preparation that will facilitate his integration to society.
Our Student Financial Aid Program operates under the basic principle that the primary responsibility of financing higher education is of the family. Therefore, the majority of the funds are offered under the economic criterion of need. The objectives of providing a fair distribution of the financial resources are in agreement with the state, federal and institutional dispositions. Financial Aid is available for those who qualify.

The program is made up of three components. First, scholarships that are given and thus do not have to be repaid. Second, student money loans made available at a low interest with reasonable conditions of repayment. Third, the work and study program permits students to acquire experience that is related to their program of studies and at the same time receives compensation for the work being done, thus helping with his costs of education.

The student can be eligible to receive aid of all three components, as long as these available funds will permit.

**Grant-Scholarship Programs**

**Federal Pell Grant**

This grant helps undergraduate students to pay for their first post-secondary education. Students must be enrolled at least on three credits to receive the benefit. The maximum award varies every year. Information may be obtained from the Office of Integrated Services and the Financial Aid Officer.

**Federal Supplemental Educational Opportunity Grant (SEOG)**

This grant helps undergraduate students with exceptional financial need. The amount of the awards is contingent to availability of funds.

**State of Maryland Grants**

Students of the Universidad del Este may be eligible to participate in the scholarships and grants available at the Maryland Higher Education Commission’s website. For additional information, visit [http://www.mhec.state.md.us/financialAid/descriptions.asp](http://www.mhec.state.md.us/financialAid/descriptions.asp).

**LOAN PROGRAMS:**

**Federal Direct Loan**
Federal Direct Loans are offered at a variable interest rate, with a cap of 8.25%. For “Subsidized-Direct” the government pays the interest while student’s are in school; for “Unsubsidized Direct” 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 on the principle).

**Federal Direct Parent Loan for Undergraduate Students (FDPLUS)**

“PLUS” loans are borrowed by parents for dependent students. The interest rate is variable, with a cap of 9%. Repayment begins 60 days after the first disbursement.

**Work and Study Program**

**Federal Work-Study Program (FWSP)**

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

**How to apply for Federal Financial Aid**

To be considered for federal student aid, a student must complete a Free Application for Federal Student Financial Aid (FASFA). The FAFSA collects financial and other information used to calculate the expected family contribution (EFC) and to determine a student’s eligibility through computer matches with other agencies. The FASFA is the only form students must fill out to apply for federal financial aid.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education at [www.fafsa.gov](http://www.fafsa.gov).

The amount of financial aid award may vary each year according to the student’s need, the type of aid they are eligible, their academic performance and available funding.

**Eligibility Requirements**

In order to meet the eligibility requirements, students must:

- have financial need,
- be enrolled as a regular student in an eligible program,
- be working toward a degree or certificate,
- be a U.S. citizen or eligible non-citizen,
- have a valid Social Security Number,
• not owe a refund on a Federal Grant or be in default on a Federal Educational loan,
• be making Satisfactory Academic Progress,
• be registered with Selective Service (if required),
• be enrolled at least half-time except for the Federal Pell Grant, which allows less-than-half-time enrollment,
• not have received a Bachelor's Degree for Pell and FSEOG,
• provide documentation of any information requested by the Office of Admission and Financial Aid.

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), as amended, which specifically governs access to records maintained by institutions to which funds are made available under any Federal program for which the U.S. Commission of Education has administrative responsibility. The release of such records, provided that such institutions must furnish parents of students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the ground that they are inaccurate, misleading or otherwise inappropriate. Institutions must obtain the written consent of parents before releasing personally identified data from student records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points; and that an office adjudicate complaints and violations of this law.

STUDENT AFFAIRS AND SERVICES

Student Services

The SUAGM: UNE Capital Area Campus reflects the commitment of the System, its member institutions and the School for Professional Studies to student service. The service offered is characterized for being personalized and individualized, where the student and the program representative together go through the steps from admission to registration, according to the particular needs of each student.

Due to the integration of the different student services into a one-stop student service model, students can process their admission; validate transfer credit for their courses; receive
orientation and apply for financial aid; receive personalized academic advising; complete registration, and program planning and academic progress audits through an appointment with the Student Integrated Services staff.

The School for Professional Studies personnel also offers orientation about other services available and serves as a liaison to other offices of the System and its member institutions. The Director of Integrated Services, Financial Aid staff, Registrar, and Integrated Services Officers will be cross-trained to perform these services in an integrated and customer friendly manner. Capital Area Campus has an Academic Advisor to meet the counseling and job placement needs of its students.

Integrated Student Services provides an extended schedule to accommodate the demands of working adults:
- Monday through Thursday: 11:00 a.m. - 8:00 p.m.
- Friday: 9:30 a.m. - 6:00 p.m.
- Saturday: 8:30 a.m. - 5:00 p.m.

**Academic Advising**

All students will have a staff member assigned as an academic advisor. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their advisor to work a schedule for academic success.

**Student feedback and complaints**

Students in each course section will select a student representative that will meet with Campus Director or its representative during the second or third week of class. Student representatives will provide feedback to staff on course, faculty, program, services and facilities. Student representatives will also have responsibility for administering end of course evaluations.

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the Campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the Maryland Higher Education Commission at (410) 767-3301 or Middle States Commission on Higher Education at (267) 284-5000.
Student Conduct and Disciplinary Actions

Disciplinary Regulations

All students will observe and comply with all the institutional policies, rules, and procedures and will follow a code of exemplary conduct. Each student must be familiar with the institutional policies regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Dean of the School for Professional Studies or the Campus Director.

The Ana G. Méndez University System Board of Directors ratifies disciplinary rules, and regulations. The students at SUAGM: UNE are expected to honor, obey and respect these rules and regulations in all their ramifications. These principles, rules and regulations are clearly stated in the college by-laws, the Student Handbook, and in the other regular or periodic publications of the Administration.

Important Notice:

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Handbook from the Integrated Services Office or Registrar. The student must sign a receipt for the handbook, and commits to read and become familiar with the Handbook’s contents and the Student’s Regulations. These requirements cannot be waived or omitted under any circumstances.

GENERAL PROVISIONS

Course Numbering System

Course Numbers:

The following course numbering system is used by the SUAGM: UNE

- 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.

ACCO – Accounting
ADED – Adult Education
COIS, COMP – Computer Information System
ECED – Education
ECON – Economy
EBDE – Bilingual Education
EDUC – Education
EDUG – EDAG – Graduate Education Courses
EETP - Electronic Engineering Technology
ENGI – ETAP - Engineering
ENGL – English
EXPL – Experiential Learning
HESM – Health Services Management
HIST – History
HUMA – Humanities
ITHM – International Tourism and Hospitality Management
MANA – Management
MATH – Mathematics
NETP - Networking Engineering Technology
PHAR – Pharmacy
PHSC - Engineering Physics
POSC – Political Science
PSYC – Psychology
PUAG – Public and Nonprofit
PUHE – Public Health
QYLE – Quality of University Life
SCIE – Integrated Sciences
SOCI – Sociology
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
TESL – Teaching English as a Second Language
Separateness

The provisions of this document are separable; declaring one or more void will not affect the other provisions that may be applied independently of those voided.

Amendments

The Academic Board and the Administrative Council of the Institution have the authority to amend this catalog.

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, he or she will be subject to the appropriate disciplinary measures, including canceling his or her 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. The Institution will not accept a declaration of ignorance of a norm 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 Rules of Discipline.

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 the right of the students to inspect and review them.

Change of Name and/or Address

It will be the responsibility of the student to notify the Registrar and/or Director of Integrated Services of any change of name or address while he or she is an active student at the Institution.
Section III

Programs of Study
ASSOCIATE DEGREES

ASSOCIATE IN SCIENCE (AS)

Major in Networking Engineering Technology

83 Credits

Program Description
The Networking Engineering Technology curriculum prepares individuals to become engineering technicians who design, install, test, troubleshoot, repair, and modify data communications networks systems such as local area computer networks, wide area computer networks and industrial devices networks within an automation system. The curriculum includes the CISCO Academy courses that will prepare the student for the Cisco Certified Network Associates CCNA professional certification. The graduates from this program will be capable of working and communicating with engineers, scientists, and production personnel. Their work requires the application of scientific and mathematical theory as well as specialized knowledge and skills in some aspect of networks technologies.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>21</td>
</tr>
<tr>
<td>Core Professional Courses</td>
<td>25</td>
</tr>
<tr>
<td>Major Specialization Courses</td>
<td>37</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable.

All Core/Professional Courses must be approved with a C or better.

*Students must meet Maryland State requirements to obtain a Networking Technician license and or certification, as applicable.

**REVISED 02/2010**
ASSOCIATE IN SCIENCE (AS)
Major in Electronic Engineering Technology
81 Credits

Program Description
The Electronic Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communications systems, and power electronic systems. The program is designed to prepare the individual to become a competent electronic technician capable of working and communicating with engineers, scientists, and production personnel. Their work requires the application of scientific and mathematical theory as well as specialized knowledge and skills in some aspect of technology.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>21</td>
</tr>
<tr>
<td>Core Professional Courses</td>
<td>25</td>
</tr>
<tr>
<td>Major Specialization Courses</td>
<td>35</td>
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<tr>
<td>TOTAL</td>
<td>81</td>
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</tbody>
</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable.

All Core/Professional Courses must be approved with a C or better.

*Students must meet Maryland State requirements to obtain an Electronic Technician license and/or certification, as applicable.
ASSOCIATE IN SCIENCE (AS)

Major in Pharmacy Technician

72 Credits

Program Description

The Program of Associate Degree in Pharmacy Technician of UNE aspires to develop students with the knowledge and necessary skills to perform as an important component of the teamwork of a pharmacy. The students will have the opportunity to acquire knowledge through didactic courses directed to know the most important aspects of this field. The program will also provide the opportunity to develop the techniques and skills that will enable the student to work with a high level of competitiveness.

The pharmacy technician is the professional that helps the pharmacist to dispatch medication prescribed by the doctors, under the supervision of the authorized pharmacist. The auxiliary is qualified to work in the hospital pharmacy, community pharmacy, as well as any other licensed distributor of pharmaceutical products. The dispatch of meds implies a series of activities in sequence that consists among others in: taking care of the patient; receive and interpret the received prescription; select the product, as well as the appropriate delivery package; to verify dose; to prepare simple solutions, ointments and other pharmaceutical preparations; to carry out suitable labeling using computerized systems and computation of prices.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>21</td>
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<tr>
<td>Major Concentration Courses</td>
<td>42</td>
</tr>
<tr>
<td>Practicum</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>72</td>
</tr>
</tbody>
</table>
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable.

All Concentration Courses (PHAR) must be passed with a C or better. All 4 credit courses require laboratory.

*Students must meet Maryland State and/or National requirements to obtain a Pharmacy Technician license and or certification, as applicable. **REvised 02/2010**
BACHELOR DEGREES

BACHELOR OF SCIENCE IN PUBLIC HEALTH (BS)

Major in Health Services Management

126 Credits

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

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

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

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

Graduate’s Profile/Outcomes

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

Conceptual:

a. Describe the different conceptions existing about health and the relationship with public health;

b. Analyze the relationship among the factors determining health and the state of health;

c. Apply mathematical, accounting, finance, and economic principles in the solution of problems;

d. Integrally apply knowledge of public health, epidemiology, and human relations necessary to act effectively and efficiently in the delivery of health services;

e. Evaluate the performance of organizations as social systems in light of the theories and practices of service management;

f. Integrate the principles of planning, organization, direction, control, and evaluation of managerial processes, as they apply to health services.

Technical-Motor:

a. Utilize computers and their software, electronic instruments and calculators to carry out mathematical, biostatistical, accounting, and finance tasks

b. Design tables, graphics, and diagrams to facilitate the organization and presentation of his tasks.

Affective:

a. Exhibit a proactive attitude when faced with challenges.

b. Demonstrate leadership in co-curricular, extracurricular, and professional activities.

c. Express interest and desire for his professional and personal improvement.

d. Manifest a desire and satisfaction in working in his professional area.
e. Demonstrate sensibility and empathy when considering the health needs of his clientele.

f. Demonstrate effective and efficient integration when carrying out collaborative and cooperative tasks.

**Major Component**

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

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

**Conceptual**

a. Distinguish the concepts, practices, and tendencies that define management, economics, finance, accounting, and budget in the scenario of health services

b. Investigate situations that arise and affect the managerial scenario in the health industry, and propose remedial action

c. Identify legislation and regulations that apply to the scenario of the health industry

d. Design work models, involvement strategies, and evaluation techniques to carry out the appropriate processes of health service management

e. Discriminate among different health models and systems to establish strengths, pertinence, and applicability

**Technical-Motor**

a. Utilize computers and their specialized software, electronic instruments, and calculators to carry out the tasks of managerial processes.

b. Prepare tables, graphs, and diagrams to facilitate the organization and presentation of his research work
Affective

a. Value collaborative and cooperative teamwork.

b. Value an atmosphere of effective, participatory communication and decision making in consensus.

c. Manifest pride and satisfaction in working in health services management.

d. Demonstrate responsibility, punctuality, and diligence in the performance of his functions.

e. Value respect for professional ethics and group and individual contributions.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>36</td>
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<tr>
<td>Major Courses</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>126</strong></td>
</tr>
<tr>
<td>COURSE</td>
<td>PR</td>
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<tr>
<td>SCIE 111-O Integrated Science I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115-O English Reading and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 231-O Research and Writing</td>
<td>ENGL 115-O</td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 250-O Techniques for Writing in Spanish</td>
<td>SPAN 115-O</td>
</tr>
<tr>
<td>MATH 111 Intermediate Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 110 Introduction to Computer and Software</td>
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</table>

**CORE PROFESSIONAL COURSES (36 CREDITS)**

<table>
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<tr>
<th>COURSE</th>
<th>PR</th>
<th>CRS</th>
<th>TR</th>
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<th>PR</th>
<th>CRS</th>
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<th>UNE</th>
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<tbody>
<tr>
<td>ACCO 111-O Introduction to Accounting I</td>
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<td></td>
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<td>ACCO 112-O Introduction to Accounting II</td>
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<tr>
<td>ECON 123-O Economics Compendium</td>
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<td>MANA 210-O Business Administration Theory</td>
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<td>MANA 210-O 3</td>
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<tr>
<td>MANA 213 Personnel Administration</td>
<td>MANA 210-O</td>
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<td></td>
<td>MANA 230 Organizational Behavior</td>
<td>MANA 210-O</td>
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<tr>
<td>PUHE 101 Introduction to Public Health and Health Education</td>
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<td></td>
<td>PUHE 201 Biostatistics</td>
<td>MATH 111</td>
<td>3</td>
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<tr>
<td>PUHE 210-O Biological Aspects of Human Diseases</td>
<td>SCIE 111-O</td>
<td>SCIE 112-O</td>
<td>PUHE 101</td>
<td>4</td>
<td>PUHE 203 Introduction to Epidemiology</td>
<td>PUHE 201</td>
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<tr>
<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken within the 1st term of enrollment.)</td>
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**MAJOR COURSES (36 CREDITS)**

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<th>COURSE</th>
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<th>TR</th>
<th>UNE</th>
<th>COURSE</th>
<th>PR</th>
<th>CRS</th>
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<tbody>
<tr>
<td>HESM 110 Health Services Management.</td>
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<td>HESM 210 Health Systems and Models</td>
<td>PUHE 101</td>
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<tr>
<td>HESM 220 Health Services Planning and Evaluation</td>
<td>HESM 110</td>
<td>PUHE 101</td>
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<td>HESM 230 Basic Accounting for the Health Industry</td>
<td>MATH 111</td>
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<tr>
<td>HESM 310 Health Economics</td>
<td>ECON 123-O</td>
<td>HESM 210</td>
<td>3</td>
<td></td>
<td>HESM 320 Basic Finances in the Health Industry</td>
<td>MATH 111</td>
<td>MATH 112</td>
<td>3</td>
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<tr>
<td>HESM 330 Legal Aspects in the Health Industry</td>
<td>MANA 210-O</td>
<td>PUHE 101</td>
<td>3</td>
<td></td>
<td>HESM 340 Budgeting for the Health Industry</td>
<td>MATH 112</td>
<td>HESM 220</td>
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<tr>
<td>HESM 410 Health Information Systems</td>
<td>COMP 110</td>
<td>HESM 110</td>
<td>HESM 220</td>
<td>3</td>
<td>HESM 420 Special Topics in Health Services Management</td>
<td>HESM 110, HESM 220</td>
<td>COMP 110</td>
<td>3</td>
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<tr>
<td>HESM 430 Practicum in Health Services Management (Institution/Internship coordinator's approval)</td>
<td>All Courses Concurrent with HESM 431</td>
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<td></td>
<td>HESM 431 Seminar in Health Services Management</td>
<td>All Courses Concurrent with HESM 430</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Number of Credits:** 126

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BACHELOR IN SOCIAL SCIENCES (BS)

Major in Psychology

117 Credits

PROGRAM DESCRIPTION:
A graduate with a major in psychology will have the opportunity to develop professionally in the scientific study of human behavior. The graduate will be a bilingual professional with vast knowledge and skills that will allow him/her to conduct research on human behavior. The curriculum will emphasize prevention and mental health care services. The program will develop responsible leaders who will foster community education geared towards finding a solution for social problems. Students must comply with state and local requirements or limitations to practice profession.

PROGRAM OBJECTIVES:
- To equip the Psychology Bachelor’s Program students with the necessary skills and knowledge in the field of the General Psychology.
- To provide students in the Bachelor’s Degree in Psychology an understanding of the human behavior and thought process.
- To provide students in the Bachelor's Degree in Psychology the foundations of Psychology as a Science.
- The student will be able to utilize their gained knowledge in the area of Psychological Research and Analysis and apply it to different situations.
- The student will learn and apply the different Theories and techniques in the Psychology field.

Graduate’s Profile/Outcomes
The graduate majoring in Psychology will have the opportunity to fulfill his/her interest in becoming a professional in the scientific study of behavior. This degree will provide the space and training necessary for the graduate may contribute to the search for alternatives to the Mental Health problems of the community he/she serves.

He/she will be a bilingual professional academically prepared and trained to carry on his/her work and contribute favorably to the development of society, a professional who will seek the improvement of mental health as a priority of the society he/she will serve. He/she will communicate effectively in English and Spanish, both orally and in writing.
He/she will know the ethical standards, principles and bases that inform the profession and will promote acceptable behavior in order to foster the well-being and safety of the members of society. Also, he/she will be a professional with ample knowledge and skills that will allow him/her to perform in research, prevention and delivery of mental health care.

In terms of the General Education component, the graduate will conform to the parameters of the Bachelor of Social Sciences and correspond totally to its contents.

**Requirements for the Major**

The curriculum of the major in Psychology is structured to give graduates the following skills to be able to:

**Conceptual skills**

- Know the history of psychology.
- Recognize the psychological theories that explain behavior.
- Know and apply the scientific method to the study of behavior.
- Demonstrate knowledge of the appropriate use of scientific research and incorporate the research experience in the educational process.
- Know the Multiaxial System established in the DSMIV.
- Apply the knowledge of psychology to matters relating to the person, organizations, groups, and society.
- Understand the concepts, principles and theories that inform the profession of psychology.
- Understand the strategies, methods and procedures utilized by the profession of psychology for the management of human behavior.
- Know the values of the Code of Ethics that rules the profession.
- Understand the integration of hereditary factors and the environment in the manifestation of human behavior.

**Technical and motor skills**

- Analyze human behavior based on the various conceptual frameworks,
- Utilize diverse means to compile information on the behavior of the client.
- Design and implement a model of psychological research applied to a behavioral problem.
Emotional skills

- Demonstrate the importance of incorporating ethics in the performance of the profession.
- Demonstrate an attitude of intellectual and professional honesty with the client.
- Develop empathy as a starting point in psychological intervention.
- Value and hold respect for the client by utilizing confidentiality.
- Maintain and respect the integrity of the information offered by the client.

Students must refer to the Maryland Department of Health and Mental Hygiene and to the Board of Examiners of Psychologists for certifications and other requirements [http://www.dhmh.maryland.gov/psych/SitePages/Home.aspx](http://www.dhmh.maryland.gov/psych/SitePages/Home.aspx).

### Curricular Sequence

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### PROGRAM TITLE: PSYCHOLOGY

**CREDENTIAL ISSUED: BACHELOR OF SCIENCE (BS)**

#### DEGREE REQUIREMENTS

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<td>PSYC 322 Theories and Techniques of Psychotherapy</td>
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<td>PSYC 343 Theories of Learning and Motivation</td>
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<td>PSYC 350 Psychopathology Principles</td>
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**TOTAL NUMBER OF CREDITS: 117**

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **QYLE 110-O must be taken within first term of enrollment.**  
REVISED 2/2010
BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT (BS)
Major in Hotel Management
121 credits

PROGRAM DESCRIPTION:
Upon completion of this program students learn to perform management functions through related coursework in Rooms Division Management, Revenue Management, Accounting, Hospitality Sales and Marketing, and Casino Operations among others.

Graduate’s Profile/Outcomes
The graduate of this academic offering will be a bilingual professional prepared to perform successfully in the areas of tourism and hotel management. What sets these professionals apart is their knowledge in the field of tourism and hotel management. The graduate of this academic offer will be a:

- Professional prepared academically and capable of performing in his workplace and contribute favorably to the development of society;
- Leader in service management applying his knowledge and initiative to guarantee that the public obtains quality service;
- Professional knowledgeable of policies, norms, regulations, and organizational conduct and their relationship to the tourism and hotel industry;
- Facilitator who provides a collaborative environment so that the human resources of the organization may achieve their highest potential in their service offerings.

General Education Component
The UNE graduate will be a citizen with a knowledge foundation of the development and behavior of the human being, modern technology, the nature and cultural manifestations and universal concerns that will allow him to:

- help improve the quality of life of his people;
- communicate effectively;
- identify solutions to social problems;
- value the roots of his culture;
- develop an attitude of understanding and tolerance toward cultural diversity and respect for human dignity.
Through the General Education component, the student will develop the following skills to be able to:

**Conceptual**
- Know the cultural origin and the social, economic, artistic, intellectual, and political contributions.
- Know the humanistic contributions of diverse cultures integrating them to his reality.
- Know the sociological, anthropological, and political theories that explain the development of societies throughout time.
- Manage to communicate effectively in Spanish as his vernacular.
- Manage to communicate in English as a second language.
- Utilize mathematical concepts and procedures that are fundamental and necessary to his academic and professional performance.
- Demonstrate general knowledge in the use of computers and their effect on various areas of society.

**Technical-Motor**
- Utilize computerized information systems to introduce and analyze data, obtain information for personal and professional benefit.
- Adequately utilize scientific equipment, instruments, and materials.

**Affective**
- Value the biopsychosocial principles that foster a greater adaptation to the personal, social, and professional world.
- Demonstrate his sensibility to the preservation of the natural and physical environment.
- Evaluate his code of conduct to reorient his personal and professional life.
- Manifest conscientiousness and sensibility to human values.

**Professional Component**
The graduate of the professional component of the Bachelor of Science in International Tourism and Hotel Management with majors in Marketing, Travel Agency, and Hotel Management will be able to solve problems of a quantitative and accounting nature, management theory, and economics on a basic level. Also, he will have integrated the elemental principles of management, human relations, and organizational conduct.

Upon completing the requirements of the component and major, the graduate will:
Conceptual

- Describe the different conceptions that exist on the tourism and hotel industry existing with tourists.
- Analyze the relationship among the factors that determine the needs of the tourism and hotel industry.
- Apply the principles of mathematics, accounting, finance, and economics in the solution of problems.
- Apply in an integral form the knowledge of the tourism and hotel industry and the human relations necessary to impact effectively and efficiently the provision of services to tourists.
- Evaluate the performance of organizations as social systems in light of the theories and practices of service management.
- Integrate the principles of planning, organization, direction, control, and evaluation of management processes as they apply to tourism services.

Technical-Motor

- Utilize computers and their software, electronic instruments and calculators to carry out mathematical, accounting, and finance tasks.
- Design tables, graphics, and diagrams to facilitate the organization and preservation of work performed.

Affective

- Exhibit a proactive attitude when faced with challenges.
- Demonstrate leadership in co-curricular, extracurricular, and professional activities.
- Express an interest and desire for professional and personal improvement.
- Manifest a desire and satisfaction in working in his professional area.
- Demonstrate sensibility and empathy when considering the needs of the tourism and hotel industry.
- Demonstrate effective and efficient integration when carrying out collaborative work.

Major Component:

The graduate of the Bachelor of Science Program in International Tourism and Hotel Management with a major in Hotel Management at UNE is a bilingual professional having direct involvement with the tourism and hotel industry. The professional in this area’s chief performance is one of service. The first-level and intermediate manager is responsible for collaborating so the public has appropriate access to high quality services.
The student will develop the following skills to be able to:

**Conceptual**

- Distinguish the concepts, practices, and tendencies that define the management, economics, finance, accounting, and budget in the scenario of high quality service.
- Investigate situations that arise and affect the management scenario in the tourism industry and propose remedial action.
- Identify legislation and regulations that apply to the scenario of the tourism industry.
- Design work models, involvement strategies, and evaluation techniques to carry out the processes proper to the management of tourism services.
- Discriminate among different management models and establish strengths, pertinence, and applicability.

**Technical-Motor**

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

**Affective**

- Value teamwork in collaboration and cooperation.
- Value an atmosphere of effective, participative communication, and decision making by consensus.
- Manifest pride and the satisfaction of working in tourism service management.
- Demonstrate responsibility, punctuality, and diligence in the performance of his duties.
- Value respect for professional ethics and individual and group contributions.

**Curricular Sequence**

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<tr>
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### DEGREE REQUIREMENTS

#### GENERAL EDUCATION COURSES (54 CREDITS)

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<td>COMP 110 Introduction to Computer and Software</td>
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<td>HIST 273 History of the United States of America</td>
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#### CORE/PROFESSIONAL COURSES (40 CREDITS)

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<td>MANA 213 Personnel Management</td>
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<td>ITHM 101-O Introduction to the Hospitality Industry</td>
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<td>ITHM 390-O Hospitality Accounting</td>
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<td>ITHM 365-O Labor and Hospitality Laws</td>
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<td>ITHM 306-O Casino Operations</td>
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<td>ITHM 400-O Revenue Management for Hotel Operations</td>
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### Total Number of Credits

121

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. QYLE 110-O must be taken within first term of enrollment. REVISED 2/2010
BACHELOR OF ARTS IN EDUCATION (BA)
Major in Prekindergarten/Primary Education
132 credits

PROGRAM DESCRIPTION:
This program is designed to prepare students to become effective bilingual early childhood/primary education teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations for grades pre K-3. Students in this program are prepared to teach in diverse and inclusive environments, in public schools, which serve children from age 4 to grade 3. The program includes instruction in the subject matter content standards specified by the state of Maryland.

The program integrates a clinical field experience project in the main focus of each education courses. Students are required to demonstrate mastery of the clinical experience in a school setting. The curriculum integrates instructional practices in understanding the reading process, beginning reading and instruction, assessment, problem identification, and prescription and teaching reading across the content areas for primary and intermediate grades. It also integrates instructional requirements in Maryland in the areas of classroom management, school safety, professional ethics, and educational law.

Students develop application skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement.

Child-centered, culturally, and socially sensitive practices are emphasized throughout the program. Implementation of multiple methods of instruction will be used to accommodate a variety of learners, recognizing the context of understanding children's development and learning in context. The program Bachelor of Arts in Education: Major in Prekindergarten/Primary Education emphasizes collaboration with the community and other professionals involved in the development of young children. Students in this program participate in field experiences, which serve as an effective method in which theories about early development, learning and curriculum in the early childhood setting are applied. The practicum in teaching provides students with field experiences to demonstrate mastery in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule and they must comply with state and local regulations. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and
writing. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

The program is premised on the belief that students develop knowledge through exploration and constructivist pedagogy. Upon completion of this program students will be able to work in an educational setting that meets the needs of young children. The program emphasizes literacy as the foremost groundwork necessary to develop phonological awareness with specific activities, lessons, and alternative assessment. It extends to other systems that include writing, art, mathematics, music, and others. All of the areas are supported by theory, research, and experience. The program enables students to acquire competence in these areas and the knowledge, skills, and dispositions necessary to nurture growth and development in all young children.

In addition to the General Education courses, every student in the program must complete professional and major courses in the following areas:

1. Child Growth and Development
2. Historical, Philosophical, and Sociological Perspectives in Early Childhood Education
3. The Exceptional Child
4. Issues in Family and Community Involvement
5. Health, Nutrition, and Safety
6. Curriculum Development
7. Observation, Planning, and Evaluation
8. Creative Expression of Children
9. Development of Language and Literacy
10. Cultural and Family Systems
11. Classroom Management
12. ESOL

Courses and experiences include instruction, observation, and practice and competency demonstration in the following state mandated areas:

- Instructional strategies that address various learning styles, exceptionalities, and achievement levels.
- Assessment of student learning
- Appropriate use of technology in instruction and record keeping.
Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements for instructional personnel who teach LEP students in Maryland.

To be dully certified in the state of Maryland, all education students must achieve a passing score on the state and local required tests and certifications, as appropriate.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland’s qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

PROGRAM OBJECTIVES:

- Understand the importance of the social, personal, and academic mission of early childhood education.
- Develop and form effective teachers with high quality standards in early childhood education.
- Guide graduates to implement, modify, and integrate early childhood education curricula.
- Analyze social, psychological, and philosophical aspect of the early childhood foundations of education.
- Apply a variety of educational strategies and techniques to effectively develop cognitive and fine motor skills in young children.
- Expose the graduates to a variety of educational field experiences in a public school that will help them to develop the skills, attitudes, and abilities in order to become early childhood educators.
- Incorporate technological innovations to enrich the student’s learning and the young children whom they are going to be assisting.

Education Programs Internship Requirements

Internship requires that students must have a passing score on Praxis I, according to MSDE certification criteria. Refer to the Maryland’s State Department of Education website for additional internship requirements, field, and clinical experiences requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/.
## Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<td>General Education Courses</td>
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<td>Core/Professional Courses</td>
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### GENERAL EDUCATION COURSES (54 CREDITS)

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<td>COMP 110 Introduction to Computer and Software</td>
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<td>HIST 273 History of the United States of America</td>
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### CORE/PROFESSIONAL COURSES (45 CREDITS)

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<td>EDUC 420 Philosophical Foundations of Education</td>
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<td>EDUC 202-O Technology and Materials for Teaching and Learning</td>
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<td>EDUC 171-O Human Growth and Development</td>
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<td>ECED 173-O Introduction to Early Childhood/Primary Education</td>
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<td>EDUC 305-Sociological Foundations of Education</td>
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<td>SOSC 111-O</td>
<td>SOSC 112-O</td>
<td>ECED 322 Health, Nutrition and Preventive Medicine</td>
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<tr>
<td>TESL 222-O Methods of Teaching ESOL Students in School</td>
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<td>ENGL 221</td>
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<td>TESL 223-O Applied Linguistics in ESOL</td>
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<td>EDUC 355-O Evaluation and Measurement of the Educational Process (Pre-K to Third Grade)</td>
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<td>TESL 222-O EDUC 171-O</td>
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<td>ECED 311 Cognitive and Logical Mathematical Development</td>
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<td>ECED 403-O Curriculum Development in Preschool and Primary Education</td>
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<td>All Core and Major Courses</td>
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<td>ECED 410-O Emergent Reading</td>
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<td>ECED 410 Teaching Math at the Primary Level</td>
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<td>EDUC 411-O Teaching Sciences at the Primary Level</td>
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<td>QYLE 110-O Altitude Development and University Adaptation (Must be taken within the 1st term of enrollment.)</td>
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### MAJOR COURSES (33 CREDITS)

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<td>ECED 310 Perceptual- Motor Development, Learning and the Brain</td>
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<td>ECED 357-O Integration and Participation of Family in Pre-K Care Centers</td>
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<td>ECED 359-O Nature and Needs of the Exceptional Child</td>
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<td>ECED 307-O Theories of Child Development and Learning</td>
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<td>ECED 308-O Management of the Early Childhood/Primary Education Environment</td>
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<td>EDUC 435 Interdisciplinary Seminar* (School Authorizes Social Responsibility)</td>
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<td>ECED 405-O Language Development in the Context of Reading/Writing</td>
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<td>EDUC 436 Pedagogical Integration Seminar, Course must be completed with a passing grade before registering for ECED 443.</td>
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<td>ECED 443 Practicum in Early Childhood (Pre-K)/Primary Level Education (K-3) (Institution/Internship coordinator’s approval)</td>
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Total Number of Credits: 122

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. QYLE 110-O must be taken within first term of enrollment. REVISED 6/2011
BACHELOR OF ARTS IN EDUCATION (BA)
MAJOR IN SPECIAL EDUCATION
132 Credits

PROGRAM DESCRIPTION:
The program is designed to prepare students to become effective bilingual special education teachers who are capable of working with children and youth who have a variety of disabilities. Students in this program are prepared to play a vital role in developing their student’s capacities to lead lives that are productive and independent. They will be prepared to work at every grade and developmental level, and in a public school system.
The program includes instruction in the subject matter content and achievement standards specified by the Maryland State Department of Education and the High, Objective, Uniform State Standard of Evaluation (HOUSSE) requirements. Program graduates are required to competencies by passing all required state certification exams.
The program integrates a clinical field experience project in the main focus of each education course. Students are required to demonstrate mastery of the clinical experience in a school setting. The curriculum integrates instructional practices in understanding the reading process, beginning reading and instruction, assessment, problem identification, and prescription and teaching reading across the content areas for primary and intermediate grades. It also integrates instructional requirements in Maryland in the areas of classroom management, school safety, professional ethics, and educational law.

The program Bachelor of Arts in Education: Major in Special Education, emphasizes communication and cooperation which are essential skills for special education because special education teachers spend a great deal of time interacting with others, including students, parents, and school faculty and administrators.

The program also integrates instructional requirements in Maryland in the areas of classroom management, school safety, professional ethics, and educational law. Students develop application skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement.

All education programs integrate ESOL standards and performance indicators as required in the state of Maryland.

The program supports the belief that as schools become more inclusive, special education teachers and general education teachers must work together in general education classrooms. Special education teachers also help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. They coordinate the
work of teachers, teacher assistants, and related personnel, such as therapists and social
workers, to meet the individualized needs of the student within inclusive special education
programs.

In addition, special education teachers need to coordinate their work with parents, and
often with medical and psychological consultants, to ensure that students receive proper support
both inside and outside the classroom. Students must successfully complete an internship upon
completion of the program.

The practicum in teaching provides students with field experiences to demonstrate
mastery of the state requirements in a school setting during the regular school year. Students
must make arrangements to comply with the state and local internship requirements during
a regular school day schedule. The internship experience is in English only. Students must
demonstrate English language proficiency in listening, speaking, reading, and writing. The
student must refer to the Internship Handbook available from the Director of Faculty for specific
requirements and procedures.

In addition to the General Education courses, every student in the program must complete
professional and major courses in the following areas:

1. Teacher Preparation in Special Education
2. Assistive Technology and other Resources in Special Education
3. Learning Disabilities
   Deficit Disorder
6. Integration of the Fine Arts in Special Education
7. Methodology, Adaptations, and Accommodations for the Special Ed Student in Science
   and Mathematics Teaching at the Elementary Level
8. Methodology, Adaptations, and Accommodations for the Special Ed Student in Science
   and Mathematics Teaching at the Secondary Level
9. Language Development and the Reading-Writing Processes in the Special Ed Student I
10. Language Development and the Reading-Writing Processes in the Special Ed Student II
11. Curricular Foundations for Special Education
12. Evaluation and Assessment in Students with Special Needs
13. Brain and Learning
14. Teaching Practicum in Special Education
15. Assessment Requirements in Maryland for Special Ed Students
Courses and experiences include instruction, observation, and practice and competency demonstration in the following state mandated areas:

1. Instructional strategies that address various learning styles, exceptionalities, and achievement levels.
2. Assessment of student learning
3. Appropriate use of technology in instruction and record keeping.
4. Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements.

To be dully certified in the state of Maryland all education students must achieve a passing score on the Praxis I test, as appropriate.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

PROGRAM OBJECTIVES:

1. To support the development of concepts and capacities necessary for pre-service students and incumbent teachers who are interested in professional development in special education.
2. To strengthen and broaden this program by making it available during the day, at night and on Saturdays.
3. To offer students professional and personal assistance orientations, support, and guidance, throughout their program.
4. To provide education, training, and retraining through high quality certification on different academic levels.
5. To increase program demand through mass media advertising.
6. To broaden students’ knowledge, basic skills, and necessary attitudes so they may become competitive dual language professionals by providing them with access to quality training and
retraining on different academic levels.

7. To integrate clinical field experience into the program by providing seminars, a pre-practicum, and a practicum that support special education and its related areas by developing values of citizenship and community service in Maryland.

8. To ensure a high-quality academic offering to special education students through effective evaluation methods, self-evaluation tools, and ongoing assessment.

9. To keep teaching practices current through the latest advances in technology.

10. To provide students with varied instructional resources and professional development in a collaborative learning community.

11. To effectively and efficiently strengthen the structure, organization, and procedures necessary to assist active and prospective students.

Education Programs Internship Requirements

Internship requires that students must have a passing score on Praxis I, according to MSDE certification criteria. Refer to the Maryland’s State Department of Education website for internship requirements, field, and clinical experiences requirements: http://www.marylandpublicschools.org/MSDE/divisions/certification/.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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<tr>
<td>Core/Professional Courses</td>
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<tr>
<td>Major Courses</td>
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### General Education Courses (54 Credits)

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<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
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<td>SCIE 112-O Integrated Science II</td>
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<td>ENGL 115-O &quot;English&quot; Reading and Writing I</td>
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<td>ENGL 116-O &quot;English&quot; Reading and Writing II</td>
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<td>ENGL 115-O</td>
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<tr>
<td>ENGL 231-O Research and Writing</td>
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<td>ENGL 115-O</td>
<td>ENGL 116-O</td>
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<td>ENGL 115-O</td>
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<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
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<td>HUMA 102-O World Cultures II</td>
<td>3</td>
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<td>HUMA 101-O</td>
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<td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish</td>
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<td>SPAN 116-O</td>
<td>SPAN 116-O</td>
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<td>SPAN 115-O</td>
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<tr>
<td>SPAN 250-O Techniques for Writing in Spanish</td>
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<td>SPAN 116-O</td>
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<td>MATH 111 Intermediate Algebra I</td>
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### Core/Professional Courses (30 Credits)

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<tr>
<td>EDUC 171-O Human Growth and Development</td>
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<td>ENGL 205 Introduction to Literature I</td>
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<td>EDUC 204-O Education for Children with Exceptional Needs and Inclusion</td>
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<td>EDUC 205-O Introduction to Assistive Technology</td>
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<tr>
<td>EDUC 202-O Technology and Materials for Teaching and Learning</td>
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<td>COMP 110</td>
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<td>SPED 295 Evaluation and Assessment in Students with Special Needs</td>
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<td>TESL 222-O Methods of Teaching ESOL Students in Schools</td>
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<td>TESL 223-O Applied Linguistics in ESOL</td>
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<tr>
<td>EDUC 115-O Philosophical, Sociological and Psychological Foundations in Education</td>
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<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken within the 1st term of enrollment.)</td>
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### Major Courses (48 Credits)

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<tr>
<td>SPED 101 Teacher Preparation in Special Education</td>
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<td>SPED 211 Language Development and the Reading-Writing Processes in the Special Education Student II</td>
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<td>SPED 210-O</td>
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<td>SPED 102 Assistive Technology and other Resources in Special Education</td>
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<td>SPED 215 Curricular Foundations for Special Education</td>
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<td>SPED 103 Learning Disabilities</td>
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<td>SPED 210 Language Development and the Reading-Writing Processes in the Special Education Student I</td>
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<td>SPED 203 Nature, Needs and Behavior Modification in the Gifted Education Student with Attention Deficit Disorder</td>
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<td>SPED 300 The Brain and Learning</td>
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<td>SPED 204-O Nature, Needs and Behavior Modification in the Gifted Education Students</td>
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<td>SPED 205 Integration of the Fine Arts in Special Education</td>
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<td>SPED 207-O Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level</td>
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<td>SPED 208 Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level</td>
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<td>SPED 405 Teaching Practicum in Special Education (School Authorization is required)</td>
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<td>SPED 406 Seminar on Teaching in Special Education Course must be completed with a passing grade and evidence of receiving a passing score on PRAXIS I before registering for SPED 405</td>
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<td>EDUC 435 Interdisciplinary Seminar*</td>
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<td>EDUC 436 Pedagogical Integration Seminar*</td>
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### Total Number of Credits

132

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

QYLE 110-O must be taken within first term of enrollment. REVISED 6/2011
MASTER'S DEGREES

MASTER OF SCIENCE (MS)
SPECIALIZATION IN EDUCATIONAL LEADERSHIP*
42 credits

PROGRAM DESCRIPTION:
The Educational Leadership program is designed to prepare future school administrators with the skills and competencies needed to become outstanding bilingual leaders in public educational institutions at K-12. Students must comply with state and local requirements or limitations to practice the profession. *This specialization is for education certified students with experience in the educational field only. Educational leadership students must pass the MARYLAND state requirements prior to being assigned to a school for a principal internship.

PROGRAM OBJECTIVES:

Upon completion of the program, the student will possess:

1. Knowledge, skills, and competencies necessary for successful school leadership.
2. Ability to be proactive and decisive with a moral, and ethical commitment to the school's mission.
3. Cognitive and communication skills necessary to accomplish change.
4. Flexibility in using decision making and motivational strategies for effectively managing time, resources, and personnel.

Note: This program requires a Bachelor of Arts in Education and experience in the public educational system.

ESOL Requirements: For the purpose of meeting Maryland state ESOL requirements, TESL 522-O has been added to the curriculum.
Education Programs Internship Requirements
All students seeking an education leadership degree must achieve a passing score on the Praxis I and comply with all Maryland state requirements before initiating the internship experience at a public school setting. If a student does not pass the required Maryland State exam, he/she will have to repeat the course. Additionally, before seeking a leadership educational teaching position, graduates must comply with all Maryland State Certification requirements. Refer to the Maryland's State Department of Education website for internship requirements, field, and clinical experiences requirements:  [http://www.marylandpublicschools.org/MSDE/divisions/certification/](http://www.marylandpublicschools.org/MSDE/divisions/certification/).

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

The practicum in teaching provides students with field experiences to demonstrate accomplished principalship practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience is in English only. Students must demonstrate English language proficiency in listening, speaking, reading, and writing and they must comply with state and local regulations. The student must refer to the Educational Leadership Internship Handbook available from the Director of Faculty for specific requirements and procedures.

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<th>Curricular Sequence</th>
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<td>Elective courses</td>
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<tr>
<td>EDUG 605-O Public School Curriculum and Instruction</td>
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<tr>
<td>EDAG 650-O Human Relations, Organizational Climate and the learning environment In Educational Institutions</td>
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<tr>
<td>EDAG 657-O Human Resources Management and Development in Educational Leadership</td>
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<tr>
<td>EDAG 640-O Development of Leadership in Education, Theories, and Application</td>
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<tr>
<td>EDAG 641 The Leader and the Learning Communities</td>
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<td>EDAG 611-O Evaluation, Measurement, and Assessment of the Teaching Learning Processes</td>
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<td>EDAG 644 Technology for School Administrators</td>
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<td>EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership in Maryland Education</td>
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<td>EDAG 652-O Budget and Financial Systems in Maryland Educational Organizations at the School Level</td>
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<td>EDUG 535 Action Research Evaluation</td>
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<td>EDAG 662 Multicultural Education for School Administrators</td>
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<td>*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools</td>
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**INTERNSHIP COURSE (3 CREDITS)**

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<tr>
<td>EDAG 670-O Internship - Practice In Educational Leadership: K – 12* (Requires a passing score on the Maryland State Certification Test and Internship Coordinator’s Approval)</td>
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**ELECTIVE COURSE (3 CREDITS)**

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<td>EDA2 663 Conflict Resolution for Educational Leaders</td>
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**TOTAL NUMBER OF CREDITS**

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<th>UM</th>
<th>PRE-REQUISITE</th>
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<tbody>
<tr>
<td>TOTAL NUMBER OF CREDITS</td>
<td>42</td>
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</tr>
</tbody>
</table>

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised 06-2011
MASTER IN PUBLIC ADMINISTRATION (MPA)
SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT
36 CREDITS

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

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

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

There is also a Capstone Course (3 credit hours)

PROGRAM OBJECTIVES:

- Satisfy the need for sophisticated managers with organizational acumen, technical skills, and an in-depth understanding of what it means to work in the both public and nonprofit world.
- Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.
- Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven by the desire to make a difference in their communities, their nation, and their world.
• Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy and service delivery.

• Foster in students a commitment to social purpose and the public interest

• Provide students with analytical and practical and research skills that they will require in the workforce whether they pursue a career in government, the third sector

• Create the conditions for students to acquire extensive knowledge of public policy, political systems, administrative practices, research methods, and computer applications as preparation for significant professional careers in the public sector or non-profit sectors.

• Prepare students to apply current theories of management and analysis, thereby helping them to master their current ethical and working responsibilities as public administrators and preparing them for exemplary leadership and management in the increasingly complex urban environment of future years.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Core/Professional Courses</td>
</tr>
<tr>
<td>Specialization courses</td>
</tr>
<tr>
<td>Capstone courses</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
**Sistema Universitario Ana G. Mendez**  
**Universidad del Este**  
**Program Title:** Public and Non-Profit Management  
**Credential Issued:** Master in Public Administration (MPA)

### Degree Requirements

#### Core Professional Courses (21 Credits)

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
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<th>PRE-REQUISITE</th>
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</thead>
<tbody>
<tr>
<td>PUAG 502-O Public and Nonprofit Organizations: Management and Leadership</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PUAG 512 Public and Non-Profit Accounting and Finance</td>
<td>3</td>
<td></td>
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<tr>
<td>PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PUAG 640-O Development and Management of E-Government Projects</td>
<td>3</td>
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<tr>
<td>PUAG 515-O Research Methods Applied to Public Affairs</td>
<td>3</td>
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<tr>
<td>PUAG 535-O Strategic Management and Public Policy</td>
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#### Specialization Courses (Select 4 courses – 12 credits)

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<th>COURSES/DESCRIPTIONS</th>
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<tbody>
<tr>
<td>PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations</td>
<td>3</td>
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<tr>
<td>PUAG 605-O Topics and Cases in Urban Policy and Planning</td>
<td>3</td>
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<tr>
<td>PUAG 604-O Urban Affairs and Public Policy</td>
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<tr>
<td>PUAG 608-O Community Organizations and Public Policy</td>
<td>3</td>
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<tr>
<td>PUAG 615-O Development of Financial Proposals for Public Sector</td>
<td>3</td>
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<tr>
<td>PUAG 626 Special Topics</td>
<td>3</td>
<td></td>
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<tr>
<td>PUAG 610-O Legislative Process</td>
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#### Capstone Courses (3 Credits)

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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<th>UNE</th>
<th>PRE-REQUISITE</th>
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</thead>
<tbody>
<tr>
<td>PUAG 665-O Capstone Course</td>
<td>3</td>
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</tbody>
</table>

**Total Number of Credits:** 36

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **QYLE 110-O must be taken within first term of enrollment.** Revised 6/2011
MASTER OF EDUCATION (M Ed)
SPECIALIZATION IN BILINGUAL EDUCATION
36 CREDITS

PROGRAM DESCRIPTION:

This Master of Education in Bilingual Education program is designed to provide the skills knowledge and abilities necessary in the area of bilingual teaching in a culturally diverse environment. Students in Master's Degree Programs in Education must have educational background and experience in a school setting. This program is geared towards the fundamental characteristics of a bilingual teacher providing emphasis on the teaching of language and content through the use of research based practices under the bilingual education guidelines and regulations. Also, it will provide knowledge on best proven practices, approaches, theories, and techniques that will make them capable of helping non-English speaking students succeed in their academics while helping them develop their language skills.

This Master's level program provides technical knowledge in specific areas such as Multiculturalism, Bilingual Education Practices, Bilingual Teaching Methods, Learning Styles, Diversity in the Classroom, Social Aspects in Bilingual Education, Literacy in two languages, and Academic Success in the Classroom. Students in this program will be given the opportunity to apply this knowledge in the design of curriculum, activities, strategies and methods that will help them in acquiring the experience needed to best implement a bilingual program assuring the student success.

The program focuses in the application of language and content instruction, differentiating instruction to meet the needs of the diverse students, the promotion of multiculturalism in the classroom, and the appreciation of other cultures as a mean of instruction.

The program in bilingual education offers courses in social foundations, curriculum development, language, content and culture, language acquisition, methods of teaching bilingual education, theoretical foundations of Bilingual Education, and research methods applied to bilingual education issues. The students in this program will be capable of making instructional decisions in order to meet the needs of students who are struggling academically due to the acquisition of a second language. Every student in this program will complete courses in:
1. Social Foundations of Education
2. Bilingual/Bicultural Education
3. Research Methods applied to Bilingual/Bicultural Education
4. Field Experience Internship in the area of Bilingual and Second Language Education

These courses will provide students with a broad knowledge of bilingual education, language acquisition and content learning, research based methods, approaches, and techniques that will give them the tools needed to meet the needs of the fast growing Hispanic student population of Maryland.

PROGRAM OBJECTIVES:

- Develop and form new highly skill bilingual teachers with high quality standards in bilingual education and biliteracy who are qualified to teach in a multicultural environment and who is sensitive to the educational needs of the Hispanic student population.

- Graduates from the Master’s Degree in Bilingual Education will be able to function in a culturally and linguistically diverse environment. Graduates from this program will also be able to contribute to the efforts made by schools in meeting the needs of the fast growing Hispanic population. Graduates from the M.Ed. in Bilingual Education will be capable of assessing the needs of their students to design instructional activities and programs that will strengthen and increase the student’s ability to develop linguistically and academically.

- The program will develop bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit the Hispanic population.

- The graduates will know the importance of integrity and ethics in the performance of their teaching functions with special attention to the needs of the Hispanic student population and the social responsibilities of the entire school community to assure compliance with the state of Maryland statutes and regulations.

- The program will provide the knowledge and skills necessary to develop bilingual teachers who are capable of identifying the needs of their students and design curricular activities that will best work with these students in order to help them achieve the maximum level of success in their academics.
Education Programs Internship Requirements

All students seeking an education degree must achieve a passing score on the Praxis I before initiating the internship experience at a public school setting. The student must provide evidence of the passing score on the Praxis I test as part of the passing grade of the last internship seminar course. If a student does not pass the required Praxis test, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Maryland State Certification requirements. Refer to the Maryland’s State Department of Education website for internship requirements, field, and clinical experiences requirements:
http://www.marylandpublicschools.org/MSDE/divisions/certification/.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland’s qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

The practicum in teaching provides students with field experiences to demonstrate Educator Accomplished Practices in a bilingual school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. The internship experience for this program is in both English and Spanish. Students must demonstrate English and Spanish language proficiency in listening, speaking, reading, and writing and must comply with state and local regulations. The Faculty Director will coordinate placement in a school that provides teaching in both languages. The student must refer to the Internship Handbook available from the Director of Faculty for specific requirements and procedures.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Social Foundation Courses</td>
<td>6</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>21</td>
</tr>
<tr>
<td>Research courses</td>
<td>6</td>
</tr>
<tr>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
### SOCIAL FOUNDATIONS COURSES (6 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
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<th>UNE</th>
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</tr>
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<tbody>
<tr>
<td>SCFG 508 Education and Society</td>
<td>3</td>
<td></td>
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<tr>
<td>Student will choose one of the following courses (3 credits)</td>
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<tr>
<td>SCFG 503 Human Development and Learning: The Early Years and Elementary</td>
<td>3</td>
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<tr>
<td>SCFG 506 Human Development and Learning: Secondary</td>
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</tbody>
</table>

### SPECIALIZATION - BILINGUAL/BICULTURAL COURSES (21 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
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<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDBE 502 Bilingual-Bicultural Curriculum Development</td>
<td>3</td>
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<tr>
<td>EDBE 504 Language, Literacy, and Culture</td>
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<tr>
<td>EDBE 525 Biliteracy, Language, and Content in Bilingual Education</td>
<td>3</td>
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<td></td>
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<tr>
<td>EDBE 566 First and Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>EDBE 524 Methods of ESOL Literacy and Language Development Applied to Content Areas</td>
<td>3</td>
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<tr>
<td>EDBE 506 Sociopolitical and Historical Perspectives in Bilingual Education</td>
<td>3</td>
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<tr>
<td>EDBE 526 Theoretical Foundations of Bilingual Education &amp; ESOL</td>
<td>3</td>
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### RESEARCH - BILINGUAL/BICULTURAL COURSES (6 CREDITS)

<table>
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<tr>
<th>COURSES DESCRIPTIONS</th>
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<tbody>
<tr>
<td>EDBE 510 Introduction to Research: Purposes, Issues, and Methodologies</td>
<td>3</td>
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<td>All courses (27 Credits)</td>
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<tr>
<td>EDBE 520 Research Methods in Bilingual and Second Language Education</td>
<td>3</td>
<td></td>
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<td>EDBE 510</td>
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</table>

### FIELD EXPERIENCE HOURS (3 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
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<th>PRE-REQUISITE</th>
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</thead>
<tbody>
<tr>
<td>EDBE 697 Field Experiences in Bilingual and Second Language Education*</td>
<td>3</td>
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<tr>
<td>(Internship Practicum- students must comply with state and local regulations regarding the internship experience)</td>
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</tbody>
</table>

| TOTAL NUMBER OF CREDITS                                    | 36  |    |     |               |

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

*The student shall receive academic advising from the facilitator in charge of the field experience process to identify a school to complete the field experience requirement before enrolling in this course following school district schedules for internship. It must be in a school that offers instruction in English and in Spanish (Bilingual Ed. Program). REVISED 6/2011*
MASTER OF SCIENCE (MS)  
SPECIALIZATION IN ADMINISTRATION OF ADULT EDUCATION  
36 CREDITS  

PROGRAM DESCRIPTION:  

The Master of Science in Adult Education Administration program is designed for persons seeking to serve the field as directors/managers, program developers, teachers/instructors, advisors, and/or researchers. It focuses on gaining the knowledge and skills in developing and providing meaningful learning experiences for adults.

Graduates from this program will be able to characteristically facilitate, manage, and evaluate learning programs for adult clients, volunteers, students, and associates in for-profit and not-for-profit organizations. Students who graduate from this program may be certified in Adult Education Administration. For certification students must also meet the requirement of 3 years of elementary and/or secondary teaching experience. The program consists of 36 credits, with 12 core credits in educational leadership, 18 credits in the specialization, 3 credits for an Internship and 3 credits in research.

The program is designed to prepare future administrators with the skills and competencies needed to become outstanding leaders in a public or non-public adult education institution. The program will help graduates to develop and work in a variety of organizations that are dedicated to developing their personnel, including:

- Adult basic education, GED
- Coaching and Career Development
- Community school administration
- Continuing education
- Corporate Universities
- Distance education
- Higher Education / Community Colleges
- Lifelong learning
- Private and Public Consulting Firms
- Program marketing, management, and evaluation
- Religious education
- Urban education and adult literacy
• Vocational and Technical High Schools
• Workforce education

Refer to the Maryland’s State Department of Education website for internship requirements, field, and clinical experiences requirements:

http://www.marylandpublicschools.org/MSDE/divisions/certification/.

The Maryland Department of Education (2003) requires the following: “All candidates applying for an initial teacher certificate are required to present qualifying scores on the Praxis I Academic Skills Assessments, ACT, SAT, or GRE and the appropriate content and pedagogy assessments where required (Praxis II or ACTFL). The tests may be taken at any valid test site in the nation. Out-of-state candidates who do not hold a professional certificate from their respective state must meet Maryland's qualifying scores. Some out-of-state candidates may be eligible for a test exemption.”

PROGRAM OBJECTIVES:
Upon completion of the program, students will develop:

• Knowledge, skills and competencies necessary for successful leadership
• Ability to be proactive and decisive with a moral, ethical commitment to an educational mission
• Cognitive and communication skills necessary to accomplish change
• Flexibility in using decision making and motivational strategies for effectively managing time, resources and personnel

Curricular Sequence

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core/Professional</td>
<td>12</td>
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<tr>
<td>Specialization courses</td>
<td>18</td>
</tr>
<tr>
<td>Research and Internship courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>
## Program Title: Administration of Adult Education

**Credential Issued:** Master of Science (MS)

### Degree Requirements

#### Core Professional Courses (12 Credits)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTION</th>
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<tbody>
<tr>
<td>EDAG 650 Human Relations, Organizational Climate, and Culture In Educational Institutions</td>
<td>3</td>
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<tr>
<td>EDAG 651 Legal Aspects and Labor Relations In Education</td>
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<td>EDAG 652 Budget and Finance Systems In Educational Organizations at the School Level</td>
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<tr>
<td>EDAG 657 Human Resources Management and Development in Educational Leadership</td>
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#### Specialization Courses (18 Credits)

<table>
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<tbody>
<tr>
<td>ADED 600 Adult Education: Foundations, Challenges, and Controversies (issues)</td>
<td>3</td>
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<td>ADED 610</td>
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<tr>
<td>ADED 610 The Adult Learner</td>
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<tr>
<td>ADED 620 Curriculum, Methods, and New Technologies in Adult Teaching and Learning</td>
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<td>ADED 610</td>
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<tr>
<td>ADED 630 Leadership in Adult Education Programs</td>
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<tr>
<td>ADED 640-O Planning and Evaluation of Adult Education Programs</td>
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<td>ADED 642 Perspectives on Adults with Disabilities</td>
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#### Research & Internship Courses (6 Credits)

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<tr>
<td>EDUG 535 Action Research Evaluation</td>
<td>3</td>
<td></td>
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<tr>
<td>EDAG 680 Practice in Educational Administration: Adult Programs*</td>
<td>3</td>
<td></td>
<td></td>
<td>All Courses</td>
</tr>
</tbody>
</table>

**Total Number of Credits:** 36

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. *Institution and Internship Coordinator's Approval*
Course Descriptions

ACCO 111-O
Introduction to Accounting I
4 Credits
The course Elementary Accounting I includes the theory and practice of debit and credit. It also includes practice in account management as well as principles and analysis of preparing a work sheet and financial statements. It includes inventory accounting and accounts receivable, voucher systems, concepts and principles of bank statement reconciliation. Pre-Requisite: None

ACCO 112-O
Elementary Accounting II
4 credits
The course Elementary Accounting II studies the basic concepts in registering fixed assets and equipment. It also covers the areas of methods of depreciation and payroll accounting, corporations and statement of cash flows.
Pre-Requisite: ACCO 111-O

ADED 600
Adult Education: Foundations, Challenges, and Controversies (issues)
3 credits
This course studies the historical and philosophical foundations of adult education, including methods and approaches and application to classroom practice. It provides an analysis of the adult education movement, from its early stages to present. It also covers a critical study of the changes which have created new learners, challenges, and controversies in the contemporary practice of adult education and their future implications.

ADED 610
The Adult Learner
3 credits
This course studies the physical and psychological changes in the life of the adult and their implications to the learning process. It covers the identification of adult education principles, differences between young and adult learning and most recent research regarding adult education. It includes an analysis of the theoretical perspectives of the adult student and its implications to the educational practice. At the same time it includes an evaluation of the forces motivating behavior in an adult learning setting.
ADED 620
Curriculum, Methods and New Technologies in Adult Teaching and Learning
3 credits
This course studies the principles and practices related to curriculum and teaching adult students. It covers the selection and use of instructional design strategies, learning experiences, and appropriate educational materials used in a variety of contexts, audiences, and situations in which adult education is offered. It also includes the selection, use, implementation, and evaluation of appropriate technologies to be used in the offering of educational opportunities for adult students. The course also includes an analysis of methods, traditional, and innovative approaches, preparation of lesson plans, use of learning evaluation techniques, and development of self-directed learning skills and competencies, and education in service. Pre-Requisite: ADED 610

ADED 630
Leadership in Adult Education Programs
3 credits
This course studies the leadership principles used to manage programs in adult education in a variety of contexts. It places emphasis on the methods to establish effective adult education programs and the procedures in marketing, design, organization, operations management, human, physical, and fiscal resources of adult education organizations and institutions. It also includes an analysis of policy establishments and procedures to achieve the objectives of adult education programs within local and federal requirements.

ADED 640
Planning and Evaluation of Adult Education Programs
3 credits
This course involves students in the study of planning models and procedures, development, and evaluation of adult education programs. It includes a critical analysis of most recent theory and real life case studies to develop necessary skills in the design and application of need studies, establishment of priorities, objectives, standards, and implementation of procedures and evaluation techniques of adult education programs.
ADED 642
Perspectives on Adults with Disabilities
3 credits
This course covers the study of the various perspectives of the employment, inclusion, and education of adults with disabilities; analyze factors/forces that impede solutions; and develop programs, curricula, materials, recruitment strategies, and evaluation designs.

COIS 100
Computer Literacy
3 credits
This is a computer literacy course that exposes the student to historical development, organization, functions, capabilities, limitations and applications of modern computer systems and types of peripheral devices. Pre-Requisite: None

COIS 270
Visual C++ Programming
4 Credits
Introduction to the development of algorithms, flow diagrams and computers programs using the Visual C++ programming language. Study of the basic elements of the Visual C++ language, such as basic data types, control structures, and routines. The concepts are covered with structured programming. Requires laboratory. Pre-requisite: COIS 115

COMP 110
Introduction to Computer and Software
3 Credits
This course studies the application and handling of basic computer concepts, productivity tools. Include the analysis and evaluation of different application software. The course emphasizes the creation and editing of documents and effective presentation of programs such as search engine, internet, electronic mail, word processor, and presentations. The course requires computer laboratory experiences and practice in the use of the Internet.

ECED 173-O
Introduction to Early Childhood/Primary Education
3 credits
This course offers an overview of the field of early childhood and primary education. Aspects such as: history, state and federal legislation, public policy, philosophy, programs, curricula and the early
childhood profession are analyzed. A proper understanding of the reasons, rationale, importance, and objectives of early childhood and primary education in contemporary society and in the next decades is addressed.

**ECED 207-O**  
**Theories of Child Development and Learning**  
**3 Credits**  
The purpose of this course is to expose students to the theories, which represent the main standpoints of progressive education. Implications of child development and learning processes on teaching approaches are examined. Pre-Requisite: None

**ECED 308-O**  
**Management of the Early Childhood/Primary Education Environment**  
**3 Credits**  
The purpose of this course is to provide a strong foundation on the design, management, and interpersonal relationships within the learning environment. Interaction between environment and significant learning is addressed. The course provides an overview of Maryland laws and regulations as they relate to Early Childhood Education in the state.

**ECED 310**  
**Perceptual Motor- Development, Learning and the Brain**  
**3 Credits**  
This course studies the theories on the development of the human brain. It covers current research related to this field. Educational implications of these theories on the processes of child development and learning, as well as, their impact on modern pedagogy are analyzed. Pre-Requisites: SCIE 111-O, SCIE 112-O

**ECED 311**  
**Cognitive and Logic – Mathematical Development**  
**3 Credits**  
The purpose of this course is to provide future professionals with the knowledge and tools to understand the cognitive development – structures and processes - of preschool and primary education children, including logic-mathematical development. This course also provides the knowledge and skills for professionals in this field to facilitate development through the planning of appropriate curriculum. Pre-Requisites: None
ECED 322
Health, Nutrition and Preventive Medicine
3 Credits
This course concentrates on the study of related factors to conservation and health improvement. The course focuses on health environment analysis and its impact on the preschooler, elementary, and secondary students. Emphases on the factors that affect the teacher’s mental health as well as the student’s mental health are integrated in the course. Discussion about drug and alcohol use and abuse, and its impact on conduct is addressed. The study about the importance of nutrition, hygiene, and physical aptitude is integrated in the course. Evaluation of personal health habits and the relation with the individual performance is also studied in the course. Pre-Requisite: None

ECED 329-O
Nature and Needs of the Exceptional Child
3 Credits
This course covers the psychological, social, historical and philosophical foundations of early childhood education geared at satisfying areas that need to be strengthened in children with exceptional needs and capabilities. The following aspects are analyzed: nature and learning needs of preschoolers and primaries with exceptional needs and capabilities; procedures, techniques and instruments for diagnosis and intervention for this population; educational programs, models and teaching approaches; curricular development for an education of this nature. Pre-Requisite: None

ECED 332-O
Integration and Participation of Family in Pre-K Care Centers
3 Credits
This course is design to develop awareness among future teachers on the importance of the family in the educational scenario of children. It also covers a self-reflection about the diversity concept of families (their beliefs acceptance degree, multiculturalism, gender, respect, socio-economical level, among others). It includes the design, administration and analysis of research instruments for pre-k centers and child development. Pre-Requisite: None
ECED 402-O
Creative Expression in Early Childhood/Primary Education
3 Credits
In this course students are exposed to experiences in creativity in order to develop an awareness of the need of aesthetic expression in the preschool and the primary education curriculum. Workshops include movement activities, plastic arts, music, and children’s games.

ECED 403-O
Curriculum Development in Preschool and Primary Education
3 Credits
This course presents diverse curricular models for early childhood education. Emphasis is given to the analysis of different curricular designs, which take growth and development as point of departure, for pre-k and primary education. The course reviews curricular approaches geared at pre-k and primary education. Pre-Requisite: All Core and Major Courses

ECED 405-O
Language Development in the Context of Reading/Writing
3 Credits
This course covers the study of oral and written language development from birth to age eight. Theories and recent research are presented. Curricular models that promote language development with emphasis on phonics, phonological awareness, shared reading, and guided reading. Integration of children’s literature into the curriculum: survey, evaluation, selection of books for children, strategies for selection and use of literacy genres is also studied. Pre-Requisite: None

ECED 410-O
Emergent Reading
3 Credits
This course covers the fundamentals of language development with emphasis on the development of reading skills and strategies. It focuses on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet Maryland State English language arts standards. It prepares students in the adaptation of instructional methods and materials to provide enrichment for students with special learning needs and students from linguistically and culturally diverse backgrounds. Pre-Requisite: ECED 405-O

EDUC 420
Philosophical Foundations of Education

3 Credits
This course offers an interdisciplinary perspective of historical philosophical, cultural, and social foundations, taking as point of departure fundamental debates and problems in education, which have directed changes throughout time. Educational philosophies are compared and analyzed. Implications and applicability of philosophical theories on problems and controversies of present education are viewed. Philosophical principles that guide the educational system, in terms of philosophy and policy are assessed. Pre-requisites: none.

ECED 442-O

Practice Seminar in Early Childhood and Primary Education

1 Credit
This course covers a discussion, analysis and evaluation of the responsibilities and situations arising in Early Childhood Education and primary education student/teaching practice. It is designed to enrich and complement the day-to-day practicum experience as required in Maryland. Pre-Requisite: be a fourth year student; Concurrent with ECED 443. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

ECED 443

Practicum in Early Childhood (Pre-K) and Primary Education (K-3)

6 Credits
This course is the final requirement in the early childhood and primary teacher education program. It is the field experience in which the candidate assumes the duties and responsibilities a teacher performs in a preschool and the primary education environment, as required in Maryland. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies. The practicum in teaching provides students with field experiences to demonstrate Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. Students must abide with the minimum required hours set by the state and local agencies for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. Pre-Requisite: All Courses, Concurrent with ECED 442-O
ECON 123-O
Economics Compendium
3 Credits
This course is a compendium of Economics 121-122, this course places emphasis on microeconomics, particularly the theory of firms and markets. It provides a condensed vision of modern macroeconomic theory, including the problems of physical and monetary policy that are pertinent to economic systems.

ECON 124
Economics for Engineering
3 Credits
This course is designed to introduce undergraduate engineering students to the discipline of economics, in general, and principles of engineering economics in particular. Utilizing economic theory and applications, this course will present a rigorous graphical and mathematical treatment of such topics as market equilibrium, elasticity's costs of production, and market structure. While quantitative tools are used throughout the course, the primary focus of the material is on the fundamental engineering economics for manufacturing decision-making and project evaluation.

EDAG 640-O
Development of Leadership in Education, Theories and Application
3 credits
This course studies the origin and development of the theories and focal points of administrative and general supervision practices. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The study of the current leadership concepts in Maryland is an integral component of the course. The course covers the study the differences between various leadership styles. It also covers the importance of vision, communication, motivation, teamwork, and partnerships with community and stakeholders. Strengthen leadership by standards and of work plans. Requisite: 6 credits of prior courses.
EDAG 641
The Leader and the Learning Communities
3 credits
This course is an analysis of the formation and development of leaders in learning communities of education. It also covers a discussion of the theories and current models of leadership and supervision. It includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem solving and decision-making is incorporated and applied to real life scenarios. Students will be involved in the development of a shared educational vision. Students will also develop a leadership theme in consensus with the professor with direct application to education. Students will be involved in case studies and clinical field experiences projects. Pre-Requisite: EDAG 640

EDAG 644
Technology for School Administrators
3 credits
This course prepares students to apply technology to the areas of administration, instruction and educational institutions. Students will evaluate various computer hardware and software components which are appropriate to the management of schools.

EDAG 650-O
Human Relations, Organizational Climate and the Learning Environment In Educational Institutions
3 credits
This course studies the development and evolution of the framework and theories of behavior and organizational conduct to the present. It covers explanations of the challenges and trends that affect educational organizations as open systems. It also includes analysis of individual, interpersonal, group and organizational behavior and how these influence performance of effective academic leadership. It differentiates between organizational climate and culture. It covers strategies for the development of positive community and organizational climates. Students engage in discussion of the importance of human resources in organizations. Applications of critical issues in the environment of education are addressed in the course. Pre-Requisite: None
EDAG 651-O
Public School Law, Labor Relations, and Ethical Leadership in Education
3 credits
This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, mainly in Maryland and the United States. Topics are framed in the context of the history of education in Maryland. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are incorporated in the course. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Maryland as well as in the United States are addressed. Pre-Requisite: None

EDAG 652-O
Budget and Finance Systems in Educational Organizations at the School Level
3 credits level
This course studies the concept, methods, practices and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning is studied. Design of a budget for a program or organization is required as part of course requirements. Identify and evaluate methods of financing in public and private education. Competence in financial planning cost control, accountability of income and expenses, and management of cash flow. Simulate management of a budget. Pre-Requisite: None

EDAG 657-O
Human Resources Management and Development in Educational Leadership
3 credits
This course is designed to introduce students to the area of school personnel administration. The course emphasizes reflective thinking that would help the students in making ethical decisions and a planning recruitment selection retention evaluation and termination within the school climate. Pre-Requisite: None
EDAG 662  
**Multicultural Education for School Administrators**  
3 credits  
This course explores the cultural biases in the existing theories and current research in the area of multiculturalism. Students will actively participate in experiential approaches designed to develop a higher skill base when working with individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations within the school climate. Pre-Requisite: None

EDAG 663  
**Conflict Resolution for Educational Leaders**  
3 credits  
This course assesses the issues involved with problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change. Pre-Requisite: None

EDAG 670-O  
**Internship – Practice In Educational Leadership: K – 12**  
3 credits  
This course covers the application of the knowledge, skills and values in an environment of real practice for leaders in education at level K - 12. Design of organizational structures is studied in the course. Discussion for the development of a portfolio and other evaluative instruments is a critical component of the course. This course requires mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. It also studies the surrounding geographic-community conditions that affect learning. It requires a discussion between the professor and the student of a structured plan for practice.  
Pre-Requisite: Completed all courses and Institution or Internship Coordinator’s Approval

EDBE 502  
**Bilingual-Bicultural Curriculum Development**  
3 credits  
This course reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are
examined and analyzed. It includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Students will connect prior knowledge with new course content and applications through large and small group discussions, demonstrations, and cooperative learning among other strategies.

EDBE 504
Language, Literacy, and Culture
3 credits
This course examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. It explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 506
Sociopolitical and Historical Perspectives in Bilingual Education
3 credits
This course presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical, and sociocultural perspectives. It also emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. are discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing
information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 510
Introduction to Research: Purposes, Issues, and Methodologies
3 Credits - Research course (6 hours):

This course presents the multiple frameworks that inform education action research, the various methodologies employed in collecting and analyzing data, and the advantages, limitations and values implicit in conducting and evaluating research. This course examines the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 520
Research Methods in Bilingual and Second Language Education
3 credits

This course introduces and develops research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectically diverse populations; emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues. The Research Methods in Bilingual & Bicultural Studies course will focus on research issues in bilingual-bicultural education. It will provide students with opportunities to develop research questions, establish methods, review research literature, and begin field work for the writing of their Masters theses or M.Ed. papers. Pre-Requisite: EDBE 510.
EDBE 524
Methods of ESOL Literacy and Language Development Applied to Content Courses
3 credits
This course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of learning activities that promote oral and written communication, use of technology, in cooperative group settings, research and observation of classroom experience.

EDBE 525
Biliteracy, Language, and Content in Bilingual Education
3 credits
This course analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. It also stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. This course presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.

EDBE 526
Theoretical Foundations of Bilingual Education and ESOL
3 credits
This course presents an introduction to the field of Bilingual Education as opposed to English as a second language, with attention to basic concepts of second language acquisition in various subject matter contexts. It also discusses the interdisciplinary perspectives of second language acquisition and their application to content area classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills:
information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 566
First and Second Language Acquisition
3 credits
This course addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. It also introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. It includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 697
Field Experiences in Bilingual and Second Language Education
3 credits
Observations and classroom participatory internship experience with second language learners and youth in a public school at the grade level the student has specialized in are required in this course. Students will follow the Internship Handbook requirements to comply with internship Maryland State and local mandates. PRE-REQUISITE: 20 credits approved; including: EDBE 502, EDBE 525, & EDBE 566.

EDUC 135-O
Philosophical, Sociological, and Psychological Foundations in Education
3 Credits
The course Foundations of Education is the basic course of the programs for the preparation of teachers at all levels. It is geared towards the study of the psychological, sociological and philosophical principles in the field of education. Pre-Requisite: None

EDUC 171-O
Human Growth and Development

3 Credits
In this course students are exposed to theoretical and empirical foundations of human development and growth from conception through adolescence. Analysis is conducted from a multidisciplinary perspective. Emphasis is given to the changes that occur in each of the stages of transition from childhood to adolescence and their implications for the educational process. Pre-Requisite: None

EDUC 202-O
Technology and Materials for Teaching and Learning

3 Credits
Through this course emphasis is placed in the systematic planning, preparation and use of media, and the evaluation of educational materials. This course encourages the integration of creativeness to the existing educational technology, and the consideration of the needs, interests, developmental stage, and the scope and sequence of the curriculum. Pre-Requisite: COMP 110

EDUC 204-O
Education for Children with Exceptional Needs and Inclusion

3 Credits
This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners, mainly those in high risk of not being adequately educated. Pre-Requisite: None

EDUC 205-O
Introduction to Assistive Technology

3 Credits
This course provides general knowledge about Assistive Technology for persons with disabilities. Analysis of legal foundations and theoretical considerations in which equipment availability and Assistive Technology services are the resources to promote the participation of independent living at home, school, or work or community. This course also covers the identification, description and classification of Assistive Technology equipment with the purpose of improving the functional
capacities of these people in order to improve their quality of life. Field and laboratory experiences are required. Pre-Requisite: None

EDUC 305
Sociological Foundations of Education
3 Credits
In this course students analyze the sociological foundations and their relation to the educational process. It also examines the social problems that affect educational development. Interaction between culture and education, social change and education, social groups, school and the community is also studied. Pre-Requisite: SOSC 111-O, SOSC 112-O

EDUC 355-O
Evaluation and Measurement of the Educational Process (Pre-k to Third Grade)
3 Credits
This course covers the theory and practice of the educational evaluation process in Pre-K to Third Grades in Maryland. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria and in performance and mastery test, among others. Traditional concepts of preparation, administration, correction and interpretation of progress tests, and basic concepts of statistics are studied. This course also includes the discussion of other evaluation procedures the prospective teacher should be aware of. Pre-Requisite: EDUC 171-O, TESL 222-O

EDUC 410
Teaching Math at the Primary Level
3 Credits
This course focuses on the principles, foundation, and methods of teaching Math at the primary level. It incorporates the analysis of math standards as required in the State of Maryland. The course includes research-based practices to teach Math effectively to impact student achievement. The course incorporates the requirements for Math state assessment. Pre-Requisite: MATH 111, MATH 112
EDUC 411-O
Teaching Sciences at the Primary Level
3 Credits
This course focuses on the principles, foundation, and methods of teaching Science at the primary level. It incorporates the analysis of Science standards as required in the State of Maryland. The course includes research-based practices to teach Science effectively to impact student achievement. The course incorporates the requirements for Science state assessment.
Pre-Requisites: SCIE 111-O, SCIE 112-O

EDUC 435
Interdisciplinary Seminar*
3 Credits
This course is a professional seminar blending socio-humanistic and scientific academic knowledge that students have developed during their teacher preparation courses. Discussion and analysis of trends, methods and innovations related to fundamental knowledge and communication competencies of the future teacher in his/her local and global context as required in Maryland. Emphasis in case studies, problem solving, themes discussion and application of technology are incorporated. Pre-Requisites: School authorization is required. Pre-Requisites: All courses except EDUC 436, ECED 442-O or SPED 405. *Course must be completed with a passing grade before registering in ECED 442-O OR SPED 405

EDUC 436
Pedagogical Integration Seminar*
3 Credits
This course integrates academic and professional knowledge obtained throughout the course of study of future teachers. Innovations in education, methods, techniques and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination requirements in Maryland. As part of completing this course successfully, the student must provide evidence of receiving a passing score on the Praxis I Test. Pre-Requisites: To be completed during the semester just preceding practice in teaching. Pre-Requisites: All courses except ECED 442-0 or SPED 405. *Course must be completed with a passing grade before registering for ECED 442-0 or SPED 405.
EDUG 535
Action Research Evaluation
3 credits

This course explores the concept of “Action Research” as a form of evaluation to help improve class instruction. Students will conduct an Action Research in a school setting to gather results of their activities to improve instruction. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. Pre-requisites: All Courses except EDAG 670-O

EDUG 605-O
Public School Curriculum and Instruction
3 credits

This course explores the field of curriculum theory from an organizational framework of practices. This course exposes students in the field of educational leadership to curriculum development, evaluation exploration of curriculum, revision and changes. Pre-Requisite: None

EDUG 611-O
Evaluation, Measurement, and Assessment of the Teaching-Learning Processes
3 credits

A study of the processes of assessment, measurement, and evaluation applied to teaching in the state of Maryland. Design and application of instruments aligned to the evaluation processes that impact classroom practices in a framework of a standard-based curriculum. The course focuses on the use of evaluation rubrics and assessment instruments.

EETP 202-O
Circuit Analysis I (DC)
4 Credits

This course will analyze passive DC circuits using Ohm’s and Kirchhoff’s Laws, network theorems, and branch/mesh/nodal analysis. It will include transient analysis of R-C and R-L circuits along with concepts of energy, power, and efficiency. Requires laboratory. Co-requisite: MATH130
EETP 203
Circuit Analysis II (AC)
4 Credits
This course covers the Basic concepts needed to understand alternating current theory and begins with an introduction to magnetic theory and the principles of electromagnetic induction. It continues with an introduction to AC circuit analysis in which time-varying electrical signals are presented. Capacitors and inductors are covered along with RC, RL, RLC circuits and their transient analysis. Low-pass, high-pass, band-pass, and stop-pass filters are covered along with concepts of power factor analysis, sweep generation usage, and Fourier series. Requires laboratory. Co-requisite: MATH 131, Prerequisite: EETP 202

EETP 204
Digital Circuits I
4 Credits
This course will analyze and design combinational logic and integrated circuits using Boolean algebra, Karnaugh maps and logic diagrams. The student will study number systems, binary codes and code conversions along with flip-flops, multivibrators and circuit applications. Requires laboratory. Co-requisite: MATH 131, Prerequisite: EETP 202

EETP 205
Digital Circuits II
4 Credits
This course covers the design and characteristics of digital logic circuit decoders, encoders, multiplexers, along with ADCs, DACs, RAMs, and ROMs, and their applications. Logic families, such as CMOS, TTL, and ECL will also be covered. The course includes the discussion of fusible link and programmable PLC, PGA, and other such technologies. Requires laboratory. Pre-requisites: EETP 204.

EETP 206
Electronic Devices
4 Credits
This course covers the fundamentals of solid-state semiconductor electronic devices, including diodes, bipolar and MOS transistors and circuits utilizing rectifiers, zener diodes regulators, clippers, clamper, and amplifiers. The course stresses transistor modeling and circuit analysis and design along with computer use for circuit analysis. Requires laboratory. Co-requisites: EETP 205, Prerequisite: EETP 204
EETP 207
Microprocessors
4 Credits
This course covers an introduction to microprocessors and microprocessors based systems. The student will learn machine and assembly language programming and well as understand the functions of interrupts and DOS entry points. Requires laboratory. Prerequisites: EETP 205.

EETP 208
Electronic Systems
4 Credits
This course will study electronic system schematics and take into account frequency considerations and decibel usage. Differential and operational amplifiers, power supplies, thyristors, oscillators, and feedback concepts will all be examined and analyzed. The student will understand video monitor basics and transmission theory and prepare a manual on a computer-controlled system. Requires laboratory. Co-requisites: PHSC 205, Prerequisites: EETP 206

EETP 209
Microprocessor Technologies
4 Credits
This course covers the applications of the Intel Pentium microprocessor as it is commonly used in industry today. The physical structure, architecture, and operation of the PC and its various peripheral attachments will be covered as well as PC troubleshooting techniques, board upgrades, and use of diagnostic software. Requires laboratory. Co-requisites: EETP 207 and EETP 208, Prerequisite: EETP 206

ENGI 100
Introduction to Engineering
3 Credits
Introductory required course for all first year engineering students. Introduction to the various specialties within the engineering profession. Basic concepts of engineering design and technical communication. Discussion of laws and ethics of the engineering profession.
ENGI 160
Introduction to Engineering Graphics
3 Credits
Includes principles of engineering drawing utilizing manual drafting methods, sketching and computer graphics with an introduction to descriptive geometry. The fundamentals of orthographic projection, auxiliary projections, sectioning, dimensioning and tolerances are presented. Isometric and oblique pictorials methods are covered as well as principles of interpretation of engineering drawings, symbols, types of views, and textural symbols. Requires Laboratory. Co-requisite: MATH 130

ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English)
Preparatory English
3 credits
This course is designed for beginning level students (Level 1 – Starting) of English as a Second Language. It is a conversational/grammar based preparatory course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students who score between 0 - 111 points in the Accuplacer English placement test must enroll in this course in the first term of enrollment. This course requires the use of e-lab or the language lab.

ENGL 101-O
Basic English I
3 Credits
This course is designed for students who score between 112-146 points (Level 2- Emerging) on the Accuplacer English Placement Test. This is an intensive developmental level English course. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. In both cases, student’s lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s a laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required. Pre-Requisite: None
ENGL 102-O  
Basic English II  
3 Credits

This course is designed for students who score between 147-180 points (Level 3 – Developing) on the Accuplacer English Placement Test. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and student’s roles in the communication process. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also emphasized. In both cases, students' lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s laboratory practice where students will apply the skills developed in the classroom activates in communicative activities. Laboratory practice is required.

ENGL 103-O  
Intermediate English I  
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 181-214 points (Level 4 – Expanding) on the English section of the Accuplacer Placement Test. Emphasis is placed on the study of grammar and the strengthening of the basic reading comprehension and composition skills. This course requires the use of the language lab. Pre-Requisite: None

ENGL 104-O  
Intermediate English II  
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 215 to 240 points (Level 5 – Bridging) on the English section of the Accuplacer Placement Test. Priority will be placed on reading and writing skills. Language lab is required. Pre-Requisite: none
ENGL 115-O

English Reading and Writing I

3 Credits

This course focuses on strengthening college level basic reading comprehension and writing skills. An integrated language arts approach is used. Specific grammatical skills will also be developed integrating oral communication and listening skills. The ability to organize one’s thoughts, to express them simply and clearly, and to observe the standards and conventions of language usage will be developed. Short research projects will be developed through the integration of technology (individual, pair, or group work). This course requires language lab activities and experiences. This course requires the use of e-lab or the language lab. Pre-Requisite: None

ENGL 116-O

English Reading and Writing II

3 Credits

This course focuses on reading comprehension and writing skills of the English language for university students. It concentrates on strategies for generating ideas for writing, planning, and organizing materials in English. 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 with an integrated language approach. This course requires the use of e-lab or the language lab. Pre-Requisite: ENGL 115-O

ENGL 205

Introduction to Literature I

3 Credits

This is a required course for English majors. The course focuses on the study of the short story, poetry, essay, and drama. Pre-Requisites: ENGL 115-O, ENGL 116-O
ENGL 211
Basic Business English I
3 credits

This course has speaking fluency as a major goal as it stresses the correct usage of the fundamental structures of the English Language. It emphasizes language skills such as listening and writing while strengthening basic reading compression skills. Pre-Requisite: ENGL 104

ENGL 212
Basic Business English II
3 Credits

This course is the continuation to Basic Business English I (ENGL 211) for students in the Business Administration programs. The aim of this course is to improve the basic foundations for studying and practicing composition of goodwill, claim and adjustment, and persuasive messages to name a few. Reports and media communications will be emphasized to equip students with necessary tools to develop news releases and newsletters. Since conducting a job search and preparing effective employment communication is an important goal, the course also focuses on these principles. Pre-Requisite: ENGL 211

ENGL 220
Academic Reading and Writing I
3 Credits

This is an intermediate to high-intermediate level course that develops reading and paragraph composing skills required in general education, and core curriculum courses. The course contains a variety of readings from biology, business, history, psychology, cultural anthropology, and economics. The course also encourages the whole writing process, as students develop writing pieces that are relevant to college work. Pre-Requisite: ENGL 103, 104
ENGL 221
Academic Reading and Writing II
3 Credits

This course is designed to introduce intermediate to high-intermediate students to the basics of essay writing. Lessons review the basic structure of English paragraphs and essays, major types of essays, usage and grammar. This course also contains a variety of readings from biology, business, history, psychology, cultural anthropology and economics. The course encourages the whole writing process, as students develop writing pieces that are relevant to college work. This course has speaking fluency as a major goal as it stresses the correct usage of the fundamental structures of the English language. It emphasizes language skills such as listening and writing while strengthening basic reading comprehension. Pre-Requisite: ENGL 220

ENGL 231-O
Research and Writing
3 Credits

This course provides intensive practice in writing essays, monographs, reports, and conducting research as expected for university students in the English language. Pre-Requisites: ENGL 115-O, ENGL 116-O

ENGL 331-O
Public Speaking
3 Credits

English 331 is a performance course that is divided into two parts: foundations of speech and modes of oral communication and speech. Since the course is performance oriented, the theoretical elements of speech communication are a main focus as they provide an adequate framework with which students can function in the classroom. Basic concepts that have important practical value are studied, discussed, and applied. By the end of the course, students should have acquired enough experience and knowledge in this most complex and difficult form of human behavior oral communication in English. Pre-Requisites: ENGL 115-O ENGL116-O
ENGL 500-O
Graduate Preparatory English
3 credits

This course is a conversational/grammar preparatory course designed to prepare graduate level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course is designed for graduate students who score between 0-81 points (Level 1 – Starting and Level 2 – Emerging) on the Graduate English Placement Test. This course requires the use of e-lab or the language lab.

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

This course is designed for graduate students who score between 82-103 points (Level 3 – Developing and Level 4 – Expanding) on the Graduate English Placement Test. 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

This course is designed for graduate students who score between 104-130 points (Level 5 – Bridging) on the Graduate English Placement Test. ENGL 502 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.

**ETAP 300**  
**Engineering Technology Application Project**  
**1 Credit**  
The execution of the engineering technology application should capitalize upon the base of knowledge and skills developed by the student through the courses taken earlier in the program of study. The engineering application project selected and proposed by the student must be approved in advance by the faculty member who will monitor and evaluate the student's performance on the project. Such projects are usually equivalent in difficulty to those normally experienced by beginning professionals. Pre-requisite: Student in the last term of curriculum and Program Director approval

**EXPL 101**  
**Experiential Learning: Introduction to Portfolio**  
**1 Credit**  
This course involves the evaluation of theoretical and practical experiences for the preparation of an experiential learning portfolio. It is a presentation of evidence and support documentation related to occupational and personal skills acquired in the student’s life to petition their evaluation for academic credit. Pre-Requisite: None

**HESM 110**  
**Health Services Management**  
**3 Credits**  
This is an introduction to the fundamental concepts of management of health services facilities. It covers the application of the administrative processes: organization, direction, control and evaluation. Emphasis is placed on public policies, health services management status, trends,
organization, practices and issues relative to the delivery of health services in Maryland and in the United States. Pre-Requisite: None

**HESM 210**

**Health Systems and Models**

*3 Credits*

In this course students study the systems, models, health policies, and the infrastructure of health services in Maryland and in the United States. Emphasis is placed on health reforms and its implication in the delivery of health services to the general population. This course also includes a review of the historical development and the future of health services. Pre-Requisite: None

**HESM 220**

**Health Services Planning and Evaluation**

*3 Credits*

In this course students are exposed to the historical development of planning and evaluation of health services in Maryland and in the United States with emphasis on its impact in organizations and in communities. This course includes the theoretical foundations of planning strategies. The course discusses and applies the techniques of evaluation to the health sector. Pre-Requisite: HESM 110, PUHE 101

**HESM 230**

**Basic Accounting for the Health Industry**

*3 Credits*

In this course students are exposed to the study of the social, economic, and political developments that have influenced and determined the accounting practices in the health services industry. It reviews accounting procedures and discusses their applications in the health services industry. Actual and hypothetical health services accounting problems will be discussed. Pre-Requisites: MATH 111

**HESM 310**
Health Economics
3 Credits
This course exposes students to the modern micro and macro economy applied to health services in the public and private sectors. Emphasis is placed on the situations and issues of health economics. It also discusses the relationship between the market forces of need and demand of health services. Pre-Requisites: ECON 123-O, HESM 110

HESM 320
Basic Finances in the Health Industry
3 Credits
This course covers the study of the financial practices of health services organizations. Also, it includes the fundamental methods and techniques for financial administration in the health services industry, including fund distribution, capital management, determination and assignment of costs service rates. Case studies and applications are provided. Pre-Requisite: HESM 110, MATH 112

HESM 330
Legal Aspects in the Health Industry
3 Credits
This course studies the existing legislation in health services in Maryland and in the United States. Emphasis is placed on the norms that have a bearing on the health services industry. Application experiences through case studies in aspects such as malpractice, patient rights, informed consent, doctor-patient relationship, accidents, collective bargaining and ethical and legal issues. Pre-Requisites: MANA 210-0, PUHE 101

HESM 340
Budgeting for the Health Industry
3 Credits
This course studies budget models, including the corresponding programmatic plans, and budget distribution. Emphasis is placed on goals, objectives, and measurable results. The course provides for the application of budget models and techniques to health services settings. Pre-Requisite: MATH 112, HESM 220

HESM 410
Health Information Systems
3 Credits
This is a general introduction to the theory of information systems. The course provides for the application and use of software packages specifically designed for the health services industry for use in microcomputers and in mainframes, and for data collection, services utilization, billing, census, and others. Pre-Requisites: COMP 110, HESM 110, HESM 220

HESM 420
Special Topics in Health Services Management
3 Credits
This course exposes students to an analysis and discussion of current issues and trends in the health services industry. Emphasis is placed in critical reading and analysis of case studies. Pre-Requisites: HESM 110, HESM 220, COMP 110

HESM 430
Practicum/Seminar in Health Services Management
3 Credits
Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. Pre-Requisites: HESM 110, HESM 210, HESM 220, HESM 220, HESM 310, HESM 340, Concurrent with HESM 431 and Institution or Internship Coordinator’s Approval. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

HESM 431
Health Management Seminar
3 Credits
This course focuses on the application of theory to practice in the field of Health Management. Best practices in strategic planning are used during the field experience seminar. The professor will supervise the student during the seminar process as the student applies management, critical thinking skills, and development skills for the establishment of an organizational strategic plan as a course project.
HIST 223  
Contemporary History  
3 Credits  
This course briefly covers the main historical events of modern history from the French Revolution (1789) to the present. The course analyzes the most important movements and ideologies of the eighteenth, nineteenth and twentieth centuries. This course emphasizes the study of historical facts basic to our contemporary civilization. Pre-Requisite: None.

HIST 263  
Latin American History  
3 Credits  
This course presents the historical evolution of Latin American countries from pre-Columbian cultures to the present. Analysis of social, political, economic, and cultural trends is included in this course. Pre-Requisite: None.

HIST 273  
History of the United States of America  
3 Credits  
This course is a survey of the political, economical, and socio-cultural development of the United States of America through its history. It covers the humanization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed 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 the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the worldwide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times.

HUMA 102-O  
World Cultures II  
3 Credits  
This course is a critical study of the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the worldwide level. It promotes the understanding of the moral, social, and cultural values in general at diverse times. Pre-Requisite: HUMA 101-O

ITHM 101-O  
Introduction to the Hospitality Industry  
3 Credits  
This course will introduce the student to the most important areas within the Travel and Tourism Industry. Special importance will be given to Lodging, Food and Beverage, and the Meeting Industry. It will examine the nature, scope and significance of the industry and the major elements of the tourism system. The course will use the Internet as a research tool, the Email as means of communication and MS Word for papers and projects. Pre-Requisite: None.

ITHM 102-O  
Introduction to Management in Hospitality  
3 Credits  
This course covers virtual and real tour of a selection of local, regional and world hotels, restaurants and pubs. It will explore the diversity of the industry in these settings through observation and analysis of the tourism systems in place. The student will identify studied elements and theories and will reflect about their application in a real or virtual setting. It will include the use of Internet as a research tool and the Power Point software to make presentations. The student will have to participate in field trips throughout the term. Pre-Requisite: ITHM 101-O.

ITHM 115-O
Tourism System

3 credits
This course will help students to understand the different types of impact that tourism has on destinations. Students will learn about the process of tourism planning. Emphasis is placed on economy, culture, society, and the environment. It will use the Internet as a research tool and MS Word and PowerPoint software for papers and presentations. Pre-Requisite: ITHM 101-O, COMP 110

ITHM 250-O
Internship I
3 Credits
Work experience in a professional setting. The student will intern within the tourism and hotel industry to gain on the job work experience. Each intern will need to rotate into three (3) different areas of the hotel for a minimum of hours required by the state. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, and final project presentations discussing the students learning experience will be required. Pre-Requisites: ITHM 101-O, 102, 125, 280

ITHM 280-O
Guest Services
3 Credits
The role of service in a successful tourism and hotel operation is explored in this course. Topics to be discussed include: handling difficult customers, dealing with complaints, learning how to listen, how to determine if a guest is happy with the service, what to do when they are not. A service philosophy is introduced. Pre-Requisite: ITHM 101-O

ITHM 290-O
Spreadsheet and Database Applications
3 Credits
This is an introduction to business related computerized microcomputer software applications including spreadsheet, database, presentation and graphics packages. The student will learn how to use the packages to organize, interpret and present information. Pre-Requisite: COMP 110

ITHM 300-O
Rooms Division
3 Credits

The goal of this course is to present an in-depth analysis of the major components (front office, housekeeping, guest services, reservations, engineering and maintenance and security) of the rooms division within a hotel. The interaction with this division and the other management areas of the hotel are explored in relationship to customer service. The course will use the Internet as a research tool, Fidelio software, e-mail as a means of communication, and MS Word and Excel for assignment, research papers, and projects. Pre-Requisite: ITHM 101-O

ITHM 302
Introduction to Conventions, Meetings, and Events
3 Credits

This course provides students with an overview of the conventions, expositions, events and meetings industry including convention center facilities and convention service management responsibilities. Focus will be on the operational aspects including the main meeting management functions of determining purpose, goals and objectives; identify speakers, topics, content and plan the program; determine entertainment and evaluate the success through effective means; site and facility selection. The course will use the Internet among other research tools, E-mail as a means of communication and MS Word and Power Point for papers and projects. Pre-Requisites ITHM 250-O

ITHM 306-O
Casino Operations
3 Credits

This course is an instant inside look at the gaming industry. Topics include staffing, types of operations, security, entertainment, and economic impact. The course will use the Internet among other research tools, the E-mail as a means of communication, and MS Word and Excel for assignments, research papers, and projects.
Pre-Requisite: ITHM 102-O
ITHM 307
Physical Facilities and Maintenance
3 Credits
This course focuses on the management of the physical plant from a design and maintenance perspective. Special emphasis is given to preventive maintenance programs, energy management, basic building system design, security and control efforts and coordination within the facility and other departments. The course will use the Internet as a research tool, the Email as means of communication and MS Word for papers and projects. Pre-Requisite: ITHM 250-O

ITHM 310
Convention and Group Sales
3 Credits
This course will provide students with the tools for presentation of the specialized sales skills required for the industry. Topics will include: vocabulary relative to the hotel sales office, understanding of the needs and wants of the two markets, introduction to room set-up, the audiovisual components and technology utilization, menu planning and the roles and responsibilities of convention sales and service managers, the concept of cold calls, successful sales techniques, booking strategies as well as the review and negotiation of contracts, and the appropriate financial management of a meeting. Refine listening techniques and communication skills as tools of the trade. The course will use the Internet among other research tools, E-mail as a means of communication, and MS Word and Power Point for assignments, research papers, and projects. Pre-Requisites ITHM 250-O

ITHM 340
Food and Beverage Operations
3 Credits
This course is an overview of the food and beverage operations in hotels including room service, beverage outlets, and themed dining rooms. Topics to be covered include concepts of good service techniques, importance of sanitation and nutrition, basic understanding of upscale selling, introduction to wines, liquors, and coffees. The course will use the Internet among other research tools, MS Word and Power Point for papers and projects. Pre-Requisite: ITHM 102-O
ITHM 341
Catering Sales & Operations
3 credits
In this course, students study hotel catering, including sales, operations and relationships with other departments and outside vendors. Emphasis on servicing various market segments for the Meeting Industry is given. The course will use the Internet among other research tools, Email as means of communication, and MS Word for papers and projects. Pre-Requisite: ITHM 340

ITHM 360-O
Hospitality Accounting
3 Credits
This course focuses on financial and managerial accounting principles and practices for the hotel and tourism industry. The Uniformed System of accounts of the American Hotel and Motel Association will be followed. Pre-Requisites: ACCO 111-O, ITHM 290-O

ITHM 365-O
Labor and Hospitality Laws
3 Credits
This course is an application of law requirements to issues related to the hotel industry which include the innkeeper/guest relationship, rights of employees/employers, liabilities, relationship to guest, and negligent acts. Understanding of the legal considerations associated with operating a hotel or tourism business is emphasized. The course includes labor issues applied to the local environment.

Pre-Requisites ITHM 250-O, ITHM 213

ITHM 370-O
Hospitality Sales and Marketing
3 Credits
This course focuses on the functions and principles of hospitality marketing and sales. Students will learn the essential marketing functions in the field. The course incorporates the development of a marketing plan with emphasis on sales and marketing techniques, target marketing, advertising, public relations, and market study and analysis. The course uses the Internet among other research tools, email as means of communication, and MS Word, Excel, and Power Point for projects and presentations.
Pre-Requisites: ITHM 102-O
ITHM 390-O

Advanced Internship in Hotel Operations

3 Credits

This course is an advanced job experience opportunity for students who will work the total of hours required by the state within the hotel industry in one area selected by the student and approved by the ITHM Internship Coordinator. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required. Pre-Requisites ITHM 250-O

ITHM 400-O

Revenue Management for Hotel Operations

3 Credits

This course investigates the different financial instruments and structures by which hotels and tourism entities operate. The concepts of revenue management and cost control are explained from a yield management and revenue management approach. The student review the basic financial concepts and reporting requirements that apply to the industry. Emphasis is placed on the uses of financial data for planning, cost control techniques and their use in defining goals of the organization. The course will use the Internet as a research tool, the Email as means of communication. MS Word, Excel, and Power Points will be used for assignments, research papers, and projects.

Pre-Requisites: ITHM 250-O, ITHM 290-O

ITHM 402-O

Organizational Behavior in the Hospitality Industry

3 Credits

This course is an application of organizational behavior. The main concepts are explored throughout lectures, case studies, management games and exercises. Topics include leadership, decision-making, motivation, power and organizational change. The course will use the Internet as a research tool, the Email as means of communication. MS Word will be used for research papers and projects. Pre-Requisite: ITHM 102-O
ITHM 404
Convention and Event Planning Logistics
3 Credits
This course focuses on the integral vision of all the logistic elements to be taken into consideration in the planning process. The broad review of financial management, facilities, services aspects, the in-depth study of reservation and housing, transportation, specifications guidebook, registration, shipping, function rooms arrangements, exhibits, marketing, promotion, publicity and production of materials will be achieved in the course. The Internet among other research tools, Email as means of communication. MS Word, Excel, and Power Point will be used for assignments, research papers, and projects. Pre-Requisites ITHM 250-O

ITHM 406
Special Events Management
3 Credits
This course covers the logistics for planning one-time events. Topics include crowd control, special effects, lighting, decorations, sound, and protocol for fairs, festivals, sporting events, and grand openings. The course will use the Internet among other research tools, Email as means of communication. MS Word, Excel and Power Point will be used for assignments, research papers, and projects. Pre-Requisites ITHM 250-O

ITHM 455
Internship II
3 Credits
This is an advanced job experience opportunity. The student will work a total of  hours required by the state within the Convention or Event Management Area, selected by the student and approved by the ITHM Internship Coordinator. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required. Pre-Requisites ITHM 250-O, ITHM 310

ITHM 460-O
Capstone Course
3 Credits
This will be the last course taken just before graduation. The course will explore all the areas related to the major. Case studies and problem solving will be used to explore trends and issues pertaining to the current problems in the industry. Emphasis is placed on the student’s abilities to
investigate, analyze, and discuss these issues through written work. The student will use different technological tools to conduct research and present a project. Pre-Requisites: ITHM 390-O, ITHM 400-O

**MANA 101**

**Introduction to Business**

**3 Credits**

The course presents a study of business, its nature, its environment, and opportunities. It introduces students to the broad principles of business in the fields of marketing, finance, organization, and administration. It teaches the application of behavioral science by management. It also applies case studies to encourage analytical thinking. Pre-Requisite: None.

**MANA 210-0**

**Business Administration Theory**

**3 Credits**

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

**MANA 213**

**Personnel Management**

**3 credits**

This course studies the basic functions in personnel administration: recruiting, selecting, training, and personnel evaluation. In addition, this course will place emphasis on the importance of the personnel office and of the supervisor and the relationship with the employer. Pre-Requisite: None.

**MANA 217-O**

**International Relations**

**3 credits**

Theoretical study of the international relations in a political and legal context providing emphasis in the development of an international mind setting is the main focus of the course. Analysis of the political, cultural, social and economic world map is incorporated in the course. Issues such as global political power, economic relations, war and peace motivations, national security, terrorism and the role of international organizations are discussed in the course. Course strategies such as
research, case studies, class presentations and cooperative work among others are utilized in addition to the effective use of the technological resources.

MANA 230
Organizational Behavior
3 credits

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

Pre-Requisite: None.

MATH 111
Intermediate Algebra I
3 Credits

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

MATH 112
Intermediate Algebra II
3 Credits

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

MATH 118
Fundamentals of Intermediate Algebra
3 Credits

This course presents the use of real numbers and their properties, basic concepts of algebra and equations, rectangular coordinate system, linear equations in two variables, polynomial expressions and operations, rational exponents and expressions, radicals and operations, complex numbers, and quadratic equations. Prerequisites: None
MATH 130
Pre-Calculus I
3 Credits
Study of relations and functions, graphs, polynomial, rational and inverse functions, linear direct and inverse variation and the binomial theorem. Emphasis is made in applications in biology, chemistry, physics, and engineering, and the use of technology tools to develop mathematical concepts and problems solving. Prerequisites: None.

MATH 131
Pre-Calculus II
3 Credits
Study of exponential, logarithmic and trigonometric functions, including analytic trigonometry. It also includes topics in analytic geometry such as conic sections and polar coordinates. Emphasis is made in applications in biology, chemistry, physics, and engineering, and the use of technology tools to develop mathematical concepts and problems solving. Prerequisite: MATH 130

MATH 221
Analytic Geometry and Calculus I
4 Credits
This course covers the following advanced mathematic principles: the limit of a function, theorem of limit, continuity, the derivative, and differentiation of algebraic, trigonometric and logarithmic functions, applications to physics, fundamental theorem of differential calculus, Ralle theorem, mean value theorem, applications of the derivative to the drawing of curves, assumptions and primitive functions, the properties of Cauchy and Riemann additions, gravity, inertia and pressure centers, Legesgue integral and integration methods. Prerequisite: MATH 131

NETP 202-O
Networking Basics-CCNA1
4 Credits
Networking Basics-CCNA1 introduces Cisco Networking Academy Program students to the networking field. Emphasis in develop basic knowledge and skills on networks terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, routers programming, Ethernet, Internet Protocol (IP) addressing, and network standards. Networking Basics-CCNA1 is the first
of the four courses leading to the CISCO Certified Network Associate (CCNA) certification.
Requires laboratory. Co-requisite: COIS 393 and EETP 202-O

NETP 203
Routers and Routing Basics-CCNA2
4 Credits
The study of routers equipment configuration and basics routing techniques. Skill development on how to configure a router, manage CISCO IOS Software, configure routing protocols, and create access lists controlling access to the router. Emphasis is given to initial router configuration, CISCO IOS Software management, routing protocol configuration, TCP/IP, and access control list (ACLs). Routers and Routing Basics-CCNA2 is the second of four CCNA courses leading to the CISCO Certified Network Associate (CCNA) certification. Requires laboratory. Pre-requisite: NETP 202-O

NETP 204
Switching Basics and Intermediate Routing-CCNA3
4 Credits
The study of switching basics and intermediate routing. Skills development on IP addressing techniques, Variable Length Subnet Masking (VLSM), command-line interface configuration of switches, Ethernet switching, and intermediate routing configuration. Topics relative to intermediate routing protocols (RIP v2, single-area, OSPF, EIGRP), Virtual LANs (VLANs), Spanning Tree Protocol (STP), and VLAN Trunking Protocol (VTP), are also discussed. Switching Basics and Intermediate Routing-CCNA3 is the third of four courses leading to the CISCO Certified Network Associate (CCNA) certification. Requires laboratory. Pre-requisite: NETP 203

NETP 205-O
WAN Technologies-CCNA4
4 Credits
The study of Wide Area Networks Technologies, configuration and troubleshooting. Intensive skills development on advance IP addressing techniques and knowledge of Network Address Translation (NAT), Port Address Translation (PAT), and DHCP. Topics relative to WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking, are also discussed. WAN Technologies-CCNA4 is the last of
four courses leading to the CISCO Certified Network Associate (CCNA) certification. Requires laboratory. Pre-requisite: NETP 204

**NETP 206**  
**Network Operating Systems**  
**4 Credits**  
The study of basic concepts, functions and commands of Network Operating Systems. Skills development in the installation, operation, management security, configuration, troubleshooting, documentation and basic hardware services for networks operating systems on workstation and servers. Requires laboratory. Pre-requisite: COIS 393

**NETP 207**  
**Introduction to Industrial Networking**  
**4 Credits**  
The study of industrial networking basic knowledge and its applications. Skills development of networks installation, configuration, and troubleshooting with emphasis on manufacturing application, service or other related high technology industries. Topics relative to Industrial Ethernet, Profibus, and Actuator- Sensor Interface networks within an automation system are also discussed. The course develops specific Ethernet backgrounds including hardware and software requirements, topologies and installation rules. Requires laboratory. Co-requisite: NETP 205-O and NETP 206, Prerequisite: EETP 203

**PHAR 210**  
**Pharmaceutical Calculations I**  
**3 Credits**  
In this course the aspects related to the solution of problems of pharmaceutical nature are discussed: foundations of measures and calculations, reasons and proportions, metric system, apothecary and avordepois systems, domestic system, conversions between system and the interpretation of prescriptions. Pre-requisites: MATH 117
PHAR 211
Pharmaceutical Calculations II
3 Credits
In this course the following aspects related to the solution of problems of pharmaceutical nature are discussed: preparations of percentage, increase and reduction of formulas, concentration and dilution, pediatrics dosage, thermometry, parenteral preparations and calculations related to filling prescriptions. Prerequisite: Pharmaceutical Calculation I (PHAR 210)

PHAR 212
Pharmacy Administration
3 Credits
The course is designed to provide the student with the basic business management skills, the laws and regulations applicable to the operational aspects of a commercial drugstore. The relations with the suppliers, patients, management and other personnel of the community pharmacy are studied. The students through study cases evaluate facts for the purchase, management and maintenance of a drugstore.

PHAR 217
Pharmaceutical Chemistry
3 Credits
This course covers general concepts of chemistry like atomic structures, elements classification and the periodic table. Also emphasized concepts on inorganic and organic pharmaceutical chemistry, natural products and drugs nomenclature as adopted by the U.S.A.

PHAR 226
Pharmacotherapy for Pharmacy Technicians I
3 Credits
This is the first of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology and pharmacology necessary to carry out effectively the functions of a pharmacy technician Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. Prerequisites: none
PHAR 230
Pharmaceutical Technology I
4 Credits
This course presents the different types of drug delivery systems. The aspects related to the drug bioavailability, and route of administration for different dosage forms are discussed. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging and storage. The students also evaluate aspects of how the patient should take proper care of the different formulation types. Laboratory practice is included for almost all the topics of the course. Requires laboratory. Prerequisite: PHAR 210

PHAR 231
Pharmaceutical Technology II
4 Credits
This is a continuation course that presents the different types of drug delivery systems. The aspects related to the drug bioavailability, and route of administration for different dosage forms are discussed. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging and storage. The students also evaluate aspects of how the patient should take proper care of the different types formulation types. Laboratory practice is included for almost all the topics of the course. Requires laboratory. Prerequisite: PHAR 230.

PHSC 205
Engineering Physics I
4 Credits
The course examines the basic laws of physics and their application. A calculus-based course emphasizing the principles and applications of mechanics. Topics include: motion in one, two and three dimensions, Newton’s law, work and energy, rotation, static equilibrium of a rigid body, particles and conservation of momentum. Requires laboratory. Co-requisite: MATH 221

POSC 253
Political System
3 Credits
This course is an analysis of the political and judicial development from the 19th century to the present and the relationship of this development to organizations and the international world. The students will receive an introduction to the principles related to the government. Pre-Requisite: None.
PSYC 121-O
General Psychology I
3 Credits
This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial, and motor systems, perception, learning and intelligence. The basic theories, and their relation with individual and social relations. Pre-Requisite: None.

PSYC 122-O
General Psychology II
3 Credits
The course is an introduction to the scientific study of the fundamental principles that rule human behavior. Concepts and principles related to the development and maturity, such as impulses, motivation feelings and emotions, frustrations and conflicts, abnormal and normal, etc. will be studied. Also, basic relations and their relationship with the individual and society will be included. Pre- Requisites: PSYC 121-O

PSYC 210
Human Sexuality
3 Credits
This course will offer the student the opportunity to understand the principles and concepts related to human sexuality, its history and tradition. The contributions made by scholars in this field and also the basic determinants of sexual conduct. Physiology, anatomy and the psychological and cultural aspects of sexuality will be stressed. The different sexual dysfunctions and their origins will be studied. All themes will be discussed within the reality of the various cultures. Pre-Requisite: PSYC 121-O, PSYC 122-O

PSYC 222
Adolescence Psychology
3 Credits
Adolescent development and behavior: personality, learning, vocational selection, moral development and social adjustment in the society. Alienation and social commitment are analyzed. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 225
Social Psychology

3 Credits
This course covers a scientific study of the social behavior of the individual. It focuses on the critical analysis of the relationship between culture and personality inside the social constructive process, such as, attitudes, duties, stereotypes, opinions, mass phenomenon, social structures and conflicts. The theories apply to social test are explored. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 226
Evolutional Psychology

3 Credits
This course allows students to study the human development since its conception to death. This course focuses on the theories of learning, cognition in the development, and psychodynamic. It also places emphasis on the interpersonal processes, cognitive, and motivation. It explores the findings in the scientific investigation of the study of human development. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 321
Personality Theory

3 Credits
This course is a critical evaluation of the principal psychological theories from their origin to the present; establishing their application to psychotherapy. This course also covers the concept of personality from psychoanalytic theories, social, epistemological and existentialist. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 322
Theories and Techniques in Psychotherapy

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

PSYC 324
Gender Psychology
3 Credits
This course is designed to introduce the student to the psychological study of gender. Topics will include: What it means to be a male or a female in our society and other societies around the world; how gender develops over the life span; how gender shapes our lives and how the social world shapes our construction of gender; how similar and different males and females are across a number of domains; and how culture, religion, and the media shape and reinforce ideas about gender.

PSYC 327
Psychology of the Elderly
3 Credits
This course offers the student the opportunity to develop the necessary skills to critically evaluate the psychological theories related to the elderly population, recent research in the field, and their implications. The implications of sensory and perceptual changes, learning, memory, intelligence, personality, and motivation in the daily routines of the elderly will be examined. The course integrates readings, discussions, and research in which the students can apply the acquired knowledge. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 343
Theories of Learning and Motivation
3 Credits
This course establishes an introduction to the basic theories of the personality. It stresses the critical reflection concerning the theories. It presents a clear and precise picture of the principal characteristics of each theory. It should also foster criteria in order to guide each evaluation following the theories. Pre-Requisites: PSYC 121-O, PSYC 122-O, PSYC 226

PSYC 350
Psychopathology Principles
3 Credits
The course offers the student a comprehensive foresight of the concepts, the history, and the social and scientific aspects of normal behavior in the human being. It introduces the classification of psychological disturbances and the development of the necessary skills in the use and management of the DSMIV.
Pre-Requisites: PSYC 121-O, PSYC 122-O
PSYC 355
Industrial Psychology
3 Credits
This course focuses on the introduction to the study of the Industrial Organizational Psychology methods, theories and its historical perspective.

PSYC 400
Psychological Measurement
3 Credits
This course studies the principles of psychological measurements; evaluation of the characteristics of the test, such as validity and trustworthiness, quantification, conversion of points, linguistic adoption and normalization. A general overview of the tests that are used in the psychological field will be explored. A focus will be given to the controversies that have arisen regarding the use and interpretation of the same. Pre-Requisites: PSYC 121-O, PSYC 122-O, PSYC 226, PSYC 343

PSYC 402-O
Research and Methodology
3 Credits
This course is an introduction to the scientific study of behavior with special emphasis on laboratory methods, the design, recompilation, and analysis of the facts using statistical programs of the computers. Work will be done with outcomes of the scientific studies, their interpretation, theoretical and the contrast with new investigation.
Pre-Requisite: None

PSYC 423
Physiological Psychology
3 Credits
This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior, and the superior cortical processes is studied. The different emotional theories dealing with motivation and learning will be analyzed. The impact of the theories on behavior will also be analyzed. In addition, the different types of drugs will be considered as well as their effect in the human behavior. Pre-Requisites: PSYC 121-O, PSYC 122-O
PSYC 450
Psychology Seminar I
3 Credits
This course covers the acquisition and development of the basic skills of communication and interview. Application and use of the help process, such as empathy, respect, approval and confidentiality is an integral component of the course. Other themes such as: Mental health Pre-Requisites: PSYC 121-O, PSYC 122-O, PSYC 225, PSYC 226, PSYC 321, PSYC 322, PSYC 343, PSYC 350

PSYC 451
Psychology Seminar II
3 Credits
This course focuses on personal and group aid. It is required that each of the students, under supervision, completes a scientific study and is able to apply the proper scientific methodology. This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial and motor systems, perception, learning and intelligence are integrated in this course. Pre-Requisites: PSYC 450

PUAG 502-O
Public and Nonprofit Organizations: Management and Leadership
3 credits
This course is designed to review the theory and examine the practice of leadership and management in public and nonprofit organizations. Students will examine the mission, organizational structure, resources, and work processes in both sectors. It focuses on the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising.

PUAG 512
Public and Non-Profit Accounting and Finance
3 credits
The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management,
assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the main issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework.

**PUAG 515-O**

**Research Methods Applied to Public Affairs**

3 credits

This course focuses on the study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include: questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools is also included. No previous training in statistics is required, but a fluency in high school algebra concepts is recommended. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, technical practices, and field experiences.

**PUAG 524-O**

**Legal, Ethical and Governance Issues in Public and Nonprofit Organizations**

3 credits

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fund raising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions.

**PUAG 535-O**

**Strategic Management and Public Policy**

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

**PUAG 604-O**

Urban Affairs and Public Policy

3 Credits

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

**PUAG 605-O**

Topics and Cases in Urban Policy and Planning

3 credits

This course focuses on the basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Emphasis is given to the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development. The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures,
audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

**PUAG 608-O**  
Community Organizations and Public Policy  
3 Credits

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

**PUAG 615-O**  
Development of Financial Proposals for Public Sector  
3 credits

This course is a practical hands-on study of the concepts, strategies, and techniques of resource development in public and not-for-profit organizations. Emphasis on formulation of needs and capacity studies, organization of goals and objectives, grant proposals and budget preparation. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. A grant proposal for a hypothetical public or nonprofit organization project is a requirement.

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

This course focuses on the study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course integrates
methods designed to assist individuals and organizational groups in preparing for present and future opportunities; review and practice of techniques to improve knowledge, skills, attitudes, group behavior, and organizational structures. Topical problems, issues from operational and theoretical perspectives; emphasis on political, legal, economic, social, and environmental forces that shape the human resource function in public and nonprofit agencies will also be examined. The student will explore the negotiation and administration of collective bargaining agreements and issues that accompany the growth of the non-union sector in both private, non-profit and public sectors.

PUAG 626

Special Topics

3 Credits

The course explores modern topics in the field of public administration and nonprofit management. Study of the economic, political, social affairs and contemporary challenges that affect the administration of public sector and nonprofit agencies are done. Understanding of the relationships between social, political, economic, and communication systems of today's modern world. Analysis of the management and leadership characteristics of the new public sector administrator, according to new management trends in the changing environment of the 21st century.

PUAG 630-O

Development and Management of Strategic Alliances with Non-Profit Organizations

3 credits

This course will provide the analysis of on management issues unique to nonprofit sector. The course focuses on hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non-financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long term contractual and non-contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.

PUAG 610-O
Legislative Process

3 Credits
This course focuses on a strategic study of the legislative process in the state of Maryland and its impact to public and non-profit management.

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

3 credits
This course focuses on the perspective of the issues surrounding the design and implementation of e-government projects and information policies. These issues include development of e-government, e-governance, political influences, strategic planning, design and implementation of information systems, information resource management, privacy and security, information quality, and knowledge management. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences. Multiple channels of communication and engaging discussions will serve to facilitate knowledge building. Students are expected to catch up with readings and assignments, group workshops and activities to immerse students with relevant issues and practices in e-government.

PUAG 665-O
Capstone Course

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

PUHE 101
Introduction to Public Health and Health Education

3 Credits
This course is an introduction to the different conceptions about health, as well as, the basic principles of public health and education. This course covers an analysis of the relationships that exist among the four major factors that determine health. It also deals with various epidemiological concepts about health and illness, the natural history of diseases, attention and prevention levels,
specific protection measures and health promotion. Emphasis is placed on existing health education models for individual and community intervention. Pre-Requisite: None.

**PUHE 201**

**Introduction to Biostatistics**

3 Credits

This course focuses on the basic concepts and principles of statistics applied to life and health. Emphasis on the basic techniques used in scientific research, primarily in areas of health education and public health. Analysis of the major statistical concepts such as: the scientific method and the statistics method and others. Pre-Requisite: MATH 112

**PUHE 203**

**Introduction to Epidemiology**

3 Credits

This course studies the occurrence, distribution and causes of diseases in communities using the epidemiologic method. The epidemiologic, as well as, the scientific method are applied to the health-illness process and its causes, particularly transmissible, chronic, mental diseases and high-risk behaviors. Pre-Requisite: PUHE 201, concurrent w/ PUHE 210-O

**PUHE 210-O**

**Biological Aspects of Human Diseases**

4 Credits

This course develops sound scientific attitudes, the concepts and the basic biological processes of diseases, such as: inflammation, immunological reactions, regeneration and growth control, fibrosis, and necrosis using the scientific method as the tool. Pathogenesis is incorporated to the various perspectives of epidemiology and disease control as they relate to public health. Laboratory experiences promote the application of technology to the study of the principal human diseases and agents that cause them. Concurrent w/ PUHE 203

**QYLE 110-O**

**Attitude Development and University Adaptation***

3 Credits

Analysis and evaluation of values, attitudes, and prejudices in university life and the world of work are a main focus of the course. The course studies the effect that our behavior has on others and how it also affects us. Evaluation of different types of ethical conduct from different philosophical perspectives that allow for the selection of those which give the individual more self-control with
emphasis on the university surroundings is integrated. Application of concepts through the use of concepts maps, self-reflections, case studies, role playing, team work, and the responsible use of technology is used to achieved course goals and expectations. **Students must register in this course within the first term of enrollment in the institution.**  
*Required for all new undergraduate students.

**SCIE 111-O**  
Integrated Sciences I  
3 Credits  
This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. 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.

**SCIE 112-O**  
Integrated Sciences II  
3 Credits  
This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. 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: SCIE 111-O
SCFG 503
Human Development and Learning: The Early Years and Elementary
3 credits

This course will focus on the developmental processes school-age children, kindergarten through elementary school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people. Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.

SCFG 506
Human Development and Learning: Secondary
3 credits

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity race, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts Learning activities will emphasize presentation of factual content by supported by visual aids, computer-generated materials, concrete examples, and questions designed to help students connect prior knowledge with new course content and applications, large and small group discussions, demonstrations, and cooperative learning among other strategies.
SCFG 508

Education and Society

3 credits

This course is a study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical, and philosophical dimensions. Students will be encouraged to promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations, and proposing new topics for research.

SOCI 201

Principles of Sociology I

3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy and politics. It involves an analysis of contemporary social problems. Prerequisites: SOSC 101-102

SOCI 202

Principles of Sociology II

3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy and politics. It involves an analysis of contemporary social problems. Prerequisites: SOCI 201.
SOCI 203  
Principles of Sociology  
3 Credits  
This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions and influences of interaction, changes and social processes. Pre-Requisite: SOSC 111-O, SOSC 112-O

SOCI 213-O  
Social Problems  
3 Credits  
This course focuses on discussion and analysis of the social problems that are most frequently present in Maryland’s society. The presentation of the themes to be discussed will be from a sociological perspective. Pre-Requisite: None

SOSC 101  
Introduction to the Study of Social Sciences I  
3 Credits  
This course introduces the student to the application of scientific methods. It also emphasizes the study, research, and critical analysis of the concepts and methodology of the psychological, sociological, and anthropological fields. The theories that rule these disciplines, and the problems and possible solutions of them are also studied in the course. Pre-Requisite: None

SOSC 102  
Introduction to the Study of Social Sciences II  
3 Credits  
This course focuses on the study, research, and critical analysis of the concepts and methodology of the social sciences emphasizing the political and economic fields. Theories and proposals of economic and political problems that are fundamental in the contemporary world are integrated with an interdisciplinary approach. Pre-Requisite: SOSC 101
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.

SOSC 112-O

Individual, Community, Government, and Social Responsibility II

3 Credits

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

SOSC 250

Statistics in Social Sciences

3 Credits

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

Pre-Requisite: MATH 111

SOSC 258

Research Techniques in Social Sciences

3 Credits

This course focuses on the principles, foundation, and methods of teaching Social Studies at the primary level. It incorporates the analysis of Social Studies standards as required in the State of Maryland. The course includes research-based practices to teach Social Studies effectively to impact student achievement.
SPAN 050-O (Undergraduate Level Students Only who are not native speakers of Spanish)

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.

SPAN 100-O

Communications Skills for Spanish as a First Language
3 Credits

This course is designed for students who are not native speakers of Spanish and score between 0-40 percent on the SUAGM Spanish Placement Test. This course focuses on the development of oral and written basic skills. The development of these basic skills is achieved through the integration of a comprehensive approach using reading and interpreting contemporary college level textbooks in Spanish. The enrichment of vocabulary, correct grammatical rules for the Spanish language and critical language lab practice is incorporated in the course. This course requires the use of e-lab and/or the language lab.

SPAN 101-O

Introductory Spanish Language- Basic Level I
3 Credits

This course is designed for students who score between 41 to 60 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab. Pre-Requisite: none
SPAN 102-O
Introductory Spanish Language- Basic Level II
3 Credits

This course is designed for students who score between 61 to 75 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab.

SPAN 103-O
Introductory Spanish Language Course
Intermediate Level I
3 credits

This course is designed for students who score between 76 to 90 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.

SPAN 104-O
Introductory Spanish Language Course
Intermediate Level II
3 credits

This course is designed for students who score between 91 to 100 percent on the SUAGM Spanish Placement Test. It is an introduction to linguistics. This course covers the historical evolution of the Spanish language. Additionally, the course includes Grammar review, vocabulary enrichment, and written communication.
SPAN 115-O
Reading, Writing, and Oral Communication in Spanish I
3 Credits

This course is designed for students who score between 81 to 90 percent on the SUAGM Spanish Placement Test. The course focuses on the comprehension and use of the Spanish language from a communicative perspective approach. The study and analysis of the written text taking into consideration the aspects of comprehension and the reading process is integrated in the course. Analysis and interpretation of readings using the following as a reference frame: vocabulary in context, main idea, secondary idea, and relationship of ideas, types of discourse, and types of language is emphasized. Construction of the written message from the sentence to the paragraph is also addressed. Development of techniques for oral presentations integrating technology in an expository discourse is covered. The course will be conducted with the use of reflections, discussions of readings, critiques, investigations, the writing of essays, and oral presentations with the use of technology. This course requires language lab experiences and activities.

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

This course is designed for students who score between 91 percent or above on the SUAGM Spanish Placement Test and a passing score on SPAN 115. The course focuses on the comprehension and use of the Spanish language from a communicative perspective approach. The study and analysis of the written text taking into consideration the aspects of comprehension and the reading process is integrated in the course. Analysis and interpretation of readings using the following as a reference frame: vocabulary in context, main idea, secondary idea, and relationship of ideas, types of discourse, and types of language is emphasized. Construction of the written message from the sentence to the paragraph is also addressed. Development of techniques for oral presentations integrating technology in an expository discourse is covered. The course will be conducted with the use of reflections, discussions of readings, critiques, investigations, the writing of essays, and oral presentations with the use of technology. This course requires language lab experiences and activities. Pre-Requisite: SPAN 115-O

SPAN 201
Business Spanish I
3 Credits

This course includes a systematic development of the basic linguistic skills necessary for the ownership of the vernacular language. In this course, the students will exercise the most relevant aspects of the oral and written language; including the principals of grammar, spelling, linguistics, organizational and commercial literature, and increase their vocabulary.

There is also emphasis on the use of the argumentation, the implementation of logic and critical thinking; underlining the principals, the forms, propositions and the factors which will affect the communication process. Pre-Requisites: SPAN 102.

SPAN 202
Business Spanish II
3 Credits

This course will focus on the basic linguistic skills for the redaction of business documents. The composition of letters and business memos such as credit awards, claims, letters of appreciation, collection notices and other business documents as deemed necessary such as the search for employment. The students will also learn how to manage internal business documents. Pre-Requisites: SPAN 201

SPAN 215
Advanced Composition
3 Credits

This developmental course focuses on the study and practice of writing techniques through the analysis of readings that develop creative and critical thinking skills. It includes composition exercises designed to develop the basic writing skills: organization of ideas; simple, complex, coordinate, and subordinate sentence structure; paragraph structure; outlining and summarizing; and the identification and writing of the different paragraph styles (exposition, persuasion, narration, and description). The course is designed for only 20 students in the classroom in order to give them individualized attention. Pre-Requisite: SPAN 102.

SPAN 221
Introduction to Spanish Literature I
3 Credits

This course is an introduction to Spanish literature from its beginnings to the nineteenth century. The course includes reading and interpretation of the major literary selections in Spanish literature and analyses and interpretation of representative works and authors. Pre-Requisites: SPAN 101, 102

SPAN 250-O
Techniques for Writing in Spanish
3 Credits

This course will provide the essential tools needed to develop writing skills for letters, paragraphs, and essays in the Spanish language. Pre-Requisite: SPAN 115-O, SPAN 116-O

SPAN 255-O
Spanish for Writing and Research
3 Credits

This course concentrates on the study and analysis of Spanish readings and texts. The course will provide the necessary tools for the development of oral and writing skills as a stepping stone to advanced writing in the Spanish language.
Pre-Requisite: SPAN 115-O, SPAN 116-O, SPAN 250-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 SUAGM 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.
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 SUAGM Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. This course requires the use of e-lab or the language lab.

SPAN 502-O

Academic Writing for Graduate Students II

3 credits

A native speaking student who takes the SUAGM 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.
SPED 101
Teacher Preparation in Special Education
3 Credits
This course covers the history of special education and its legal bases, the concept of inclusion and assistive technology, as well as the procedures to identify and to serve students with impairments. This course also covers a critical discussion of the legislative, judicial and present matters that belong to the special education process. Self-reflection of personal and necessary professionals attributes for the work with students with impairments is emphasized. Evaluation of experiences designed to help in the learning of the students with impairments is integrated. It also covers the application, observations, analysis and development of assessment instrument and planning lessons; also, responsible use of technology. Pre-Requisites: EDUC 171-O, EDUC 135-O

SPED 102
Assistive Technology and other Resources in Special Education
3 Credits
This course covers the exploration and familiarization with the development of the field of assistive technology as a mean to promote the independent participation of the exceptional student in the school environment and in its community. Analysis of the role of the assistive technology in the extension of the social, cognitive, physical and communication abilities of the student with special needs, as established in the law IDEA (1997) is emphasized. Application and evaluation of assistive technologies used for students with different impairments, mainly those recommended by The Assistive Technology Industry Association is integrated. Practices applied with these equipment and accessories is explored. It also includes the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: EDUC 202-O, EDUC 204-O, EDUC 205-O
SPED 103
Learning Disabilities
3 Credits
This course emphasizes the study of concepts, theories, discipline standards, characteristics, and issues related to students who display specific learning disabilities. Analysis of foundation knowledge essential to understanding the nature and needs of individuals with learning disabilities and contextual influences, especially for pre- and in-service classroom teachers and related professionals is explored. The course also covers a reflection of recent developments and research findings, current issues, and the general structure of educational intervention programs. It also includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: EDUC 135-0, SPED 101

SPED 203
Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder
3 Credits
This course focuses on the analysis of strengthens and social, psychological, physiological, and emotional weaknesses that characterize a student with deficit of attention. Emphasis on the development of individualized educational programs, appropriate educational practices in the special education classroom and/or in the regular setting is given. Study of the interdisciplinary contribution required for the effective transition of the student to the school life and work is explored. Application, observations, analysis and development of assessment instruments and planning lessons; responsible uses of technology are also included. Pre-Requisite: EDUC 135-0, EDUC 171-O, SPED 101

SPED 204-O
Nature, Needs and Behavior Modification in the Gifted Education Students
3 Credits
This course provides the opportunity for students to study the social, emotional, and cognitive characteristics of the gifted student. Analysis of the diverse programs and theories related to the education of this population is studied. Emphasis on the development of projects for the education of these students is given. Field observations experiences in schools specialized in the education of gifted students with talents. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: EDUC 135-0, EDUC 171-O, SPED 101
SPED 205
Integration of the Fine Arts in Special Education
3 Credits
The course emphasizes on the application of music, theater, corporal movements, visual arts and other manifestations of the fine arts in the design of effective educational planning and strategies for special education students. Practice, case studies, curriculum development and field observation experiences are provided. This course also covers the application, observations, analysis and development of assessment instruments and planning lessons; responsible use of technology. Pre-Requisite: SPED 101, EDUC 202-O, EDUC 204-O

SPED 207-O
Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level
3 Credits
This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Elementary Level. Emphasis in the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of curriculum in sciences and math with attention to the individual differences. It focuses on the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-O, SPED 101, MATH 112, SCIE 112-O, EDUC 171-O

SPED 208
Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level
3 Credits
This course covers the methodology, adaptations and accommodation in the teaching of the sciences and math for the student of special education in the Secondary Level. Emphasis in the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of curriculum in sciences and math with attention to the individual differences. Practice, case studies, curriculum development and field observation experiences are provided. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-O, SPED 101, MATH 112, SCIE 112-O, EDUC 171-O

SPED 210
Language Development and the Reading-Writing Process in the Special Education Student I

3 Credits
This course provides students with the analysis of the basic cognitive processes (attention, perception, and memory) that intervene in the development of the language of the student with special needs. Review of the development of the reading and the writing from the linguistic enriched environments, and inside the integral language approach is also included. Evaluation of the meta-linguistic and meta-cognitive processes and its importance in the development of the language is studied. It includes the use of semantic maps, cases studies, problem solving, distance learning, thematic discussions, and portfolio use. Pre-Requisite: EDUC 135-0; SPED 101 SPAN 115-O, SPAN 250-O, SPAN 255-O, ENGL 115-O, ENGL 231-0

SPED 211
Language Development and the Reading-Writing Process in the Special Education Student II

3 Credits
This course concentrates on the design of instructional strategies that facilitate the reading and writing for students with special needs. It also includes the evaluation of interactive equipment that support the instruction and that facilitate the development of the linguistic skills. Use of semantics maps, cases studies, problem solving, distance learning, thematic discussions, and portfolio assessment are studied.
Pre-Requisite: SPED 210

SPED 215
Curricular Foundations for Special Education

3 Credits
This course includes an analysis of the foundations, elements and curricular concepts in the special education field. It also covers the process of curriculum adaptations for the exceptional population. Management of approaches, techniques, strategies, and instructional methods adapted to special education is included. Evaluation of educational experiences that stems from the appropriate practices for the attention of the special needs is studied. Curricular models for the attention of the special education children supported from the federal regulation are emphasized. The use of semantics maps, cases studies, problem solving, distance learning, thematic discussions and portfolio is integrated. Pre-Requisite: EDUC 202-O, EDUC 204-O, SPED 101, EDUC 171-O, EDUC 135-0

SPED 295
Evaluation and Assessment in Students with Special Needs

3 Credits

This course focuses on the study of the evaluation methods of the student with special needs. Analysis and evaluation protocols of the exceptional student for the development of assessment process at the initial and during the school year. It provides students with the study of the relation of the processes of evaluation and assessment, the federal and state laws of academic achievement and the development of the Individual Educational Plan (IEP). It also includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-0 EDUC 171-O, SPED 101

SPED 300

The Brain and Learning

3 Credits

This course is an introduction to the study of the most recent research about neurophysiological phenomena that have bearing on learning. It also includes the analysis of the role played by cerebral activity in the different learning styles, especially learning disabilities at K-12 levels. Analysis of the curricular design that is most compatible with these neurophysiological phenomena is studied. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-0, EDUC 171-O, SPED 101, SPED 215

SPED 405

Teaching Practicum in Special Education
5 Credits
This course is the final stage of a practice field experience in which the candidate assumes the duties and responsibilities of a teacher in a specialized scenario. It offers the teacher candidate the opportunity to promote physical, emotional, social and intellectual development of children and youth in special education. Students work under the supervision of a regular teacher from an accredited school and a college supervisor appointed by the School of Education. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. The practicum in teaching provides students with field experiences to demonstrate Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule and must plan accordingly. Concurrent with SPED 406. Students must abide with the minimum required hours set by the state and local agencies for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. Pre-Requisite: All Courses

SPED 406
Seminar on Teaching Practicum in Special Education
1 Credit
This course focuses on discussion, analysis and evaluation of the responsibilities and situations arising in the student teaching practice. This course is designed to enrich and complement the practicum experience. It includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. Pre-Requisite: Concurrent with SPED 405

TESL 222-O
Methods of Teaching ESOL Students in Schools
3 credits
This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audio-lingual and communicative approaches. Additionally, research-based successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL State and TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP) and recognizes the need for training in order to work with LEP students and focuses on cross cultural understanding and methods of teaching speakers of other languages. This is considered the ESOL anchored Course. This course must be taken before the student takes any other ESOL course. Pre-Requisite: ENGL 231-0

TESL 223-O
Applied Linguistics in ESOL
3 credits
This course seeks to provide language educators a well-grounded background in the area of language acquisition and learning in order to meet the diverse and specialized needs of ESOL students. This course is designed to provide students with the essential basis on which they can build future studies of language acquisition, language learning, and teaching. It examines major areas of linguistics (e.g., phonetics, phonology, syntax, semantics, and sociolinguistics) and focuses on various aspects of language structure and use. What does it mean to know a language? How are young children able to produce an infinite number of sentences given a relatively limited set of lexical items? What are the types of variation found in language? How do second language learners approach the complex task of acquiring a second language (L2)? These are only some of the questions that this course will address. All the topics, however, will enrich the knowledge of language, and how it impacts learning and teaching. This course should be taken as a capstone ESOL course. Pre-Requisite: TESL 222-O

TESL 522-O
Theory and Practice of Teaching ESOL Students in Schools
3 Credits
This course has been designed for graduate students in the area of Guidance and Counseling and Educational Leadership to meet the requirements of the state of Maryland regarding ESOL. This course focuses on the application of the historical processes and research based proven practices for ESOL students to achieve academic performance in school from the perspective of the guidance counselors' and school administrators' expectations and roles. This is a survey course that addresses the following areas: linguistics, culture, methods, curriculum, and assessment best practices proven to impact student achievement. Pre-Requisite: None