SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
UNIVERSIDAD DEL ESTE

METRO ORLANDO CAMPUS
SOUTH FLORIDA CAMPUS
TAMPA BAY CAMPUS

CATALOG 2016-2017
August 1, 2016
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. UNIVERSIDAD DEL ESTE.</td>
<td>3</td>
</tr>
<tr>
<td>II. SISTEMA UNIVERSITARIO ANA G. MÉNDEZ – PUERTO RICO</td>
<td>10</td>
</tr>
<tr>
<td>III. METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES</td>
<td>13</td>
</tr>
<tr>
<td>IV. ADMINISTRATION AND STAFF</td>
<td>14</td>
</tr>
<tr>
<td>V. PHYSICAL FACILITIES</td>
<td>17</td>
</tr>
<tr>
<td>VI. ACADEMIC CALENDAR</td>
<td>19</td>
</tr>
<tr>
<td>VII. ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES</td>
<td>26</td>
</tr>
<tr>
<td>VIII. ADMISSIONS</td>
<td>26</td>
</tr>
<tr>
<td>IX. DUAL LANGUAGE MODEL</td>
<td>30</td>
</tr>
<tr>
<td>X. METHOD OF INSTRUCTION</td>
<td>35</td>
</tr>
<tr>
<td>XI. REGISTRATION</td>
<td>37</td>
</tr>
<tr>
<td>XII. PROGRAM CHANGES, WITHDRAWALS AND SPECIAL PERMITS</td>
<td>39</td>
</tr>
<tr>
<td>XIII. ACADEMIC LOAD, CLASS ATTENDANCE AND ACADEMIC ADVISING</td>
<td>40</td>
</tr>
<tr>
<td>XIV. EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT</td>
<td>41</td>
</tr>
<tr>
<td>XV. ACADEMIC PROGRESS</td>
<td>47</td>
</tr>
<tr>
<td>XVI. GRADUATION REQUIREMENTS</td>
<td>50</td>
</tr>
<tr>
<td>XVII. FINANCIAL INFORMATION</td>
<td>51</td>
</tr>
<tr>
<td>XVIII. STUDENT AFFAIRS AND SERVICES</td>
<td>58</td>
</tr>
<tr>
<td>XIX. GENERAL PROVISIONS</td>
<td>60</td>
</tr>
<tr>
<td>XX. PROGRAMS OF STUDY</td>
<td>63</td>
</tr>
<tr>
<td>II. ASSOCIATE’S DEGREE</td>
<td>64</td>
</tr>
<tr>
<td>II. ASSOCIATE OF SCIENCES IN PHARMACY TECHNICIAN (A.A.S)</td>
<td>64</td>
</tr>
<tr>
<td>BACHELOR’S DEGREE</td>
<td>67</td>
</tr>
<tr>
<td>MAJOR IN HEALTH SERVICES MANAGEMENT</td>
<td>67</td>
</tr>
<tr>
<td>MAJOR IN PSYCHOLOGY</td>
<td>72</td>
</tr>
<tr>
<td>MAJOR IN HOTEL MANAGEMENT</td>
<td>76</td>
</tr>
<tr>
<td>MAJOR IN PREKINDERGARTEN/PRIMARY EDUCATION</td>
<td>82</td>
</tr>
<tr>
<td>MAJOR IN SPECIAL EDUCATION</td>
<td>87</td>
</tr>
<tr>
<td>MAJOR IN CRIMINAL JUSTICE</td>
<td>92</td>
</tr>
<tr>
<td>MASTER’S DEGREES</td>
<td>95</td>
</tr>
<tr>
<td>SPECIALIZATION IN EDUCATIONAL LEADERSHIP</td>
<td>95</td>
</tr>
<tr>
<td>SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT</td>
<td>98</td>
</tr>
<tr>
<td>SPECIALIZATION IN BILINGUAL EDUCATION</td>
<td>101</td>
</tr>
<tr>
<td>SPECIALIZATION IN ACCOUNTING</td>
<td>105</td>
</tr>
<tr>
<td>SPECIALIZATION IN HUMAN RESOURCES MANAGEMENT</td>
<td>108</td>
</tr>
<tr>
<td>SPECIALIZATION IN HEALTH SERVICES MANAGEMENT</td>
<td>111</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td>114</td>
</tr>
<tr>
<td>FACULTY</td>
<td>211</td>
</tr>
</tbody>
</table>
SECTION I:
OVERVIEW

UNIVERSIDAD DEL ESTE

AND

SISTEMA UNIVERSITARIO

ANA G. MÉNDEZ, INC.
UNIVERSIDAD DEL ESTE (UNE) – PUERTO RICO

INSTITUTIONAL PROFILE:

Universidad del Este (UNE) is a private non-profit institution of higher education and a component of the Ana G. Méndez University System. Its main campus is located in Carolina and five (5) Off-locations in Puerto Rico; these are situated in the towns of Yauco, Cabo Rojo, Barceloneta, Santa Isabel, and Arecibo. The Carolina main campus is located in the Eastern part of the island. Its 21 acres suburban campus and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

In addition, UNE has three (3) branch campuses in the state of Florida: (a) Metro Orlando campus in Orlando; (b) South Florida campus in Miramar; and (c) the Tampa Bay campus in Tampa. In January 2012, the Capital Area branch campus located in the state of Maryland initiated its academic offerings. The Off-campus location in Washington D.C. began operations in 2013 with the Culinary Arts program. The Dallas branch campus opened in 2015 in the state of Texas.

As a professionally oriented institution, UNE offers over forty-nine (49) baccalaureate programs, twenty-five associate degrees, and around twenty-three master programs, in the areas of business, education, social work, hospitality management, culinary arts, science and technology and the health sciences. Founded in 1949, as Puerto Rico Junior College (PRJC), it continued to mature into a four-year institution in 1992 as Colegio Universitario del Este (CUE) and finally evolving into a university in 2001 as Universidad del Este.

UNE’s student population consists mostly of commuting young adults from the surrounding communities. The overall population at UNE is 13,800 and comprised of under graduate and graduate students. Master’s degree programs were initiated in October 2001 at UNE’s Carolina campus and in 2005 at the Off-Campus locations. The academic faculty consists of one-hundred and seventy-nine (179) full time professors and over nine hundred part-time professors. Fifty per cent of the full time faculty has doctorates while the rest of the faculty possesses master’s degrees in their fields of expertise.
VISION:
To be recognized as a university of outstanding academic excellence in Puerto Rico and worldwide.

MISSION:

Universidad del Este is a private non-sectarian, non-profit, accredited higher education institution, part of Ana G. Méndez University System. Its academic effort and services are devoted to promote the constructivist learning, respect for diversity, and social justice.

Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of certificate, associate, bachelor, graduate studies, and continuing education programs.

GUIDING PRINCIPLES:

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

GOALS:

To fulfill its mission, Universidad del Este proposes to:

1. Provide an education of excellence, through the development of cognitive, affective and psychomotor competencies in students that will enable them to make positive contributions to the social, economic and political setting at local and global levels.

2. Offer traditional and nontraditional academic programs, within the constructivist dimension of learning, that meet the interests and needs of a society oriented toward service, technology, internationalization and research.

3. Attain a faculty that meets the highest standards of excellence and that promotes its commitment to teaching, research, the use of technology and community service.
4. Promote a culture of service within the academic community with equal opportunities, based on human rights and the fulfillment of social responsibility.

5. Advocate in students the socio-humanistic and the integral formation, as well as entrepreneurship, innovation, technological skills and global vision.

6. Encourage research and creative work in the disciplines to contribute to the cultural, social, political, economic and technical-scientific development of our society.

7. Position the university in the international scenario by means of diverse activities, collaborative projects and exchange programs for both faculty and students.

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

**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.
ACADEMIC AND STUDENT AFFAIRS COMMISSION:

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

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

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 Florida Campuses.

STATEMENT OF LICENSURE:

Universidad Del Este is licensed by the Florida Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at:

325 West Gaines St., Suite 1414
Tallahassee, FL, 32399-0400
(850) 245-3200
(888) 224-6684
www.fldoe.org/cie
The Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education license the Main Campus and its five additional locations of UNE in Puerto Rico.

**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 Admissions Officers
- American Association of Higher Education
- American Council on Education
- American Library Association
- American Physical Plant Association
- Asociación Universitaria de Programas de Honor Puerto Rico
- Association for Educational Communications and Technology
- College Board of Puerto Rico
- Council for Adult and Experiential Learning
- Council on Higher Education Association
- Hispanic Association of Colleges and Universities
- International Facility Management Association
- Learning Resources Network
- Library Administration and Management Association
- National Collegiate Honors Council
- Puerto Rico Association of Higher Education
- Puerto Rico Association of Honors Programs
- Puerto Rico Association for Counseling and Development.
- Puerto Rico Chamber of Commerce
- Puerto Rico Library Association
- Puerto Rico Manufactures Association
- The Association for Institutional Research

**NON-DISCRIMINATION STATEMENT:**

The Sistema Universitario Ana G. Méndez, Inc. and its institutions do not discriminate based on race, disability, national or ethnic origin, creed, color, sex, social or political condition, religious or social 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

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  
Dr. Mildred Huertas Solá

Vice Chancellor  
Prof. Nilda I. Rosado, Interim

Vice Chancellor of Student Affairs  
Dr. María G. Véaz

Vice Chancellor of Administrative Affairs  
María S. Díaz-Díaz

Vice Chancellor of Information and Telecommunications  
Carmen Ortega-Dávila, MLS

Dean of the School of Professional Studies  
Mildred Y. Rivera Cordero

Dean of the School of Business Administration  
Dr. Maritza I. Espina-Romero
Dean of the José A. (Tony) Santana International School of Hospitality and Culinary Arts

Terestella González Denton

Dean of the School of Health Sciences

Dr. Silvio Vélez Estrada

Dean of the School of Science and Technology

Wilfredo Colón-Guasp

Dean of the School of Education

Dr. María del Carmen Arribas

School of Human and Social Sciences

Dr. Luis Mayo-Santana

School of Technical Studies

Dr. Nydia Feliciano Burgos

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, co-educational, 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, the SUAGM has established the Metro Orlando, South Florida, and Tampa Bay campuses in Florida. Moreover, in establishing a SUAGM: UNE Metro Orlando, South Florida and Tampa Bay campuses, the system furthers its Vision 2020 as an “institution of excellence in learning, research and services, with a great social responsibility and a growing global projection”. The campuses in Florida 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 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 Florida. Its Board of Directors under its systemic bylaws governs the corporation. The Sistema Universitario Ana G. Méndez, Inc. is registered with the Florida Department of State, Division of Corporations, to do business in Florida as Universidad del Este.

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 links: http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp or http://compliance.suagm.edu 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. Natalia Torres, MS, IRB Institutional Coordinator - UNE
Tel. (787) 257-7373 Ext. 2279

Ramón L. Nieves, Esq., IRB Institutional Coordinator – SUAGM- United States
Tel. (407) 207-3363 Ext. 1889
BOARD OF DIRECTORS OF THE SISTEMA UNIVERSITARIO ANA G. MÉNDEZ, INC.

Mr. Ramiro Millán, Board Chair

Dr. Félix R. Schmidt, Board Vice Chair/Board Permanent Member

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

Dr. José F. Méndez, AGMUS President Emeritus/Board Permanent Member

Dr. Víctor Hernández

Mr. Héctor A. Jiménez Ramírez

Mr. René A. León Rodríguez

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

Mr. Manuel Agosto García

Dr. Herminio Martínez, Board Permanent Member

Mr. Wilfredo Cosme Ortiz

Dr. René A. Soto Torres

Dr. Rita DiMartino
SECTION II:

METRO ORLANDO CAMPUS
SOUTH FLORIDA CAMPUS
TAMPA BAY CAMPUS
INTRODUCTION:

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

All degrees are offered in the accelerated approach 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 accelerated education.

ADMINISTRATION AND STAFF

METRO ORLANDO CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Carlos M. López, M.D., Campus Director
Claudia Camacho, Associate Director
Laura Rivera, Executive Assistant
Vacant, Academic Director
Rosa Marcano, Academic Department Administrative Assistant
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Vacant, Associate Registrar
Margie Viera, Daytime Program Director
Carmen Rivera, Daytime Program Counselor and Job Placement Officer
Griselle Casillas, Daytime Program Integrated Services Officer
Anaida Rivera, Associate Director of Nursing and Allied Health Programs
Javier Osorio, Operations Manager
Adalia León, Bursar Officer
Cristian Silva, Technical Support Specialist
Thomas Mestre, Outreach and Marketing Director
Gilbert Malavé, Recruitment Coordinator
Juan López, Learning Resources Center Director
Jonathan Cedeño, Learning Resources Specialist
Luis Fonseca, Librarian/Cataloger
Eduardo Milán, Library Assistant
Susan Rivera, Library Assistant
Magdali Zayas, Financial Aid Coordinator
Stephanie Castro, Financial Aid Officer
Maricelly Alomar, Counselor and Job Placement Officer
Tania Deliz, Counselor and Job Placement Officer
Marlin Brignoni, Integrated Services Director
Rosa Valera, Integrated Services Coordinator
Edwin Trujillo, Integrated Services Officer
Karine Jiménez, Integrated Services Officer/Marketing
Jehonissi Viera, Integrated Services Officer
Lizmarie Calderón, Integrated Services Officer
Myleika Lynn Silva, Integrated Services Officer
Vacant, Integrated Services Officer
Iris Principe, Quality Control Officer
Raymond Garófalo, Project Director Title V
Melanie Rodríguez, Administrative Assisrant Title V
María Atkinson, Title V Nursing Simulation Specialist
Vacant, Activity Director/Community Health Development Specialist
Sasha Vázquez, Receptionist
Walter Restrepo, Maintenance Employee

SOUTH FLORIDA CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Ramón García, Campus Director
Daniel Betancourt, Associate Director
Natalia Martínez, Executive Assistant
Arturo Vega, Academic Director
Amparo Durán, Academic Department Administrative Assistant
Jorge Báez, Operations Manager
Ramón López, Bursar Officer
Silquia Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Katherine Martínez, Associate Registrar
Alejandro Portal, Technical Support Specialist
Hansel Rivera, Technical Support Specialist
Rosa Hernández, Integrated Services Director
Cinthia Tineo, Integrated Services Coordinator
Migdalia Roldán, Integrated Service Officer Marketing
Miriam Gómez, Integrated Services Officer
Taimí Barbán, Integrated Services Officer
Yuliet Escandón, Integrated Services Officer
Vacant, Undergraduate Nursing Program Coordinator (BSN)
Vacant, Graduate Nursing Program Coordinator (FNP)
Richard Lozada, Outreach and Marketing Director
Carlos Durán, Outreach Specialist
Nydia Bonilla, Financial Aid Coordinator
María Heredia, Financial Aid Officer
Eric Santiago, Daytime Program Director
Dr. Carlos Gandía, Project Director Title V
Calvin A. Pacheco, Administrative Assistant Title V
Jorge Velásquez, Activity Director/Community Health Development Specialist
Carmen Paredes, Title V Nursing Simulation Specialist
Carlos Álvarez, Document and Scanning Technician
Helga Martínez, Counselor and Job Placement Officer
Martha L. Rodríguez, Counselor and Job Placement Officer
Dianelys Breijo, Learning Resources Center Director
Kerelyne Escobar, Learning Assistant Specialist
Martha Campos, Library Assistant
Maritza Cordo, Library Assistant
Yarelys Mesa, Receptionist
Michael Ricardo, Maintenance Assistant

TAMPA BAY CAMPUS ADMINISTRATION AND STAFF:

Luis A. Burgos, Ed. D., Chancellor Florida Campuses
Yvonne Cádiz, Campus Director
Suheily Martínez, Associate Director
Marta Reyes, Executive Assistant
George Súarez, Academic Director
María Rodríguez, Academic Department Administrative Assistant
Miriam Avilés, Operations Manager
Vacant, Undergraduate Nursing Program Coordinator (BSN)
José Díaz, Outreach and Marketing Director
Víctor Méndez, Recruitment Coordinator
Janet Pappalardo, Daytime Program Coordinator
Zaylee Otero, Daytime Program-Counselor and Job Placement Officer
Manuel Robayna, Daytime Program-Integrated Services Officer
Debbie Ortega, Integrated Services Director
Maikel Milian, Integrated Services Officer
Omar García, Integrated Services Officer
Neida Sólivan, Learning Resources Center Director
Yudiely Paneque, Learning Assistant Specialist
Caridad Hernández Dieppa, Library Assistant
Christian Rodríguez, Library Assistant
Silquía Vélez, Deputy Chief Records Officer/Branch Campus Registrar
Vidmary Cuevas, Associate Registrar
María Mateu, Financial Aid Officer
Daniel Suárez, Counselor and Job Placement Officer
Anthony Martín, Technical Support Specialist
Edwin Class, Quality Control Officer
Jennifer Echevarría, Receptionist
Rafael Class, Maintenance Assistant

### PHYSICAL FACILITIES

The Metro Orlando Campus is located at 5601 South Semoran Boulevard, Orlando, Florida. The campus has 19 classrooms, 1 pharmacy lab, 1 nursing lab, 1 computer lab, 1 language lab, 1 library, administration office; and a student and a faculty lounge. Parking space is available for students and administration.

The South Florida Campus is located at 3520 Enterprise Way, Miramar, Florida. The Campus has 13 classrooms, 2 nursing labs, 1 computer lab, 1 language lab, 1 library, administration offices, a conference room, in addition to a student and faculty lounge. Parking space is available for students and the administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus has 10 classrooms, 1 language lab, 1 computer lab, 1 pharmacy lab, 1 nursing lab, 1 library, administration offices, in addition to a student and a faculty lounge. Also, a parking area is available for students and the administration.
ADDRESS AND TELEPHONE NUMBERS FLORIDA CAMPUSES:

METRO ORLANDO CAMPUS:

Physical and Mailing Address: 5601 South Semoran Blvd
Suite # 55
Orlando, FL 32822

Phone: 1-877-647-8246 / (407) 207-3363
Fax: (407) 207-3373
Website: www.suagm.edu/florida

SOUTH FLORIDA CAMPUS:

Physical and Mailing Address: 3520 Enterprise Way
Miramar, FL 33025

Phone: 1-877-647-8246 / (954) 885-5595
Fax: (954) 885-5861
Website: www.suagm.edu/florida

Additional SFC Facilities

Physical and Mailing Address: 15050 NW 79th Court
Miami Lake, Florida 33014

Phone: (954) 885-5595
Website: www.suagm.edu/florida

TAMPA BAY CAMPUS:

Physical and Mailing Address: 3655 West Waters Ave
Tampa, Florida 33614

Phone: 1-877-647-8246 / (813) 932-7500
Fax: (813) 932-7527
Website: www.suagm.edu/florida
## ACADEMIC CALENDAR

### METRO ORLANDO, SOUTH FLORIDA AND TAMPA BAY CAMPUSES:

### ACADEMIC CALENDAR

**SUMMER SEMESTER 201613**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12/E08/E16</th>
<th>E13/E09/E17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>MAY 15 TO JUNE 18, 2016</strong></td>
<td><strong>JUNE 19 TO JULY 23, 2016</strong></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>May 15, 2016</td>
<td>June 19, 2016</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on Summer 201613</td>
<td>July 9, 2016</td>
<td>July 9, 2016</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>May 22 to 28, 2016</td>
<td>June 26 to July 2, 2016</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>May 31, 2016</td>
<td>July 5, 2016</td>
</tr>
<tr>
<td>Last day for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Withdrawal (WC)</td>
<td>June 18, 2016</td>
<td>July 23, 2016</td>
</tr>
<tr>
<td>Total Withdrawal (WT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>June 21, 2016</td>
<td>July 26, 2016</td>
</tr>
</tbody>
</table>
## FIRST SEMESTER 201711

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12</th>
<th>E13</th>
<th>E14**</th>
<th>E07</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classes Begin</strong></td>
<td>August 28, 2016</td>
<td>October 2, 2016</td>
<td>November 6, 2016</td>
<td>August 28, 2016</td>
<td>August 28, 2016</td>
<td>October 23, 2016</td>
</tr>
<tr>
<td><strong>Census Rosters Due at Registrar's Office</strong></td>
<td>September 13, 2016</td>
<td>October 18, 2016</td>
<td>November 22, 2016</td>
<td>September 13, 2016</td>
<td>September 13, 2016</td>
<td>November 8, 2016</td>
</tr>
<tr>
<td><strong>Last day for Students to Remove Incompletes and/or Grade Change Request from 201612 and 201613</strong></td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
</tr>
<tr>
<td><strong>Last day for Facilitators to Remove Incompletes and/or Grades Changes from 201612 and 201613</strong></td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
</tr>
<tr>
<td><strong>Last day for students to request change of major/academic program effective to 201712</strong></td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
</tr>
<tr>
<td><strong>Last day for:</strong></td>
<td>October 1, 2016</td>
<td>November 5, 2016</td>
<td>December 17, 2016</td>
<td>November 19, 2016</td>
<td>October 22, 2016</td>
<td>December 17, 2016</td>
</tr>
<tr>
<td><strong>Partial Withdrawal (WC)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Withdrawal (WT)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</strong></td>
<td>October 4, 2016</td>
<td>November 8, 2016</td>
<td>December 20, 2016</td>
<td>November 22, 2016</td>
<td>October 25, 2016</td>
<td>December 20, 2016</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements on December 2016</strong></td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
</tr>
</tbody>
</table>

**PT E14 and E15 will not meet the week of November 20 to 26, 2016**
### ACADEMIC CALENDAR
#### SECOND SEMESTER 201712

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12</th>
<th>E13</th>
<th>E14**</th>
<th>E07</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201711</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
</tr>
<tr>
<td>Last day for Facilitators to Remove Incompletes and/or Grades Changes from 201711</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
</tr>
<tr>
<td>Last day for students to request change of major/academic program effective to 201811</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>February 21, 2017</td>
<td>March 28, 2017</td>
<td>May 9, 2017</td>
<td>April 11, 2017</td>
<td>March 14, 2017</td>
<td>May 9, 2017</td>
</tr>
</tbody>
</table>

**PT E14 and E15 will not meet the week of April 9 to 15, 2017.**
## ACADEMIC CALENDAR
### SUMMER SEMESTER 2017

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E12/E08 MAY 14 TO JUNE 17, 2017</th>
<th>E13/E09 JUNE 18 TO JULY 22, 2017</th>
<th>E14** JULY 12 TO AUGUST 26, 2017</th>
<th>E07 MAY 14 TO AUGUST 5, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for: Partial Withdrawal (WC)</td>
<td>June 17, 2017</td>
<td>July 22, 2017</td>
<td>August 26, 2017</td>
<td>August 5, 2017</td>
</tr>
<tr>
<td>Total Withdrawal (WT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>June 20, 2017</td>
<td>July 25, 2017</td>
<td>August 29, 2017</td>
<td>August 8, 2017</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on Summer 2017</td>
<td>July 8, 2017</td>
<td>July 8, 2017</td>
<td>July 8, 2017</td>
<td>July 8, 2017</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>E16</td>
<td>E17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 28, 2016</td>
<td>October 23, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>September 5, 2016</td>
<td>October 31, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census Rosters Due at Registrar’s Office</td>
<td>September 13, 2016</td>
<td>November 8, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201612 and 201613</td>
<td>September 14, 2016</td>
<td>September 14, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes from 201612 and 201613</td>
<td>September 21, 2016</td>
<td>September 21, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for students to request change of major/academic program effective to 201712</td>
<td>September 30, 2016</td>
<td>September 30, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC)</td>
<td>October 22, 2016</td>
<td>December 17, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Withdrawal (WT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>October 25, 2016</td>
<td>December 20, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2016</td>
<td>October 31, 2016</td>
<td>October 31, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>E16</td>
<td>E17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 15, 2017</td>
<td>March 12, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2017</td>
<td>February 28, 2017</td>
<td>February 28, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>January 23, 2017</td>
<td>March 20, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Census Rosters Due at Registrar's Office</td>
<td>January 31, 2017</td>
<td>March 28, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201711</td>
<td>February 1, 2017</td>
<td>February 1, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes from 201711</td>
<td>February 8, 2017</td>
<td>February 8, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for students to request change of major/academic program effective to 201811</td>
<td>February 17, 2017</td>
<td>February 17, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (WC) Total Withdrawal (WT)</td>
<td>March 11, 2017</td>
<td>May 6, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>March 14, 2017</td>
<td>May 9, 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DAYTIME ACADEMIC CALENDAR
### SUMMER SEMESTER 201713

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E16</th>
<th>E17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAY 14 TO JUNE 17, 2017</td>
<td>JUNE 18 TO JULY 22, 2017</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>May 14, 2017</td>
<td>June 18, 2017</td>
</tr>
<tr>
<td>Official Census Rosters to Facilitators (NP)</td>
<td>May 22, 2017</td>
<td>June 26, 2017</td>
</tr>
<tr>
<td>Census Rosters Due at Registrar's Office</td>
<td>May 30, 2017</td>
<td>July 5, 2017</td>
</tr>
<tr>
<td>Last day for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Withdrawal (WC)</td>
<td>June 17, 2017</td>
<td>July 22, 2017</td>
</tr>
<tr>
<td>Total Withdrawal (WT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>June 20, 2017</td>
<td>July 25, 2017</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements during Summer 201713</td>
<td>July 8, 2017</td>
<td>July 8, 2017</td>
</tr>
</tbody>
</table>
ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

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 post-secondary 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 authorized institutional officer and will determine if the applicant can be admitted in the regular accelerated format as a conditioned admission or enroll in a bridge program. This program is designed specifically to help the applicant acquire the needed skills to be successful in the regular accelerated program. Additional requirements may apply to specific academic programs including but not limited to High School GPA.

All students enrolled in this program will take up to 25 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 16 credits of language courses and 9 credits in general education courses that may include 3 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.

UNDERGRADUATE GENERAL ADMISSION FOR DAYTIME PROGRAM

Students applying for the regular undergraduate daytime program must meet the following requirements:

1. High School Graduation Diploma or its equivalent
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’s application.
3. Submit academic evidence from previous studies or degree earned.

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

- evidence of previous credits, courses or studies documenting graduation from secondary school
- a General Education Diploma (GED) or other diploma or graduation evidence
- 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 noted on the previous page 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’s record, the officer will make a copy and certify with his initials that it is a copy from the original.

In validated cases, the Campus Director or his designated representative may consider the admission of applicants who cannot present the evidence or achievement 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 participates in an admission interview (Graduate Studies).
4. The applicant must also complete an interview with the Campus Director or authorized institutional officer to evaluate compliance with the previous requirements.

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 Integrated Services Office 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 of 2.75 GPA or 2.75 in the last 60 credits or an 80% score or more in admission interview.

4. The applicant must submit 3 recommendation letters (Students who have completed 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.

6. In validated cases, the Campus Director or his designated representative may consider the admission applicant’s for graduate studies who cannot present the evidence as describe above but meet the following requirements:
   a. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
   b. The applicant presents a notarized declaration in which applicant certifies that he/she has a bachelor’s degree with the minimum GPA.

### 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’s application.
3. Submit academic evidence from degree earned at the university where the bachelor’s degree was awarded.

4. Submit 3 recommendation letters from employers or supervisors. 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 Director of Integrated Services on an Integrated Services Officer for specific requirements that the chosen program may have. Students must attend the orientation session.

APPEALS OF ADMISSION DECISIONS

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

EDUCATION PROGRAMS INTERNSHIP REQUIREMENTS:

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score of the Florida State Teacher Exam as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.

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 from 6:00pm - 10:00pm. On Saturday, classes are from 8:00am - 12:00pm and 1:00pm – 5:00pm.

A total of nine (9) five-week sessions and six (6) eight-week sessions are offered throughout the academic year. Students will be required a minimum of 10 hours of
individual or team work outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

THE PUENTE SUPPORT SERVICES PROGRAM COURSE FORMAT:

The Puente Support Services Program offers courses scheduled in eight (8) week sessions. At the Metro Orlando Campus, classes meet once a week for four hours Monday through Friday from 6:00pm - 10:00pm; Saturday from 8:00am - 12:00pm and 1:00pm – 5:00pm. South Florida Campus classes meet once a week for four hours Monday through Friday, from 6:00pm - 10:00pm; Saturday from 8:30am - 12:30pm and 1:30pm – 5:30pm. Six eight-week sessions are offered throughout the academic year. At the Tampa Bay Campus, the program follows a similar time schedule.

The students will be required a minimum of 10 hours of individual or team work outside the classroom per week. All students enrolled in this program will take 25 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 8 credits of English, 8 credits of Spanish, 3 credits of Humanities, 3 credits of Computer Sciences, and 3 credits of Introduction of University Life.

The Puente Counselor may recommend to the Campus Director 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.

THE DAYTIME PROGRAM COURSE FORMAT:

The Daytime Program offers courses scheduled in eight (8) week sessions. At the Metro Orlando Campus classes meet once a week for four and a half (4.5), morning sessions from 8:30am – 1:00pm and afternoon sessions from 1:00pm – 5:30pm. South Florida Campus classes meet once a week for four and a half (4.5) hours Monday through Friday, morning sessions from 8:00am – 12:30pm and afternoon sessions from 1:00pm - 5:30pm; Six eight-week sessions are offered throughout the academic year.

The students will be required a minimum of 10 hours of individual or team work outside the classroom per week.

DUAL LANGUAGE MODEL

DUAL-LANGUAGE NATURE OF DEGREE PROGRAMS:

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

A graduate of Universidad Del Este at the Metro Orlando, South Florida, and Tampa Bay campuses is expected to be a **Dual Language Professional** who demonstrates professional competencies confidently in their field of study in Spanish and English.

A Dual Language Professional demonstrates competency in the following areas:

**Conceptual Skills:**
1. Generate Innovative/Creative Ideas
2. Coordinate Projects
3. Analyze/Interpret Data
4. Use Critical Thinking for Problem Solving
5. Synthesis

**Language Skills:**
1. Bilingual and Bi-literate in the Four Language Skills: Listening, Speaking, Reading and Writing
2. Spelling and Grammar
3. Professional Translation
   a. Oral
   b. Written
4. Summarizes Information Accurately
5. Use of Sophisticated Professional Vocabulary
6. Use of Technical Professional Jargon
7. Reads, Understands, and Applies Knowledge for Positive Decision Making

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

**Interpersonal Skills**
1. Team-work,
   i. Collaborative
2. Interpersonal Interaction
   i. Respect

### LANGUAGE PLACEMENT TESTS

All prospective students are required to take English and Spanish placement examinations. These tests help place students in the most appropriate language level and courses. They also identify the developmental work required by students while enrolled in a degree program. Finally, prospective students who do not score at or above the required thresholds must register in a total immersion language course prior to enrolling in a degree program.

#### UNDERGRADUATE DEVELOPMENTAL COURSES:

The undergraduate English language developmental courses are: ENGL 050-O and ENGL 102-O. Students are required to take both or only ENGL 102-O, according to the score on their placement test.

The undergraduate Spanish language developmental courses are: SPAN 100-O and SPAN 102-O. Students are required to take both or only SPAN 102-O, according to the score on their placement test.

**Test-out** rules are included in the Discipline Based Dual Language Immersion Model® *(Language Placement Testing Rules - July 2013)*

#### GRADUATE DEVELOPMENTAL COURSES:

The graduate English language developmental courses are: ENGL 500-O, ENGL 501-O and ENGL 502-O. Students are required to take one, two, or all of the courses according to the score on their placement test.

The graduate Spanish language developmental courses are: SPAN 500-O, SPAN 501-O and SPAN 502-O. Students are required to take one, two or all of the courses according to the score on their placement test.

**Test-out** rules are included in the Discipline Based Dual Language Immersion Model® *(Language Placement Testing Rules - July 2013)*
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 post-secondary education. Twelve (12) of those credits must be with a “C” or above to be admitted as a transfer student,
   b. Be 21 years of age or older
   c. Provide evidence for 2 years of work experience
   d. Attend an orientation session in order to apply to the Accelerated Studies 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 Accelerated Studies 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 Associate 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 Registrar’s Office and Associate Registrar as applicable to the Campus, will inform the student of the courses officially accepted for transfer.

7. Courses taken at the three institutions of SUAGM are generally accepted for transfer to other system institutions. However, the transferability of credits is solely at the discretion of the accepting system institution. It is the student’s responsibility to confirm whether or not credits from Universidad del Este will be accepted by the system institution chosen by the student.

**FOREIGN STUDENTS**

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

2. Admission for foreign students will be subject to Florida’s Immigration Laws and regulations in effect.

3. Universidad Del Este at Metro Orlando Campus, South Florida, and Tampa Bay Campus are authorized to receive students with F-1 Visa. Interested applicants must contact the Director of Integrated Services at each Campus 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 Academic Director, the Integrated Services Director as applicable to the campus.

**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**

**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 language 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 enhancement language course prior to enrolling in a degree program.
The Universidad Del Este, Metro Orlando, South Florida, and Tampa Bay campuses follow the Discipline-Based Dual Language Immersion Model® developed by Sistema Universitario Ana G. Méndez, Inc. 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 Florida 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, language 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 certified as Module Developer Specialist. In order to prepare modules, faculty must be trained and certified as Module Developer Speacialist and Dual Language Professional. All modules are available to students and faculty electronically through the Course Management System: Blackboard®, which can be accessed remotely through the Internet.

Modules for the Metro Orlando, South Florida, and Tampa Bay Campuses also determine 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 resources 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, E-Libros, Tell Me More, and Wimba Voice. Students may request the E-Lab informative brochure from the Integrated Services Office at any time.

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

**REGISTRATION**

**REGISTRATION VALIDITY:**

1. The Campus Director, in collaboration with the Associate Registrar, will determine the registration dates and will include them on the Academic Calendar.
2. The receipt of the official notice of admission will be required to begin the registration process.
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.
4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

**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 each 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 Academic Director 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 Academic Director 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 Associate Registrar as applicable to the campus.

3. For the Portfolio Option
   a. The student must obtain the related documentation from the Integrated Services Office as applicable to the campus. The student will receive a general orientation and will complete related documents. Documents will be referred to the Academic Director for initial screening before referring them to a subject academic specialist for final analysis.
b. After recommendation from the Counselor, 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 Academic Director, 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 Associate Registrar as applicable to the campus.

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 TO OTHER INSTITUTIONS

Transferability of credits earned at this institution to other institutions is at the discretion of the accepting institution, and is the student’s responsibility to confirm whether or not credits will be accepted by another institution of the student’s choice.

PROGRAM CHANGES, WITHDRAWALS AND 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 Integrated Services Office and Associate Registrar, as applicable to the Campus.

WITHDRAWALS

To apply for a partial or total withdrawal, students will submit the application to the Integrated Services Office or Associate Registrar at the Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses within the dates specified to be final and official.

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.

**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.

The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student’s Regulations 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 Integrated Services Department or Associate Registrar at the Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses, as applicable to the Campus.
3. Students requiring a special permit will receive the recommendation from the Academic Director before submitting the authorization form to the Integrated Services Office at the Metro Orlando Campus, the Integrated Services Office at the South Florida and Tampa Bay Campuses, as applicable to the Campus.
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.
6. The credits will be considered as attempted credits and will not be considered for the retention index.

### ACADEMIC LOAD, CLASS 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 undergraduate academic load will be a concurrent enrollment in six (6) credits.
2. The regular graduate academic load will be a concurrent enrollment in three (3) credits.

3. 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 Academic Director or the Campus Director.

### CLASS ATTENDANCE

#### 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 e-mail 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 week of each term to determine whether the student attended at least once during the period of enrollment.

### EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

#### EVALUATION SYSTEM

**CREDIT VALUE:**

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90 – 100)</td>
<td>4.00</td>
<td>excellent</td>
</tr>
<tr>
<td>B</td>
<td>(80 – 89)</td>
<td>3.00</td>
<td>good</td>
</tr>
<tr>
<td>C</td>
<td>(70 – 79)</td>
<td>2.00</td>
<td>average</td>
</tr>
<tr>
<td>D</td>
<td>(60 – 69)</td>
<td>1.00</td>
<td>deficient</td>
</tr>
<tr>
<td>F</td>
<td>(0 – 59)</td>
<td>0.00</td>
<td>failure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(no grade credit)</td>
</tr>
</tbody>
</table>
2. The following system of letters will be applied in special cases; they will not be considered for student’s average, except for the WF.

- **W** = Official withdrawal
- **WF** = Stopped attending the course without applying for withdrawal at the Registrar’s Official
- **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 or designated functionary 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 assistance to a course within the first few days after classes begin (no grade points). This is reported on the official census.

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 “WA” indicates an administrative withdrawal approved by the Campus Director 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 in the students’ official evidence. 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 Department or Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses, as applicable to the Campus, 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 Academic Director 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 Academic Director will submit the form to the Associate Registrar as applicable to the campus, 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 Academic Director.

4. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Chancellor or his/her representative, who shall preside, the Academic Director, a professor, the Associate 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 Academic Director 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 provisional grade will be IB, IC, ID or IF, the IF will only be given if the student has the possibility of a minimum D grade after removal of the incomplete.

3. 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”.

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

5. 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.

6. 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 Associate 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.
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 Associate 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. This does not apply if both grades are the same, see below.

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 Academic Director 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 whether it is 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 Academic Director of each campus 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 Associate Registrar as applicable to the campus.
3. Students will be evaluated at the end of December and at the end of May.
4. The Satisfactory Academic Progress Handbook is available at the Registrar’s Office, Learning Resources Centers and at the Campus website at [www.suagm.edu/florida](http://www.suagm.edu/florida)
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 and those accepted as transfer.
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 administered by the Office of Financial Aid to finance the studies.

GOOD STANDING, MONITORING STUDENTS AND NOT IN PROGRESS

1. Good Standing: Good Standing students are those that their academic accumulated GPA is equal or higher than the retention index and complies with the academic program percentage credit requirements.
2. Monitoring Students: Students in academic risk are required to prepare an Academic Plan with their Counselor and are eligible for Title IV funds.
3. Not in Progress: Students that do not comply with the Satisfactory Academic Progress norm for the first time. The students are not eligible to Title IV funds unless they file an appeal and it is approved.
SUSPENSIONS

1. First Academic Suspension (S1): Students, who were Not in Progress, filed an appeal and it was approved.
2. Second Academic Suspension (S2): Students in their First Academic Suspension that had their appeal approved and did not complied with the Satisfactory Academic Progress norms.
3. Permanent Suspension (PS): Students permanently suspended for not complying with the Satisfactory Academic Progress norms established in their programs of studies.
4. The Satisfactory Academic Progress Handbook is available at the Registrar’s Office, Learning Resources Centers and at their Campus website at www.suagm.edu/florida

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, if there was a critical situation that impeded complying with the norm.
2. The Institution will consider the following critical situations to accept an appeal and exempt the student from the full effect of the academic progress norm:
   a. Illness of the student or dependents as evidence by a medical certification presented in compliance to HIPA.
   b. Death of a parent, spouse or child.
   c. Severe economic crisis (loss of job)
   d. Change in work schedule, job transfer or place of employment.
   e. Natural disasters or man-made disasters
   f. Problems caused by an alteration in the family nucleus (divorce, separation, protection orders or similar legal decrees) that in good judgment reasonably hindered the progress of the student.
   g. Military deployment or training
   h. Extreme conditions
APPEALS COMMITTEE:

The Appeals Committee will be composed of a representative of the following offices: Counselor and Job Placement, Associate Registrar, Financial Aid, and the Academic Director. 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.

RE-ESTABLISHING FINANCIAL AID:

The Financial Aid Office will reestablish financial aid to any students that file an appeal and the decision is favorable to the student. The Campus Director will notify the student the result of his appeal.

GRADUATION REQUIREMENT

ELIGIBILITY TO OBTAIN AN ACADEMIC DEGREE:

1. Students must have approved the courses required for the degree as specified by the Institution in the Catalog and comply with all academic requirements for their degrees including but not limited to tests, practicums and internships.
2. Students must have approved 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. Have submitted an Application for Graduation to the Integrated Services Office, Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses 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 the 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 at Metro Orlando, South Florida and Tampa Bay Campuses, 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

FEES AND TUITION COSTS:

The information contained in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all undergraduate and graduate students. The Board of Directors approves tuition costs at all levels.

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

Once a year, the 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.
COSTS:

The cost per credit is:

Undergraduate $396.00
Graduate $465.00

The cost of credit awarded for prior learning is equal to 50% of the cost per credit.

LABORATORY FEE:

A laboratory fee of $125.00 per course will be paid for the AAS Degree in Pharmacy Technician courses with laboratory requisite.

TECHNOLOGY FEE:

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.

ADDITIONAL EXPENSES:

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.

PAYMENT METHODS:

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:

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

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 charge 25% of total course tuition. After this time, the student who withdraw 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, withdraw administratively and charge 25% of total course tuition.

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 EVIDENCE:

Evidences may be obtained at the Registrar’s Office. Payment must be made at the Bursar’s Office. The cost of each evidence will be $3.00 per copy.
CANCELLATION REFUND POLICY:

Should a student’s enrollment be terminated or cancelled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation can be made in person, by Certified Mail or by termination.
2. No charge will be made for submitting an application for admission. If the student is admitted and enrolled and the student cancels within three (3) business days after signing the student enrollment agreement and making initial payment all funds will be refunded.
3. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee.
4. If cancellation occurs prior to completion of the first week (drop/add period) of the part of term of the semester, the school will refund 100% of the tuition for the semester.
5. Once the drop/add period is over, there will be tuition adjustment no greater than 25% of tuition cost of classes in progress even if the student did not attend the class past the drop/add period.
6. Termination Date: In calculating the refund due to a student, the last date of participation in class by the student is used in the calculation unless earlier written notice is received.
7. Refunds will be made within 30 days of termination of student’s enrollment or receipt of Cancellation Notice from student.

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 FLORIDA GRANTS:

The Universidad del Este, is eligible to participate in the following scholarships:

- **Florida Bright Futures Scholarship Program** - Students must apply in their last year of high school.
- **Robert C. Byrd Honors Scholarship Program** - Students must apply in their last year of high school.
- **Scholarships for Children/Spouses of Deceased or Disabled Veterans** - Students must apply in their last year of high school, or the next year if they have never applied and are between the ages of 16 to 22.
- **Jose Marti Scholarship Challenge Grant** - Students must apply in their last year of high school.
- **Access to Better Learning and Education (ABLE)** - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureated degree. Have a minimum institutional accumulative grade point average (GPA) of 2.0. Do not consider the EFC of FAFSA.
• **Florida Student Assistance Grant Program (FSAG)** - Student must be a Florida resident and a U.S. citizen or eligible non-citizen. Meet the standards of Satisfactory Academic Progress. Must enroll for a minimum of 12 credits hours per term. Not owe a repayment or be in default. Not have a previously a baccalaureated degree. Have a minimum institutional cumulative grade point average (GPA) of 2.0. Must not exceed the maximum EFC of FAFSA.

To apply for these scholarships students must go to the Florida Department of Education web page-http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm, to print an application and submit it. Students qualifying for the scholarships will be notified by mail.

**LOAN PROGRAMS**

**FEDERAL DIRECT LOAN:**

Federal Direct Loans are offered at a variable interest rate, with a cap of 8.25% for undergraduate and 9.50% for graduate programs. 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 10.5%. Repayment begins 60 days after the first disbursement.

**WORK AND STUDY PROGRAMS**

**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.

**VETERANS:**

Metro Orlando, South Florida and Tampa Bay Campuses are approved for Veterans Training.

**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.

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,
- must 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 Metro Orlando, South Florida, and Tampa Bay Campuses reflect 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 at the campus of Metro Orlando, South Florida and Tampa Bay Campuses.

The School for Professional Studies personnel also offers orientation about other services available and serves as a liaison to other offices of the SUAGM and its member institutions. The Integrated Services Director, Financial Aid Staff, Associate Registrar, and the Integrated Services Officers will be cross-trained to perform these services in an integrated and customer friendly manner. The Metro Orlando Campus has two full-time Counselors and Job Placement, the South Florida Campus has two full time Counselors and Job Placement, and the Tampa Bay Campus has a full-time Counselor and Job Placement to meet the academic advising and job placement needs of its students.

I understand that the School has not made and will not make any guarantees of employment or salary upon my graduation. The School will provide me with placement assistance, which will consist of identifying employment opportunities and advising me on appropriate means of attempting to realize these opportunities.

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

**ACADEMIC ADVISING:**

All students may have a staff member assigned as Counselor and Job Placement. They must complete all the procedures and schedules for academic advising. In addition, they must meet periodically with their Counselor and Job Placement 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 by the Integrated Services Director for referral or resolution. In the event of any unresolved conflict, students can contact the Florida Commission for Independent Education at (850) 245-3200 or 325 W. Gaines St, Suite 1414, Tallahassee, FL 32399.

**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 polices regarding plagiarism and auto plagiarism. Any violation of discipline will be referred to the Campus Director.

The Ana G. Mendez 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’s Regulations Handbook, and in the other regular or periodic publications of the Administration.

IMPORTANT NOTIFICATION: GROUNDS FOR TERMINATION:

The Student agree to comply with the rules and policies and understand that the School shall have the right to terminate my enrollment at any time for violation of rules and policies as outlined in the catalog. I understand that the School reserves the right to modify the rules and regulation, and that I will be advised of any and all modifications.

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Regulations Handbook from the institution website or the Integrated Services Office, Associate Registrar at Metro Orlando, Associate Registrar at South Florida and Associate Registrar at Tampa Bay Campuses. The student must sign a receipt for the handbook, and commit himself 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, and a digital copy is available at each Florida Campuses website www.suagm.edu.

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
ARTS – Arts
BIOL – Biology
COIS, COMP – Computer Information System
CRIM – Criminal Justice
ECED – Education
ECON – Economy
ENTR – Entrepreneurship
EDUG – EDAG – Graduate Education Courses
ENGL – English
FINA - Finance
HESM – Health Services Management
HIST – History
HUMA – Humanities
ITHM – International Tourism and Hospitality Management
LIAR – Liberal Arts
MANA – Management
MARK – Marketing
MATH – Mathematics
OFAS – Office Systems
PHAR - Pharmacy
POSC – Political Science
PSYC – Psychology
PUHE – Public Health
SCIE – Integrated Sciences
SOCI – Sociology
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
STMG – Strategic Management

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, disability, 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 to 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 Associate Registrar and the Integrated Services Director of any change of name or address while he or she is an active student at the Institution.
SECTION III:

PROGRAMS OF STUDY
ASSOCIATE'S DEGREES

Associate of Applied Science in Pharmacy Technician (AAS)
64 Credits

Offered at the Metro Orlando, South Florida and Tampa Bay Campuses in the regular accelerated and daytime formats

PROGRAM DESCRIPTION:

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

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

GRADUATE PROFILE/OUTCOMES

The graduate of this academic offering will be a bilingual professional academically prepared to perform technical pharmacy functions under the supervision of a licensed pharmacist. The graduate of this academic offering will be:

1. Academically prepared and capable of performing in his work environment and contribute to the health of individuals by performing to the highest professional standards of the Pharmacy Technician.

2. Will be knowledgeable of laws, regulations and conduct of his pharmacy technician practice and his ethical responsibilities.
3. Facilitate and work effectively with License Pharmacy to insure proper dispensations of prescription to clients and general public.

ADMISSION REQUIREMENTS:
1. HS GPA 2.0 or equivalent in the GED

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>14</td>
</tr>
<tr>
<td>Major Courses</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
</tr>
</tbody>
</table>

Florida Board of Pharmacy – Pharmacy Technician Program: Orlando RTTP 309, Miramar RTTP 308 and Tampa RTTP 368.
### General Education Courses (14 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>Pre-Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 115-O Reading, Writing and Oral Communication in Spanish I</td>
<td>4</td>
<td>SPAN 102-O*</td>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>OYLE 110-O Attitude Development and University Adaptation. (Must be taken within the 1st term of enrollment.)</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Courses (50 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>Pre-Req</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 210-O Pharmaceutical Calculations I</td>
<td>3</td>
<td>MATH 120-O</td>
<td>PHAR 211-O Pharmaceutical Calculations II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 212-O Pharmacy Administration</td>
<td>3</td>
<td></td>
<td>PHAR 226-O Pharmacotherapy for Pharmacy Technicians I</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 227-O Pharmacotherapy or Pharmacy Technicians II</td>
<td>3</td>
<td>PHAR 226-O</td>
<td>PHAR 228-O Pharmacotherapy for Pharmacy Technicians III</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 230-O Pharmaceutical Technology I</td>
<td>3</td>
<td>PHAR 210-O</td>
<td>PHAR 230-OL Laboratory of Pharmaceutical Technology I</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 231-O Pharmaceutical Technology II</td>
<td>3</td>
<td>PHAR 210-O</td>
<td>PHAR 231-OL Laboratory of Pharmaceutical Technology II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 233-O Posology</td>
<td>3</td>
<td>PHAR 210-O</td>
<td>PHAR 250-O Hospital Pharmacy</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 251-O Prescription Dispensing &amp; Pharmaceutical Specialties I</td>
<td>3</td>
<td>PHAR 210.211, 226, 227, 228, 230, 231 (O)</td>
<td>PHAR 252-O Prescription Dispensing and Pharmaceutical Specialties II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 257-O Supervised Practice in Pharmacy II</td>
<td>2</td>
<td>PHAR 256-O</td>
<td>PHAR 258-O Practicum Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total Number of Credits: 64

*Courses in bold are 4 credits requiring laboratory. All 4 credit courses require laboratory. OYLE 110-O must be taken within first term of enrollment. Continuing education courses are available to students who meet the prerequisites.*

**Notes:**
- Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the State and Local agencies for practicum and internship experiences. Students must comply with state and local education certification requirements for the degree, as applicable. This requirement may include a criminal background check and if required a drug test. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures.
- All Major Courses (PHAR) must be passed with a C or better. All 4 credit courses require laboratory. OYLE 110-O must be taken within first term of enrollment. Students must be aware of Florida Board of Pharmacy Registration application requirements, [www.doh.state.fl.us/mqa/pharmacy](http://www.doh.state.fl.us/mqa/pharmacy). Registration is required for working as a Register Pharmacy Technician in Florida. These requirements include but are not limited to reporting any conviction, guilty pleas or no contest allegations involving drugs or alcohol. REVISED 9/23/16.
BACHELOR’S DEGREES

BACHELOR OF SCIENCE IN PUBLIC HEALTH (BS)

Major in Health Services Management

123 Credits

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

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, bio-statistical, 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/her 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.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>39</td>
</tr>
<tr>
<td>Major Courses</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>123</td>
</tr>
<tr>
<td>COURSE</td>
<td>CRS</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>SCIE 111-O Integrated Science I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111-O Intermediate Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 110-O Computer and Software</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQ</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCO 110-O Quantitative Aspects</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>ACCO 111-O Introduction to Accounting I</td>
<td>3</td>
<td></td>
<td></td>
<td>ACCO 110-O</td>
</tr>
<tr>
<td>ECON 123-O Economics Compendium</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>HESC 123-O Health and Occupational Safety</td>
<td>3</td>
<td></td>
<td></td>
<td>PUHE 201-O</td>
</tr>
<tr>
<td>MANA 210-O Business Administration Theory</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>MANA 213-O Personnel Administration</td>
<td>3</td>
<td></td>
<td></td>
<td>MANA 210-O</td>
</tr>
<tr>
<td>MANA 230-O Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>MANA 210-O</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUHE 201-O Biostatistics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>MATH 111-O</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 228-O Psychology of Diversity</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>STAT 104-O Basic Statistics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken within 1st term of enrollment.)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQ</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESM 110-O Health Services Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>PUHE 101-O</td>
</tr>
<tr>
<td>HESM 220-O Health Services Planning and Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESM 310-O Health Economics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESM 330-O Legal Aspects in the Health Industry</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESM 430-O Practicum in Health Services Management (Institution/Internship Coordinator's approval)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS** 123

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures. QYLE 110-O must be taken within first term of enrollment. REVISED 7/8/14
BACHELOR IN SOCIAL SCIENCES (BS)
Major in Psychology
120 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

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.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>48</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>21</td>
</tr>
<tr>
<td>Major Courses</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
</tr>
</tbody>
</table>
### GENERAL EDUCATION COURSES (48 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
<td></td>
<td></td>
<td>ENGL 102-O</td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
<td></td>
<td></td>
<td>ENGL 115-O, ENGL 116-O</td>
</tr>
<tr>
<td>SPAN 116-O Reading, Writing, and Oral</td>
<td>4</td>
<td></td>
<td></td>
<td>SPAN 115-O, SPAN 255-O</td>
</tr>
<tr>
<td>Communication in Spanish II</td>
<td></td>
<td></td>
<td></td>
<td>SPAN 115-O, SPAN 116-O</td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
<td></td>
<td></td>
<td>HUMA 102-O</td>
</tr>
<tr>
<td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td>
<td>3</td>
<td></td>
<td></td>
<td>SOSC 112-O</td>
</tr>
<tr>
<td>COMP 110-O Computer and Software</td>
<td>3</td>
<td></td>
<td></td>
<td>SCIE 111-O</td>
</tr>
<tr>
<td>MATH 111-O Intermediate Algebra I</td>
<td>3</td>
<td></td>
<td></td>
<td>HIST 273-O</td>
</tr>
</tbody>
</table>

### CORE PROFESSIONAL COURSES (21 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UME</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 203-O Principles of Sociology</td>
<td>3</td>
<td></td>
<td></td>
<td>SOCI 213-O Social Problems</td>
</tr>
<tr>
<td>SOSC 250-O Statistics in Social Sciences</td>
<td>3</td>
<td></td>
<td></td>
<td>SOSC 258-O Research Techniques in Social Sciences</td>
</tr>
<tr>
<td>PSYC 121-O General Psychology I</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 122-O General Psychology II</td>
</tr>
<tr>
<td>CYLE 110-O Attitude Development and University Adaptation (Must be taken within the 1st term of enrollment.)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MAJOR COURSES (51 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
<th>UME</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 210-O Human Sexuality</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 121-O, PSYC 122-O</td>
</tr>
<tr>
<td>PSYC 225-O Social Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 121-O, PSYC 122-O</td>
</tr>
<tr>
<td>PSYC 228-O Psychology of Diversity</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 321-O Personality Theory</td>
</tr>
<tr>
<td>PSYC 322-O Theories and Techniques of Psychotherapy</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 324-O Gender Psychology</td>
</tr>
<tr>
<td>PSYC 327-O Psychology of the Elderly</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 343-O Theories of Learning and Motivation</td>
</tr>
<tr>
<td>PSYC 350-O Psychopathology Principles</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 355-O Industrial Psychology</td>
</tr>
<tr>
<td>PSYC 400-O Psychological Measurement</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 121-O, PSYC 122-O, PSYC 226-O, PSYC 343-O</td>
</tr>
<tr>
<td>PSYC 423-O Physiological Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 121-O, PSYC 122-O, PSYC 450-O Psychology Seminar I</td>
</tr>
<tr>
<td>PSYC 451-O Psychology Seminar II</td>
<td>3</td>
<td></td>
<td></td>
<td>PSYC 450-O</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS: 120**

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. CYLE 110-O must be taken within first term of enrollment. REVISED 7/8/14.*
BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM & HOSPITALITY MANAGEMENT (BS)
Major in Hotel Management
121 credits

Offered at the Metro Orlando and South Florida Campuses
(This program is in teach out and is not admitting new students).

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:

- Professionally prepared academically, and capable of performing in his/her 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/her 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/her reality.
• Know the sociological, anthropological, and political theories that explain the development of societies throughout time.
• Manage to communicate effectively in Spanish as his/her vernacular.
• Manage to communicate in English as a second language.
• Utilize mathematical concepts and procedures that are fundamental and necessary to his/her 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 in and a desire for professional and personal improvement.
- Manifest a desire and satisfaction in working in his professional area.
- Demonstrate sensitivity 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's main performance in this area is one of service. The entry-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.
<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>40</td>
</tr>
<tr>
<td>Major Courses</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>
This program is in teach out and is not admitting new students. Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local 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 7/8/14.
BACHELOR OF ARTS IN EDUCATION (BA)
Major in Pre-Kindergarten/Primary Education
Offered at Metro Orlando and South Florida Campuses
130 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 population 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 pre-K to grade 3. The program includes instruction in the subject matter content standards specified by the Education Standards Commission and the Educator Accomplished Practices to meet State Requirements. Program graduates are required to demonstrate the Educator Accomplished Practices and Subject Area Competencies by passing all 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 the state 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 Pre-Kindergarten/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 lasts 12 weeks providing students with field
experiences to demonstrate mastery of the Florida 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. 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 Academic Director 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 set forth in the ESOL Consent Decree of 1990 for instructional personnel who teach LEP students in Florida.

To be fully certified in the State of Florida, all education students must achieve a passing score on the professional knowledge and subject area tests, as appropriate. Students must also demonstrate proficiency of the Educator Accomplished Practices at the professional level.

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:

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (Basic General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score on the Florida State Teacher Exam as part of the course passing grade of the last internship seminar course. If a student does not pass the required Florida State Exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State Certification requirements.
<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>27</td>
</tr>
<tr>
<td>Major Courses</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
**GENERAL EDUCATION COURSES (54 CREDITS)**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIE 111-O Integrated Science I</td>
<td>3</td>
<td></td>
<td>SCIE 112-O Integrated Science II</td>
</tr>
<tr>
<td>ENGL 115-O College Reading and Writing</td>
<td>4</td>
<td></td>
<td>ENGL 116-O College Reading and Writing II</td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
<td>ENGL 115-O</td>
<td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td>
</tr>
<tr>
<td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td>
<td>4</td>
<td>SPAN 115-O</td>
<td>SPAN 255-O Spanish for Writing and Research</td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
<td></td>
<td>HUMA 102-O World Cultures II</td>
</tr>
<tr>
<td>MATH 111-O Intermediate Algebra I</td>
<td>3</td>
<td></td>
<td>MATH 112-O Intermediate Algebra II</td>
</tr>
<tr>
<td>COMP 110-O Computer and Software</td>
<td>3</td>
<td></td>
<td>HIST 273-O History of the United States of America</td>
</tr>
</tbody>
</table>

**CORE/PROFESSIONAL COURSES (27 CREDITS)**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 135-O Philosophical, Sociological and Psychological Foundations of Education</td>
<td>3</td>
<td></td>
<td>EDUC 171-O Human Growth and Development</td>
</tr>
<tr>
<td>EDUC 202-O Technology and Materials for Teaching and Learning</td>
<td>3</td>
<td>COMP 110-O</td>
<td>EDUC 205-O Introduction to Assistive Technology</td>
</tr>
<tr>
<td>EDUC 409-O Learning Evaluation and Planning</td>
<td>3</td>
<td></td>
<td>EDUC 322-O Health, Nutrition and Preventive Medicine</td>
</tr>
<tr>
<td>EDUC 403-O Curriculum Design</td>
<td>3</td>
<td></td>
<td>TESL 223-O Applied Linguistics in ESOL</td>
</tr>
<tr>
<td>QYLE 110-O Attitude Development and University Adaptation (Must be taken within the 1st term of enrollment.)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAJOR COURSES (49 CREDITS)**

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 173-O Introduction to Early Childhood/Primary Education</td>
<td>3</td>
<td></td>
<td>ECED 207-O Theories of Child Development and Learning</td>
</tr>
<tr>
<td>ECED 308-O Management of the Early Childhood/Primary Education Environment</td>
<td>3</td>
<td>EDUC 171-O</td>
<td>ECED 310-O Perceptual- Motor Development, Learning and the Brain</td>
</tr>
<tr>
<td>ECED 332-O Integration and Participation of Family in Pre-K Care Centers</td>
<td>3</td>
<td></td>
<td>ECED 402-O Creative Expression in Early Childhood/Primary Education</td>
</tr>
<tr>
<td>ECED 405-O Language Development in the Context of Reading/Writing</td>
<td>3</td>
<td></td>
<td>ECED 410-O Teaching Reading to non-English Speakers in PreK-3</td>
</tr>
<tr>
<td>EDUC 410-O Teaching Math at the Primary Level</td>
<td>3</td>
<td>MATH 111-O</td>
<td>EDUC 411-O Teaching Sciences at the Primary Level</td>
</tr>
<tr>
<td>EDUC 414-O Language Arts at the Primary Level</td>
<td>3</td>
<td>EDUC 425-O</td>
<td>EDU 425-O Interdisciplinary Seminar* (School Authorization)</td>
</tr>
<tr>
<td>EDUC 436-O Pedagogical Integration Seminar*</td>
<td>3</td>
<td></td>
<td>EDUC 442-O Practice Seminar in Early Childhood and Primary Education (Institution/Internship approval)</td>
</tr>
<tr>
<td><strong>ECED 443-O Practicum in Early Childhood (Institution/Internship coordinator’s approval)</strong></td>
<td>3</td>
<td></td>
<td>Concurrent with EDU 443-O</td>
</tr>
</tbody>
</table>

**Total Number of Credits** 130

* Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. The practicum lasts 12 weeks. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. *Course must be completed with a passing grade before registering for ECED 442-O and ECED 443-O. QYLE 110-O must be taken within first term of enrollment. REVISED 7/28/14.
BACHELOR OF ARTS IN EDUCATION (BA)
MAJOR IN SPECIAL EDUCATION
130 Credits

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

PROGRAM DESCRIPTION:

The program is offered in Metro Orlando and South Florida Campuses. 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 students’ 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 standards specified by the Education Standards Commission and the Educator Accomplished Practices to meet Florida requirements. Program graduates are required to demonstrate the Educator Accomplished Practices and Subject Area Competencies by passing all 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 Florida 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 ample time interacting with others, including students, parents, and school faculty and administrators.

The program also integrates instructional requirements in Florida 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, data interpretation, and using data to improve student achievement.
All education programs integrate ESOL standards and performance indicators as required in the State of Florida.

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 also assist to develop the Individualized Education Program (IEP) for each student and participate in Response to Intervention (RtI) meetings. 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 before completion of the program.

The practicum in teaching lasts 12 weeks providing students with field experiences to demonstrate mastery of the Florida Educator Accomplished Practices in a school setting during the regular school year. Students must make arrangements to comply with the 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 Academic Director 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
4. Nature, needs, and behavior modification for the Special Ed Student with Attention Deficit Disorder
5. Nature, needs, and behavior modification in the Gifted Student Ed
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 Florida 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 set forth in the ESOL Consent Decree of 1990 for instructional personnel who teach LEP students in Florida.

To be fully certified in the State of Florida all education students must achieve a passing score on the professional knowledge and subject area tests, as appropriate. Students must also demonstrate proficiency of the Florida Educator Accomplished Practices at the professional level.

PROGRAM OBJECTIVES:

1. To support the development of concepts and capacities necessary for pre-service teachers 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 at 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 Florida.

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:**

All students seeking an education degree must achieve a passing score on the Florida State Teacher Exam (General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score of the Florida State Teacher Exam as part of the course passing grade of the last internship seminar course. If a student does not pass the required Florida State Exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State certification requirements.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>27</td>
</tr>
<tr>
<td>Major Courses</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>130</strong></td>
</tr>
<tr>
<td>COURSES</td>
<td>CR</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>SCIE 111-O Integrated Science I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 116-O Reading, Writing, and Oral</td>
<td>4</td>
</tr>
<tr>
<td>Communication in Spanish II</td>
<td></td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 111-O Individual, Community, Government</td>
<td>3</td>
</tr>
<tr>
<td>and Social Responsibility I</td>
<td></td>
</tr>
<tr>
<td>MATH 111-O Intermediate Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 110-O Computer and Software</td>
<td>3</td>
</tr>
</tbody>
</table>

**CORE/PROFESSIONAL COURSES (27 CREDITS)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 135-O Philosophical, Sociological and</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 171-O Human Growth and Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological Foundations in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 172-O Human Growth and Development II</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 202-O Technology and Materials for</td>
<td>3</td>
<td></td>
<td>COMP 110-O</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 204-O Education for Children with</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 205-O Introduction to Assistive</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exceptional Needs and Inclusion</td>
<td></td>
<td></td>
<td></td>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 409-O Learning Evaluation and Planning</td>
<td>3</td>
<td></td>
<td></td>
<td>QYLE 110-O Attitude Development and</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>University Adaptation (Must be taken within</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the 1st term of enrollment.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESL 223-O Applied Linguistics in ESOL</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAJOR COURSES (49 CREDITS)**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
<th>COURSES</th>
<th>CR</th>
<th>UNE-T</th>
<th>PRE-REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 101-O Teacher Preparation in Special</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 102-O Assistive Technology and other</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td>Resources in Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 103-O Learning Disabilities</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 203-O Nature, Needs and Behavior</td>
<td>3</td>
<td></td>
<td>SPED 101-O</td>
</tr>
<tr>
<td>Modification in the Gifted Education Students</td>
<td></td>
<td></td>
<td></td>
<td>Modification of the Special Education Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 104-O Nature, Needs and Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 205-O Integration of the Fine Arts in</td>
<td>3</td>
<td></td>
<td>SPED 101-O</td>
</tr>
<tr>
<td>Modification in the Gifted Education Students</td>
<td></td>
<td></td>
<td></td>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 207-O Methodology, Adaptations and</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 208-O Methodology, Adaptations and</td>
<td>3</td>
<td></td>
<td>SPED 101-O, EDUC 171-O, EDUC</td>
</tr>
<tr>
<td>Accommodations for the Special Education</td>
<td></td>
<td></td>
<td></td>
<td>Accommodations and Accommodations for the</td>
<td></td>
<td></td>
<td>135-O, SOCI 112-O, MATH 112-O</td>
</tr>
<tr>
<td>Student in Science and Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>Special Education Student in Science and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching at the Elementary Level</td>
<td></td>
<td></td>
<td></td>
<td>Mathematics Teaching at the Secondary Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 210-O Language Development and the</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 211-O Language Development and the</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading-Writing Processes in the Special</td>
<td></td>
<td></td>
<td></td>
<td>Reading-Writing Processes in the Special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Student I</td>
<td></td>
<td></td>
<td></td>
<td>Education Student II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 205 Evaluation and Assessment in</td>
<td>3</td>
<td></td>
<td></td>
<td>SPED 300-O The Brain and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Special Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 403-O Curriculum Design</td>
<td>3</td>
<td></td>
<td></td>
<td>EDUC 435-O Interdisciplinary Seminar*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 436-O Pedagogical Integration Seminar*</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 406-O Seminar on Teaching Practicum in</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Credits: **130**

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. It is required that all English courses are taken prior to SPED 405-O: Practice in Teaching. Students must abide with the minimum required hours set by the state for practicum experiences. The practicum lasts 12 weeks. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. Course must be completed with a passing grade and evidence of receiving a passing score on the FL General Knowledge Test before registering for SPED 405-O. QYLE 110-O must be taken within first term of enrollment. REVISED 7/28/14.*
BACHELOR IN SOCIAL SCIENCES (BS)

Major in Criminal Justice
120 Credits

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

PROGRAM DESCRIPTION:

The Criminal Justice System is composed of the agencies that deal with social control, such as, the Justice Department, Corrections, Police Department, and the Court System. Although these departments work independently, they share a common interest, which is to control crime while upholding justice.

The study of Criminal Justice is related to the nature and scope of crime, as well as, the reactions to those who infringe on the law. The curriculum includes the study of crime and the factors that lead to delinquency. Human behavior is emphasized in aspects of public policy and the role that citizens play in the democratic and judicial processes. Professionals in this field develop positive attitudes that allow them to be productive citizens in society. Graduates from this program will have the ability to work in the public or private sector. They will be provided with the most recent and innovative knowledge within the field of criminology, sustained by courses that discuss the Penal Code, Evidence, Juvenile Delinquency, Administration of Public Security, and the Correctional System, among others. Students will be equipped with oral and written skills necessary for the field of criminology, as well as, terminology and technical tools within the area that increase competence as a professional in this field.

PROGRAM OUTCOMES:

The SUAGM: UNE Criminal Justice program covers different approaches, which meet the needs of our students who want to enter the field of criminal investigation, forensic science, criminalistics and criminology. The Criminal Justice Bachelor’s program incorporates the following courses: General Psychology, Forensic Psychology, Introduction to Justice, Prevention and Sociological Aspects of Criminal Behavior; Applied Criminology; Criminal Technology, Fraud and Cybercrime, and Forensic Science General Vision. These courses complement other professional and concentration components to provide the student holistic view that includes the structural, behavioral and the forensic part. Students will be equipped with oral and written skills
necessary for the field of criminology, as well as, terminology and technical tools within the area that increase competence as a professional in this field.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General/Education Courses</td>
<td>48</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
</tr>
<tr>
<td>Major Courses</td>
<td>48</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
<tr>
<td>COURSE</td>
<td>CR</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 331-O Public Speaking</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SCIE 113-O Integrated Science Compendium</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120-O Basic Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUMA 101-O World Cultures I</td>
<td>3</td>
</tr>
</tbody>
</table>

| CORE PROFESSIONAL COURSES (24 CREDITS) | | | | | | | | | |
|----------------------------------------|---|---|---|-----------------------------------|---|---|---|-----------------------------------|
| COURSE                                 | CRS | TR | UM | PRE-REQ                           | COURSE                                 | CRS | TR | UM | PRE-REQ                           |
| QYLE 110-O Attitude Development and Adaptation (Must be taken in 1st semester of enrollment) | 3  |    |    | SOCI 203-O Principles of Sociology | 3  |    |    |                                  |
| PALE 105-O Constitutional Principles   | 3  |    |    | PSYC 123-O General Psychology     | 3  |    |    |                                  |
| SOSC 250-O Statistics for Social Sciences | 3  |    |    | MATH 120-O General Psychology     | 3  |    |    | SOCI 250-O                        |
| PSYC 225-O Social Psychology           | 3  |    |    | PSYC 123-O                       | CRIM 434-O Forensic Psychology in the Criminal Justice System | 3  |    |    | CRIM 103 PSYQ 123                |

| MAJOR COURSES (48 CREDITS)            | | | | | | | | | |
|----------------------------------------|---|---|---|-----------------------------------|---|---|---|-----------------------------------|
| COURSE                                 | CRS | TR | UM | PRE-REQ                           | COURSE                                 | CRS | TR | UM | PRE-REQ                           |
| CRIM 103-O Introduction to Criminal Justice | 3  |    |    | CRIM 203-O General Principles of Penal Law and Crimes Against the Individual | 3  |    |    |                                  |
| CRIM 320-O Criminal Investigation       | 3  |    |    | CRIM 335-O Ethical Aspects of Justice | 3  |    |    |                                  |
| CRIM 336-O Seminar on Substance Use and Abuse | 3  |    |    | CRIM 436-O General Overview of the Forensic Sciences | 3  |    |    |                                  |
| CRIM 204-O Special Penal Laws          | 3  |    |    | CRIM 203-O General Prevention and Sociological Aspects of Criminal Behavior | 3  |    |    | SOCI 203-O                        |
| CRIM 425-O Applied Criminalistics      | 3  |    |    | CRIM 432-O Criminal Technology, Fraud and Cyber Crimes | 3  |    |    | CRIM 103-O                        |
| CRIM 118-O Civil System                | 3  |    |    | SOSC 111-O CRIM 206-O Introduction to Judicial Procedures | 3  |    |    | CRIM 103-O CRIM 203-O             |
| CRIM 340-O The Justice System and Juvenile Delinquency | 3  |    |    | CRIM 103-O CRIM 203-O CRIM 206-O CRIM 415-O Evidence, Case Preparation and Testimony | 3  |    |    | CRIM 103-O CRIM 203-O CRIM 206-O |
| CRIM 430-O Rehabilitation, Civil Rights and the State Correctional System | 3  |    |    | CRIM 103-O PALE 105-O CRIM 475-O Supervised Practicum | 3  |    |    | All CRIM Courses                  |

Total Number of Credits: 120

Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with all required hours set by the state for practicum experiences and placement requirements for the professional area set by the State Law. The student must refer to the Internship Handbook available in the Academic Department for specific requirements and procedures students must meet before being accepted for a Practicum in Criminal Justice. QYLE 110-O must be taken within the first term of enrollment. REVISED 7/8/14.
MASTER’S DEGREES

MASTER OF SCIENCE (MS)
SPECIALIZATION IN EDUCATIONAL LEADERSHIP*

42 Credits

Offered at Metro Orlando and South Florida Campuses
(This program is on teach-out stage and is not admitting new students).

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 K-12 institutions. 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 Florida Educational Leadership Exam (FELE) 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.

ESOL Requirements: For the purpose of meeting Florida 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 Florida Educational Leadership Exam (FELE) before initiating the internship experience at a public school setting. If a student does not pass the required Florida State Exam, he/she will have to repeat the course. Additionally, before seeking a leadership educational teaching position, graduates must comply with all Florida State certification requirements.

The practicum in teaching lasts 12 weeks, 10 hours a week, providing students with field experiences to demonstrate accomplished principal ship 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. The student must refer to the Educational Leadership Internship Handbook available from the Academic Director for specific requirements and procedures.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Courses</td>
<td>36</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Electives Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
<tr>
<td>COURSES</td>
<td>CRS</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>EDUG 605-O Public School Curriculum And Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 650-O Human Relations, Organizational Climate And The Learning Environment In Educational Institutions</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 657-O Human Resources Management and Development in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 640-O Development of Leadership in Education, Theories and Application</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 641-O The Leader and the Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 611-O Evaluation, Measurement and Assessment of the Teaching Learning Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 644-O Technology for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 652- Budget and Financial System Educational Organizations at the school level</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 535-O Action Research Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 662-O Multicultural Education for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 670-O Internship - Practice In Educational Leadership: K – 12*</td>
<td>3</td>
</tr>
<tr>
<td>(Requires a passing score on the FELE and Internship Coordinator’s Approval)</td>
<td></td>
</tr>
<tr>
<td>EDAG 663-O Conflict Resolution for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL NUMBER OF CREDITS</td>
<td>42</td>
</tr>
</tbody>
</table>

(This program is on teach-out stage and is not admitting new students). Students must review and become aware of the Educational Leadership certification requirements established by the State of Florida, or any other state in which they intend to seek employment as an administrator. Students in this program must have educational experience. *Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Students must pass the FELE prior the internship practicum. * TESL 522-O is a course that is required for students in the area of educational leadership to comply with Florida State ESOL Requirements. Revised 07-2014.
MASTER IN PUBLIC ADMINISTRATION (MPA)
SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT
36 Credits
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

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

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

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

There is also a Capstone Course (3 credit hours)

PROGRAM OBJECTIVES:

- Satisfy the need for sophisticated managers with organizational acumen, technical skills, and an in-depth understanding of what it means to work in both, the public and nonprofit world.

- Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.

- Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven by the desire to make a difference in their communities, their nation, and their world.
• Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy and service delivery.

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

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

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

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

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>21</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>12</td>
</tr>
<tr>
<td>Capstone Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
**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>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAG 502-O Public and Non-Profit Organizations: Management and Leadership</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 512 Public and Non-Profit Accounting and Finance</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 515-O Research Methods Applied to Public Affairs</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 524-O Legal, Ethical and Governance Issues in Public and Non-Profit Organizations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 535-O Strategic Management and Public Policy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</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>
<td></td>
</tr>
<tr>
<td>PUAG 640-O Development and Management of E-Government Projects</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPECIALIZATION COURSES (Select 4 courses – 12 credits)

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 605-O Topics and Cases in Urban Policy and Planning</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 604-O Urban Affairs and Public Policy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 608-O Community Organizations and Public Policy</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 615-O Development of Financial Proposals for Public Sector</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 626-O Special Topics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUAG 610-O Legislative Process</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CAPSTONE COURSES (3 Credits)

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

**TOTAL NUMBER OF CREDITS** 36

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide by the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with State and local education certification requirements for the degree, as applicable.*
MASTER OF EDUCATION (M Ed)
SPECIALIZATION IN BILINGUAL EDUCATION
36 Credits
Offered at the South Florida Campus
(This program is in teach-out and it is not accepting enrollment at this time)

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 on 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 means of instruction.

The program in bilingual education offers courses on 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’s population of Florida.

PROGRAM OBJECTIVES:

- Develop and form new highly skilled 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 students’ 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 our students’ 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 Florida 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 Florida State Teacher Exam (General Knowledge Test) before initiating the internship experience at a public school setting. The student must provide evidence of the passing score on the Florida State Teacher Exam as part of the passing grade of the last internship seminar course. If a student does not pass the required Florida State Exam, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Florida State certification requirements.

The practicum in teaching lasts 12 weeks, 20 hours a week, providing 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. The Academic Director will coordinate placement in a school that provides teaching in both languages. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<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>
**PROGRAM TITLE**: BILINGUAL EDUCATION  
**CREDENTIAL ISSUED**: MASTER IN EDUCATION (MED)  
**DEGREE REQUIREMENTS**

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCFG 508-O Education and Society</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT WILL CHOOSE ONE OF THE FOLLOWING COURSES (3 CREDITS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCFG 503-O Human Development and Learning: The Early Years and Elementary</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCFG 506-O Human Development and Learning: Secondary</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPECIALIZATION - BILINGUAL/BICULTURAL COURSES (21 CREDITS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 502-O Bilingual-Bicultural Curriculum Development</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 504-O Language, Literacy and Culture</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 525-O Biliteracy, Language and Content in Bilingual Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 566-O First and Second Language Acquisition</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 526-O Theoretical Foundations of Bilingual Education and ESOL</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESEARCH - BILINGUAL/BICULTURAL COURSES (6 CREDITS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 510-O Introduction to Research: Purposes, Issues, and Methodologies</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 520-O Research Methods in Bilingual and Second Language Education</td>
<td>3</td>
<td></td>
<td></td>
<td>EDBE 510-O</td>
</tr>
<tr>
<td><strong>FIELD EXPERIENCE HOURS (3 CREDITS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBE 697-O Field Experiences in Bilingual and Second Language Education* (Internship Practicum of 12 weeks, 20 hours a week)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS**: 36  

(This program is in teach-out and it is not accepting enrollment at this time)  
Language skills in English and Spanish will be assessed with a placement test.  
Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable.

* The term before enrolling in this course, the student shall receive academic counseling from the facilitator in charge of the field experience process to identify a school to complete the field experience. It must be in a school that offers instruction in English and in Spanish (Bilingual Ed. Program). This program is offered at the South Florida Campus only. REVISED 6/2011
MASTER IN BUSINESS ADMINISTRATION (MBA)
SPECIALIZATION IN ACCOUNTING
42 Credits
(THE PROGRAM IS NOT ACCEPTING STUDENT ENROLLMENTS)

PROGRAM DESCRIPTION:

The Universidad del Este School of Business Administration is committed to offer a business perspective and orientation aimed at self-employment and the efficient placement of highly qualified personnel in diverse business settings internationally and the U.S.

This Master Degree program in Accounting offers a curriculum that responds to the economic, social, cultural and professional needs in today’s world, while integrating values and humanistic disciplines with the competencies of the accounting profession. The curriculum offers a balance between theoretical and real word business perspective and is designed to provide the skills, knowledge and abilities necessary in the area of Accounting.

The MBA in Accounting offer courses in Management, Marketing, Economy, Finance and Research, integrating those courses with the professional accounting courses. The core accounting courses cover taxes at the federal and state level, government and non-profit accounting, auditing, advanced accounting and information system accounting.

Students have the additional option, in their electives, to choose courses in taxes, non-profit and auditing. The MBA in Accounting provides a Capstone Course that integrates the technical skills, knowledge, values and ethical standards required in today’s dynamics and changes in accounting.

PROGRAM OBJECTIVES:

- To provide students the theoretical and practical knowledge to understand and apply tax law at the federal and state level.
- To offer students the knowledge to understand and use the general accounting principles for profit and not for profit organizations.
- To provide students with the understanding of the processes of accounting and the use of computers.
- To provide students with the knowledge and skills to analyze financial statements from government, for profit and nonprofit organizations.
• To provide the students with the skills to manage a budget cycle in all types of organizations.
• To teach students the basic principles of auditing and the basic knowledge for rendering opinions based on their findings.
• Provide students with knowledge and skills in management techniques, marketing, accounting, and computers.
• Provided students with the knowledge and practical use of accounting programs and the use of those programs in the accounting process.
• Teach students the theoretical and practical skills to design, administer and analyze research results and presents the findings.
• To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
• To provide students with the personal skills to understand the human and interpersonal relations in a particular organization.
• To develop among students good interpersonal and communication skills.
• To provide students with the basis of ethical accounting principles and practices and the relation of those principles and practices to his professional conduct.
• Learn to value and importance of the human aspects of accounting and its relation to his clients.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>18</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>18</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
<tr>
<td>COURSES/DESCRIPTIONS</td>
<td>CRS</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>MANA 500-O  Organizational Development and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 515-O  Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 530-O  Business Economics</td>
<td>3</td>
</tr>
<tr>
<td>MARK 510-O  Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>FINA 530-O  Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSG 505-O  Research Techniques in Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIALIZATION COURSES (18 Credits)</td>
<td></td>
</tr>
<tr>
<td>ACCO 629-O  Federal Taxes</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 606-O  Governmental and Non-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 627-O  Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 628-O  Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 635-O  Information Systems Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSG 651-O  Business Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES COURSES (Select 2 courses – 6 Credits)</td>
<td></td>
</tr>
<tr>
<td>ACCO 630-O  Special Issues in Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 631-O  Health and Other Non-Profit Institutions Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCO 633-O  Internal Auditing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER OF CREDITS</td>
<td>42</td>
</tr>
</tbody>
</table>

*THIS PROGRAM IS NOT ACCEPTING STUDENT ENROLLMENTS* Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with state and local agencies certification requirements for the degree, as applicable. REV. 07/17/2013
MASTER IN BUSINESS ADMINISTRATION (MBA)
SPECIALIZATION IN HUMAN RESOURCES MANAGEMENT

42 Credits

(THE PROGRAM IS NOT ACCEPTING STUDENT ENROLLMENTS)

PROGRAM DESCRIPTION:

The Universidad del Este School of Business Administration is committed to offer a business perspective and orientation aimed at self-employment and the efficient placement of highly qualified personnel in diverse business settings both internationally and the U.S.

This Master’s Degree program in Human Resources offers a curriculum that responds to the economic, social, cultural and professional needs in today’s world, while integrating values and humanistic disciplines with the competencies of the Human Resources profession. The curriculum offers a balance between theoretical and real word business perspective and is designed to provide the skills knowledge and abilities necessary in the area of Human Resources.

The MBA in HR offers courses in management, marketing, economy, finance and research, integrating those courses with the professional Human Resources courses. The core HR courses cover human resources management and organizational development, training, labor and industrial relations, compensation and benefit, safety and health and international HR resources management.

Students have the additional option, in their electives, to choose courses on a wide menu of options to match their skills to their particular professional interest and careers. The MBA in HR provides a Capstone Course that integrates the technical skills, knowledge, values and ethical standards needed required in today’s changing practices in HR management.

PROGRAM OBJECTIVES:

- To provide students with the knowledge and skills to analyze and apply the theories and practices that supports the discipline of Human Resources Management.
- Provide students the skills and knowledge to apply theories and practice of HR in the selection, recruitment, classification, training, and supervision of human resources in an organization.
• Know and apply modern leadership theory and practice in the context of organization management and development.
• Provide students with the knowledge and skills to apply the legal and regulatory framework of HR at the federal, state and local level.
• Teach students the basics of HR policy development and implementation in the context of federal, state and local laws and regulations.
• Provide students with the knowledge and skills to develop HR training programs and activities and evaluate the results.
• Present students with the ethical, moral and social aspects of HR and help them develop a personal framework for forming an ethical professional conduct.
• Develop skills in the design, implementation, and analysis of research project and in the presentation of results to management and decision makers.
• Communicate adequately in English and Spanish, both orally and in writing.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>18</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>21</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
</tr>
</tbody>
</table>
### PROGRAM TITLE: HUMAN RESOURCES MANAGEMENT

**CREDENTIAL ISSUED:** MASTER IN BUSINESS ADMINISTRATION (MBA)

<table>
<thead>
<tr>
<th>DEGREE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COMPONENT (18 Credits)</strong></td>
</tr>
<tr>
<td>COURSES/DESCRIPTIONS</td>
</tr>
<tr>
<td>MANA 500-O Organizational Development and Behavior</td>
</tr>
<tr>
<td>ACCO 515-O Managerial Accounting</td>
</tr>
<tr>
<td>ECON 530-O Business Economics</td>
</tr>
<tr>
<td>MARK 510-O Marketing Management</td>
</tr>
<tr>
<td>FINA 530-O Managerial Finance</td>
</tr>
<tr>
<td>BUSG 505-O Research Techniques in Business Administration</td>
</tr>
</tbody>
</table>

| **SPECIALIZATION COURSES (21 Credits)** |
| REHU 600-O Human Resources Management and Organizational Development | 3 |
| REHU 610-O Training and Development of Human Resources | 3 |
| REHU 611-O Labor and Industrial Relations in Human Resources Management | 3 |
| REHU 612-O Compensations and Benefits Management | 3 |
| REHU 614-O Security, Hygiene and Labor Quality Management | 3 |
| REHU 615-O International Human Resources Management | 3 |
| BUSG 651-O Business Research | 3 | | All Courses |

| **ELECTIVES COURSES (Select 1 course – 3 credits)** |
| MANA 613-O Management of Diversity | 3 |
| REHU 620-O Leadership in the Organization | 3 |

| **TOTAL NUMBER OF CREDITS** | 42 |

---

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with all applicable state and local agencies certification requirements for the degree. REV 07/17/2013*
MASTER IN MANAGEMENT (MM)
SPECIALIZATION IN HEALTH SERVICE MANAGEMENT
42 Credits

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

PROGRAM DESCRIPTION:

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

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

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

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

PROGRAM OBJECTIVES:

- Provide a current and modern curriculum within a conceptual framework that will promote the integral development of the student and the basic skills necessary to perform at the middle level of management in health service organizations.

- Develop specialists in health service management with a holistic view and the skills, competencies necessary to perform in a management in health services organizations.

- Contribute in the education and training of professionals capable of developing creative and cost effective strategies that improve the quality health services delivered by organizations.

- Promote the education of professionals with a holistic vision and with the skills to adapt positively and proactively to changes in society.

- Educate professionals with the necessary skills to evaluate environments strategically and assess the impact of changes in the quality of health services.
- Develop in students the necessary research skills, specialized knowledge of information resources in the area of health services.

- Provide observation and analytical skills necessary to apply theoretical knowledge to specific circumstances and obtain usable and practical information.

- Foster the development of ethical, dynamic and creative management leaders that will add value to health service organizations and services.

- Develop professionals that have the skills of collaborative work, communication and conflict resolution that will maintain group cohesion and productivity in the context of health service organizations.

- Educate professionals with a clear and integrated vision of human behavior and its effects in organizational change.

- The program will train professionals with the vision to implement innovative, ethical and creative leadership and management styles to take advantage of new opportunities for the development and growth of health service organizations at the state, national, and international level.

Educate bilingual professionals capable of providing services in English and Spanish and on helping health service organizations serve culturally diverse populations.

<table>
<thead>
<tr>
<th>CURRICULAR SEQUENCE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
<td>24</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
</tr>
</tbody>
</table>
### SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL ESTE
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: HEALTH SERVICE MANAGEMENT
CREDENTIAL ISSUED: MASTER IN MANAGEMENT (MM)

### DEGREE REQUIREMENTS

**CORE COMPONENT (24 Credits)**

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UMET</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESM 500-O Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESM 510-O Strategic Planning in Health Services Organizations</td>
<td>3</td>
<td></td>
<td></td>
<td>HESM 520-O</td>
</tr>
<tr>
<td>HESM 520-O Fundamentals of Accounting and Finance in Health Services</td>
<td>3</td>
<td></td>
<td></td>
<td>Undergraduate accounting and finance course</td>
</tr>
<tr>
<td>HESM 530-O Economy in the Healthcare Market</td>
<td>3</td>
<td></td>
<td></td>
<td>HESM 520-O</td>
</tr>
<tr>
<td>HESM 540-O Health Services Information Systems</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HESM 550-O Research Methods in Health Services Management</td>
<td>3</td>
<td></td>
<td></td>
<td>HEMG 600-O, HESM 560-O, HESM 570-O</td>
</tr>
<tr>
<td>HESM 560-O Applied Biostatistics</td>
<td>3</td>
<td></td>
<td></td>
<td>Undergraduate statistics course</td>
</tr>
<tr>
<td>HESM 570-O Fundamentals of Epidemiology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SPECIALIZATION COURSES (18 Credits)**

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UMET</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEMG 600-O Fundamental in Health Services Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEMG 610-O Legal And Ethical Issues in the Evaluation of Health Services</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEMG 620-O Quality Management in Health Services</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEMG 630-O Analysis of Models of Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td>HEMG 600-O, HESM 550-O</td>
</tr>
<tr>
<td>HEMG 640-O Effective Strategies in the Health Services Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td>HEMG 600-O, HESM 550-O</td>
</tr>
<tr>
<td>HEMG 650-O Final Project: Development of a Health Services Evaluation Model</td>
<td>3</td>
<td></td>
<td></td>
<td>All courses</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS**

42

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student’s scores in placement tests. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must comply with all applicable state and local agencies certification requirements for the degree. Revised 6/4/2014.
COURSE DESCRIPTIONS

ACCO 110-O
Quantitative Aspects
3 Credits
This course includes the use of the electronic calculator for the student to work in business applications of the following concepts. Use of percents in business, commercial discounts, cash discounts, commissions, profit margin, simple interest, compound interest, present value, discounting commercial loans, payroll deductions, inventory and depreciation. **Pre-Requisite: None**

ACCO 111-O
Introduction to Accounting I
3 Credits

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

ACCO 112-O
Introduction to Accounting II
3 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**

ACCO 515-O
Managerial Accounting
3 Credits

This course engages students in the study of the world financial requirements, the analysis of financial statements and investment decisions. It also examines related topics such as: cost accounting, budgets, and control of benefits, taxes, and inventory. **Pre-Requisite: None**
ACCO 606-O
Governmental and Non-Profit Accounting
3 Credits

In depth study of non-profit and governmental accounting and the information presented in financial statements and other reports of governmental bodies and not-for-profit agencies. The course will emphasize budget control and reporting for decision-making. Pre-Requisite: None

ACCO 627-O
Advanced Auditing
3 Credits

A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice. Pre-Requisite: None

ACCO 628-O
Advanced Accounting
3 Credits

Accounting for business combinations and mergers, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships. Application of different methods of accounting for investments on the books of a parent company. Topics include: consolidation procedures of noncontrolling interests, intercompany sales, intercompany debt, ownership patterns and income taxes. Pre-Requisite: None

ACCO 629-O
Federal Taxes
3 Credits

A study of the federal income tax law, US Treasury regulations and IRS revenue rulings and court cases. A major emphasis of the course will be tax avoidance and detailed study of personal federal tax forms and ethics. Pre-Requisite: None
ACCO 630-O
Special Issues in Taxation
3 Credits

A study of special taxation situations, regulations, policies and the law. The course will deal with inheritance, gifts and donations, and trusts, among others.

Pre-Requisite: None

ACCO 631-O
Health and other Non-Profit Institutions Accounting
3 Credits

In depth study of information presented in financial statements and other reports of health and other non-profit institutions and the state and federal laws that apply.

Pre-Requisite: None

ACCO 633-O
Internal Auditing
3 Credits

The course will provide an in-depth study of internal auditing generally accepted policies and regulations. Students will analyze the ethics code and procedures for the planning, internal controls evaluation and reporting. Pre-Requisite: None

ACCO 635-O
Information Systems Accounting
3 Credits

The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization’s units. The course emphasizes procedural techniques and studies the flow of financial data through the institution’s accounting systems. Pre-Requisite: None

BIOL 101-O
Introduction Biological Sciences I
3 Credits

This course is designed to provide instruction in the fundamentals of cell structure and physiology. It includes an examination of the cultural aspects of biology and science that
provide for man’s interaction with his ecological environment. Emphasis is placed on organic evolution as well as on human biological processes. **Pre-Requisite: None**

BIOL 102-O  
**Introduction Biological Sciences II**  
3 Credits

The course familiarizes the student with the basic concept of modern biology. Topics included are: characteristics of living organisms, organization of life, metabolism, reproduction, integration, coordination and diversity of life. **Pre-Requisite: BIOL 101-O**

BIOL 250-O  
**Introduction to the Study of Environmental Sciences**  
3 Credits

The course is a practical and appreciative study of the environment. It presents basic concepts of environment and human population as a frame of reference for the rest of the topics. The content also includes analysis and evaluation of soil, water, air, and energy resources, emphasizing fundamental aspects of pollution of these resources and their possible fitness. The development of the topic of environmental ethics is discussed with concern. **Pre-Requisite: None**

BUSG 505-O  
**Research Techniques in Business Administration**  
3 Credits

This course focuses on the application of various research techniques in businesses and the relationship between investigation and practice. It also covers the examination of the utilization of data analysis and the statistical applications to solve business problems. Additionally, this course also includes the use quantitative and qualitative research designs (Eight Week course). **Pre-Requisites: All courses except BUSG 651-O**

BUSG 525-O  
**Fundamental Ethics in Business Administration**  
3 Credits

This course covers the study of the conceptual and philosophical fundaments of the businesses emphasizing the study of ethics in decision making process. It analyzes the
values and how they are integrated to influence the organizational culture. The main discussion topics will be: ethics and free commerce.

**BUSG 650-O**  
**Action Research in Business**  
3 Credits

This course includes an analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. It includes a comparative analysis of patterns and managerial problems. The seminar is geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project. **Pre-Requisites:**  
36 approved credits

**BUSG 651-O**  
**Business Research**  
3 Credits

Presentation of a research in the area of the student’s specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. A minimum of 30 hours of scheduled meetings with the assigned professor will be needed to prepare for the presentation. **Pre-Requisites:**  
All courses

**BUSG 655-O**  
**Integration Seminar**  
3 Credits

Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project. **Pre-Requisites:** All courses
COIS 100-O
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**

COMP 110-O
Computer and Software
3 Credits

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

CRIM 103-O
Introduction to Criminal Justice
3 Credits

Introductory course in which the origin and development of the Criminal Justice System in Florida will be studied. The class will examine the aspect and basic functions of the police, the courts, defense’s lawyers, district attorney, the correction facilities and the juvenile justice system. Consideration is given to the study of the crime, definition, reach and factors associated with crime. **Pre-Requisite: None**

CRIM 118-O
Civil System
3 Credits

This course seeks to provide the student with knowledge of the historical process that promoted the development of our civil law system and its main components, such as Property Law, Family Law, Contracts, Estate Law, and Torts. **Pre-Requisites:** SOSC 111-O, SOSC 112-O
CRIM 203-O
Criminal and Juvenile Legislation in Florida
3 Credits

This course focuses on general principles of the Penal Code of Florida are studied in this course. The topics covered are criminal intention, tentative, authors, the conspiracy, classification of crimes, criminal concealment, the defenses, penalties, aggravating circumstance, the theory of the physiology of causality. The course studies crimes against persons and property. Case study and jurisprudence are an integral component of the course. Pre-Requisite: None

CRIM 204-O
Special Penal Law
3 Credits

Study of the special penal laws that regulate the penal conduct in the state. The psychology of juvenile legislation and the study of the law that cover minor offenders. Case study and jurisprudence. One semester, 3 hours weekly. Pre-Requisite: CRIM 203-O

CRIM 206-O
Introduction to Judicial Procedures
3 Credits

This course is a study of the established procedures for the treatment of lawbreakers. Also covered are the criminal procedures to be followed in the investigation, arrest and the corrective measures applied. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. Pre-Requisites: CRIM 103-O, CRIM 203-O

CRIM 208-O
Evidence, Case Preparation and Testimony
3 Credits

This course studies the rules of evidence related to the criminal process, with emphasis on hearsay and its exception. The course focuses on how to prepare an effective presentation of a criminal case before a court, and how to give oral testimony. Pre-Requisite: None
CRIM 320-O  
**Criminal Investigation**  
3 Credits  

The course of Criminal Investigation consists of the study of the origin and evolution of the criminal investigation and its relation with the antisocial in Florida. The process of the investigation of the felony from the study of the scene where the crime was committed until the judicial process takes place. The basic techniques of scientific interviews, cross examination, and the modern methods for the investigation of crime.  
**Pre-Requisite: None**

CRIM 333-O  
**Prevention and Sociological Aspects of Criminal Behavior**  
3 Credits  

Sociological study of criminal behavior based in the search of its etiology. This course emphasizes in the analysis of the criminal phenomenon, based on sociological and criminological theories of crime. Students will analyze the individual and collective effects of crime. They will also develop proposals and discuss the public policies related to prevention, intervention and treatment of crime worldwide. **Pre-Requisite: SOCI 203-O**

CRIM 335-O  
**Ethical Aspects of Justice**  
3 Credits  

This course studies the principles and ethical theories that guide the individual decision making process within the Criminal Justice System. The laws that regulate individual and professional ethical behavior are discussed. This course is carried out by use of conferences and research in jurisprudence. **Pre-Requisite: None**

CRIM 336-O  
**Seminar on Substance Use and Abuse**  
3 Credits  

The course is designed to explore the use and abuse of alcohol, tobacco, and other drugs. The physiological, psychological, and social effects will be studied and analyzed critically and objectively. Particular emphasis will be placed on the participation of
various agencies in relation to prevention, treatment, and the control that the substance use and abuse exercises over the community. **Pre-Requisite: None**

**CRIM 340-O**
The Justice System and Juvenile Delinquency
3 Credits

The course presents a broad vision of juvenile delinquency. The theories relating to the causes of delinquency (nature and extent) are studied in order to analyze the causes of illegal behavior of youths, within the context of the family, school, and community, are discussed. Delinquent behavior and due process of the law related to the modern social institutions in the state will be discussed. The students will analyze the social relations to the problems of juvenile crime (prevention, treatment, and control), as well as, the analysis of the history and role of the juvenile court system. **Pre-Requisites: CRIM 103-O, CRIM 203-O, CRIM 206-O**

**CRIM 400-O**
Criminal Procedure
3 Credits

This course studies the established procedures for the treatment of lawbreakers. This course also covers the criminal procedures to be followed in the investigation, arrest and the corrective measures that apply. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. **Pre-Requisite: CRIM 203-O**

**CRIM 415-O**
Evidence, Case Preparation and Testimony
3 Credits

This course studies the rules of evidence relating to the judicial process, with emphasis on hearsay and its exception, how to prepare an effective presentation of a case before a court, and how to present evidence. **Pre-Requisites: CRIM 103-O, CRIM 203-O, CRIM 206-O**
CRIM 425-O
Applied Criminalistics
3 Credits

A study of the rules of evidence relating to the judicial process, with emphasis on hearsay and its exception, how to prepare an effective presentation of a case before a court, and how to present to evidence. **Pre-Requisite: CRIM 320-O**

CRIM 430-O
Rehabilitation, Civil Rights and the State Correctional System
3 Credits

Principles of the correction system, its philosophy, legal bases, organization and administration of correctional facilities. Included are the area of penal institutions, community programs, the parole board, community rehabilitation, the bureau of evaluation and canceling, program of treatment and assistance for people confined to penal institutions and the penal officers group. **Pre-Requisites: CRIM 103-O, PALE 105-O**

CRIM 432-O
Criminal Technology, Fraud and Cyber Crimes
3 Credits

This course aims to familiarize students with the term fraud and its definition in the Penal Code, and offenses in which the term applies to fraud in our criminal justice system. Also consider the terms for the inhabitants of Cyberspace. Students will learn to apply the form of search and tracking of evidence on computers and digital equipment. Work on how to identify, preserve, package and present such evidence in a legal and proper scrutiny should be submitted to the preservation of the “Chain of Evidence”. Includes the study of Federal Law, State & International, applied in the digital computer fraud. **Pre-Requisite: CRIM 103-O**

CRIM 434-O
Forensic Psychology in the Criminal Justice System
3 Credits

Studies the application of psychology to legal proceedings. Integrates different types of psychology to the evaluation of witnesses, evidence and presentation of oral evidence in
court. Students will learn to use modern techniques of interrogation and psychological interview. They will also apply theoretical knowledge in a dynamic practice in the classroom.

**CRIM 436-O**
**General Overview of the Forensic Sciences**
**3 Credits**

Study of the basic principles of the auxiliary sciences of Criminal Law. Emphasizes in the application of science to legal proceedings in the Criminal Justice System. They work on issues related to toxicology, anthropology, pathology, chemistry, physics, dentistry, among other disciplines, from a forensic perspective. Applies scientific knowledge to the legal context for the training of forensic expert thinking.

**Pre-Requisites: None**

**CRIM 475-O**
**Supervised Practicum**
**3 Credits**

This is a field experience in which the student will have the opportunity to apply the knowledge gained and the skills and values developed in a private or public agency that has as working relation with the Criminal Justice System. **Pre-Requisites: All CRIM Courses**

**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.

**Pre-Requisite: None**
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 State Laws and Regulations as they relate to Early Childhood Education in the state. **Pre-Requisites: EDUC 171-O, ECED 173-O**

ECED 310-O
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-O
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-Requisite: None**
ECED 322-O  
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. **Pre-Requisite: None**

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-Requisites: 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
Teaching Reading to non-English Speakers in Pre K-3
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 the 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**

**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 the state. **Pre-Requisite:** be a fourth year student; Concurrent with ECED 443-O. 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-O**

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

*3 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 the state. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies. The practicum in teaching lasts 12 weeks providing 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 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-Requisites: All Courses, Concurrent with ECED 442-O**
ECON 123-O
Economics Compendium
3 Credits

This course is a compendium of Economics 121-O and 122-O, this course places emphasis on microeconomics, particularly the theory of firms and markets. It provides a condensed vision of modern macroeconomic theory, including the problems of physical and monetary policy that are pertinent to economic systems. 

Pre-Requisite: None

ECON 520-O
Business Economics and Finances
3 Credits

This course covers a comprehensive study of the principles in macro & micro economy and finances applied to businesses. In the area of economics it will discuss and analyze the following topics: economic indexes, Federal Reserve Rules, international commerce, commercial exchange rate, unemployment causes and effects, inflation, consumer’s demand and costs structure. In the area of finances: business planning, long term investments, financial planning for the management of taxes and human resources, financial planning for international markets and the decision making processes necessary to project the financial vision of the company.

ECON 530-O
Business Economics
3 Credits

Comprehensive course that studies the principles of macroeconomics and microeconomics applied to companies. Participants will discuss and analyze economic aspects associated with the following: economic indices, Federal Reserve policies, National Fiscal Policy, causes and effects of unemployment, inflation, consumer’s demand and cost structure in business. As part of the macroeconomic and microeconomic theories, the economic analysis tools mentioned above will be discussed; the dynamics of enterprises and the way of projecting their operations into the future. The understanding of these aspects will provide the basis for the economic analysis that integrated the knowledge of statistics, mathematics and the economic theory that are useful in the decisional process of companies. Pre-Requisite: None
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 the state 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. **Pre-Requisites: 6 credits of prior courses**

EDAG 641-O  
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-O**

EDAG 644-O  
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. **Pre-Requisite: None**
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 Education
3 Credits

This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, in the United States. Topics are framed in the context of the history of education in Florida. 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 Florida as well as in the United States are addressed. Pre-Requisite: None

EDAG 652-O
Budget and Financial System Educational Organizations at the School Level
3 Credits

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-O**  
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-O**  
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-Requisites:** Completed all courses and a passing score on the Florida Educational Leadership Exam (FELE).

**EDBE 502-O**
**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-O**
**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-O
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-O
Introduction to Research: Purposes, Issues, and Methodologies
Research Course (6 hours):
3 Credits

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-O**  
*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-O**

**EDBE 524-O**  
*Methods of ESOL Literacy and Language Development Applied to Content Areas*  
*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-O**  
*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-O**  
**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-O**  
**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-O
Field Experiences in Bilingual and Second Language Education
3 Credits

Observations and classroom participatory internship experience (12 weeks, 20 hours a week) 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 State law Mandates. Pre-Requisites: 20 credits approved; including: EDBE 502-O, EDBE 525-O, & EDBE 566-O

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 I
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 172-O
Human Growth and Development II
3 Credits

Interdisciplinary study of human development from adolescence through adulthood. The course integrates the physical, cognitive, socio-emotional and moral dimensions of the individual and their implications for educational practice. It analyzes the development from cases that are contextualized in the socio-historical, cultural and educational context. The course is developed through case analysis and observations of the developing person. **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-O**

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 hat 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-O  
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-Requisites: 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 the state. 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-Requisites: EDUC 171-O, TESL 222-O**
EDUC 403
Curriculum Design
3 Credits

This course focuses on the evaluation and practice of the methodologies, techniques and approaches to curriculum design at the school level. It also discusses curriculum design models. The course covers the study and analysis of the curriculum guide, the expectations and standards that make up the school curriculum. It reflects upon the skills of critical thinking and creative construction of knowledge in the domains of competencies, skills, and attitudes. **Pre-Requisite: None**

EDUC 409
Planning and Evaluation of Learning
3 Credits

Deals with the principles and foundations of evaluation and measurement, means and techniques for quantitative, as well as, qualitative evaluation. Includes application, interpretation and analyzes of results within the learning process. EDUC 171-O, 172-O; be a third year student. Program’s gatekeeper course. **Pre-Requisite: None**

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. The course includes research-based practices to teach Math effectively to impact student achievement. The course incorporates the requirements for Math State Assessment. **Pre-Requisites: MATH 111-O, MATH 112-O**

EDUC 411
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. The course includes research-based practices to teach Science effectively to impact student achievement. The course incorporates the requirements for Science state assessment. **Pre-Requisite: None**
EDUC 414-O
Language Arts at the Primary Level
3 Credits

This course will study and analyze the curriculum guides and standards for the education of language arts at the primary level (K-3). Evaluation and praxis of the methodologies, techniques and approaches for the linguistics and literature in this level. The course will give emphasis in grammar and oral practice, reading and writing skill for the primary levels. Reflection, skills of critical-creative thought and construction of knowledge from the domain of the Spanish linguistics skills. Awareness, application and assessment of techniques, methodologies and approaches in the education of the English like second language. **Pre-Requisite: None**

EDUC 420-O
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-requisite: None**

EDUC 435-O
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 the state. Emphasis in case studies, problem solving, themes discussion and application of technology are incorporated. **Pre-Requisites: School authorization is required. This is an 8 week course. Pre-Requisites: All courses except EDUC 436-O, ECED 442-O or SPED 405-O. *Course must be completed with a passing grade before registering in ECED 442-O OR SPED 405-O**
EDUC 436-O
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 the state. As part of completing this course successfully, the student must provide evidence of receiving a passing score on the Florida General Knowledge Test. **Pre-Requisites:** To be completed during the semester just preceding practice in teaching. This is an 8 week course. **Pre-Requisites:** All courses except ECED 442-O or SPED 405-O. *Course must be completed with a passing grade before registering for ECED 442-O, or SPED 405-O

EDUG 535-O
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. 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. Pre-Requisite: None

ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English) Preparatory English
4 Credits

This course is designed for low and high beginning level students (Level 1 – Starting). It is a conversational and grammar-based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students will develop and/or strengthen skills for effective paragraph construction and basic expository essay writing skills. The main focus of the course is to prepare students for English academic course work in their selected degree program. Students who score between 0 – 120 points in the English placement test must enroll in this course in the first term of enrollment. This course requires the use of E-Lab and/or the Language Lab guided by the course English faculty.

ENGL 102-O
Basic English
4 Credits

This course is designed for low and basic level students (Level 2 – Emerging). The primary goal of this course is to teach communicative competence, which is the ability to communicate in English according to the situation, purpose, and student’s roles in the communication process at the professional level. Emphasis is placed on the development of aural (listening)/oral (speaking) comprehension skills. Basic reading and writing (productive) skills are also emphasized. In both cases, assignments and activities are in the context of topics from the degree programs the students represent. It systematically reviews basic structures and vocabulary with a substantial amount of listening, speaking, reading, and writing practice, which leads students to a more confident ownership of the language. Reconstruction of relevant life and job activities will
be used in a constructivist approach to learning. Students who score between 121-240 points in the English placement test must enroll in this course in the first term of enrollment. This course requires the use of e-lab and/or the language lab guided by the course English faculty.

**ENGL 115-O**  
College Reading and Writing I  
4 Credits

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

**ENGL 116-O**  
College Reading and Writing II  
4 Credits

This course is designed for English high intermediate level students (*Level 4 – Expanding*). It is the continuation of the first year English course, ENGL 115. An integrated language arts (listening, speaking, reading, and writing) approach is used in the course. The course focuses on strengthening paragraph construction conventions, content, organization, voice, vocabulary, fluency, grammar, and syntax of college technical writing at the high intermediate proficiency level. The course is intended to increase skills on professional college reading and writing skills aligned to the student’s degree program. Research projects will be developed through the responsible use of technology by individual, pair, and group work. This course requires the use of E-Lab and/or the language lab guided by the course English faculty. Pre-Requisite: ENGL 115-O
ENGL 205-O
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-O
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-O**

ENGL 212-O
Basic Business English II
3 Credits

This course is the continuation to Basic Business English I (ENGL 211-O) for students in the Business Administration and Secretarial Sciences 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-O**

ENGL 220-O
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-Requisites: ENGL 103-O, 104-O**
ENGL 221-O
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-O**

ENGL 331-O
Public Speaking
4 Credits

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

*Pre-Requisites: ENGL 115-O, ENGL116-O*

ENGL 500-O
Graduate Preparatory English
3 Credits

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

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

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

**FINA 530-O**  
**Managerial Finance**  
**3 Credits**

An approach to business planning, long-term investment management, financial planning for taxes and for human resources in the organization, financial transactions in international markets, risk management, and the decision-making process will be studied to project the financial vision in business including going public. The course presents advanced finance concepts in asset pricing, capital budgeting, capital raising, payout policies, risk management and corporate governance as well as related practical applications. Furthermore a discussion of financial instruments, markets and institutions and how they have innovated through the use of internet-based transactions will be presented. **Pre-Requisite: None**

**HEMG 600-O**  
**Fundamental in Health Services Evaluation**  
**3 Credits**

Discussion of the development of the discipline, the scope, effectiveness and efficiency of the evaluation of health services. After completing the course the student will demonstrate the added value of discipline, the importance of the specialty and the models of greater relevance in health services. We will study the components of planning, institutional goals, budget development, strategic thinking and continuous qualitative and quantitative monitoring mechanism in the healthcare scenario. **Pre-Requisite: None**
HEMG 610-O
Legal and Ethical Issues in the Evaluation of Health Services
3 Credits

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

HEMG 620-O
Quality Management in Health Services
3 Credits

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

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

Analysis of the different models of program evaluation, including needs assessment, formative research, process evaluation, monitoring outcomes, impact assessment and cost analysis; as part of the course the students will be taught to develop indicators, statistical analysis, and development of an evaluation plan to measure the impact on the organization. The course last eight (8) weeks. The course includes two contact hours of laboratory weekly. Pre-Requisites: HEMG 600-O, HESM 550-O
HEMG 640-O
Effective Strategies in the Health Services Evaluation
3 Credits

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

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

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

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

Pre-Requisites: All courses

HESC 123-O
Health and Occupational Safety
3 Credits

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

Pre-Requisite: None
HESM 110-O
Health Services Management
3 Credits

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

HESM 210-O
Health Systems and Models
3 Credits

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

HESM 220-O
Health Services Planning and Evaluation
3 Credits

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

HESM 230-O
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-Requisite: MATH 111-O**

**HESM 310-O**

**Health Economics**

3 Credits

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

**HESM 320-O**

**Basic Finances in the Health Industry**

3 Credits

This course covers the study of the financial practices of health services organizations. Also, it includes the fundamental methods and techniques for financial administration in the health services industry, including fund distribution, capital management, determination and assignment of costs service rates. Case studies and applications are provided. **Pre-Requisites: MATH 111-O, MATH 112-O**

**HESM 330-O**

**Legal Aspects in the Health Industry**

3 Credits

This course studies the existing legislation in health services in the state and in the United States. Emphasis is placed on the norms that have a bearing on the health services industry. Application experiences through case studies in aspects such as malpractice, patient rights, informed consent, doctor-patient relationship, accidents, collective bargaining and ethical and legal issues. **Pre-Requisites: MANA 210-O, PUHE 101-O**
HESM 340-O
Budgeting for the Health Industry
3 Credits

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

HESM 410-O
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 micro-computers and in mainframes, and for data collection, services utilization, billing, census, and others. Pre-Requisites: COMP 110-O, HESM 110-O, HESM 220-O

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

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

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

Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. This is an 8 week course. Pre-Requisites: All courses,
Concurrent with HESM 431-O and Institution or Internship Coordinator's Approval. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures.

HESM 431-O
Seminar in Health Services Management
3 Credits

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

HESM 500-O
Organizational Behavior
3 Credits

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

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

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

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

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

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

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

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

Students will learn the basics of design, requirements, applications, operation, control and regulation of computer systems in the health services. Be trained in the use and benefits of electronic medical records, disclosure protocols and operation, as well as to use information management systems to enter data, analyze them and obtain information for research and evaluation purposes. Students will know and indicate links requirements for various applications such as Laboratory Information System (LIS), Picture Archiving and Communications System (PACS), Billing and Collection (Billing
and Collection), and others. The course includes two laboratory contact hours weekly.

**Pre-Requisite: None**

**HESM 550-O**

Research Methods in Health Services Management

3 Credits

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

**Pre-Requisites:** HEMG 600-O, HESM 560-O, HESM 570-O

**HESM 560-O**

Applied Biostatistics

3 Credits

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

**Pre-Requisite:** Undergraduate Bio-Statistic course.

**HESM 570-O**

Fundamentals of Epidemiology

3 Credits

It emphasizes the importance of the manager and evaluator of health services and its importance as a leader in creating solutions that meet the needs of communities. Application of the epidemiological method in the management of health services. It will take into account the principles of epidemiology as a control and eradication of diseases to solve the health problems of the population. The course describes the natural history of the disease and the inclusion of statistics strategies for health promotion and disease prevention. It also discusses the advantages and limitations of various epidemiological designs.

**Pre-Requisite: None**
HIST 223-O
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 253-O
Survey Course in the Study of History of Puerto Rico
3 Credits

This is a compendium course, which includes a study of the historical evolution of Puerto Rico from the Pre-Colombian period to the present. Pre-Requisite: None

HIST 263-O
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-O
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 humanity's cultural evolution from its beginnings to the development of cities and urban life, with special attention on ancient cities. It promotes general understanding of moral, social, and cultural values through history. The course covers the study and analysis of the origins of Western civilization from prehistory to the development of the Hellenistic civilization. Students will develop cooperative and critical thinking skills by the analysis of human development and the influence Ancient World cultures and civilizations have on contemporary political, economic, and sociocultural factors. Emphasis will be on the role played by aesthetics, philosophical, political, and economic factors in civilization. Students will have the opportunity to interact and construct their own knowledge on the topic. **Pre-Requisite: None**

HUMA 102-O
World Cultures II
3 Credits

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

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-Requisites: ITHM 101-O, COMP 110-O**

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 250 hours. 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-O, 115-O, 280-O**
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-O**

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-O
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-Requisite: 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-O  
**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-O  
**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-Requisite: ITHM 250-O**

ITHM 340-O

**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-O

**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-O**

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's 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-O

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-Requisite: 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 a total of 300 hours 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-Requisite: 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-O
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-Requisite: ITHM 250-O
ITHM 406-O
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-Requisite: ITHM 250-O**

ITHM 455-O
Internship II
3 Credits

This is an advanced job experience opportunity. The student will work a total of 300 hours 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-O**

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-O
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-O
Business Administration Theory
3 Credits

This course examines the principles and functions of the managerial process systematically. The focus of the course is to analyze the role and behavior of human resources in an enterprise and its interrelations. The course also studies the application of functional planning, organization, direction and control of managerial case studies.

Pre-Requisite: None

MANA 213-O
Personnel Management
3 Credits

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

MANA 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-O
Organizational Behavior
3 Credits

This course provides an overview of the individual’s personal characteristics within the organizational setting. In order to understand people’s behavior in organizations, students will thoroughly cover the following topics: organizational theory and practices, individual characteristics and social processes, understanding group behavior and organizational objectives, organizational effectiveness, and performance. **Pre-Requisite: None**

MANA 500-O
Organizational Behavior and Development
3 Credits

This course involves students in the study of the human behavior in an organization with emphasis in application of theories and concepts of the human behavior in an organization and in management. Some of the main topics are: motivation, leadership, reaction to change, formal & informal communication, interpersonal relations and group dynamics. **Pre-Requisite: None**

MANA 501-O
Organizational Development and Behavior
3 Credits

The course Organizational Behavior and Development is oriented towards the study of the impact of the organizational behavior and its effects in the development of an Organization. Its main emphasis is the application of these theories at an individual and group level; and the processes related to the effectiveness and efficiency of an organization.

MANA 613-O
Management of Diversity
3 Credits

Study of the complex dynamics of diversity in the organization and the strategies to promote unity and avoid stereotypes in order to achieve its mission and objectives. Evaluation of demographic trends and value diversity in labor force and its
projections in the organizational structure. Analysis of the impact and legal implications in management related to discrimination for sex, ethnic origin, age, disability, sexual orientation, and religion. **Pre-Requisite: None**

**MARK 510-O**  
Marketing Management  
3 Credits

This course is developed from the basic fundamental management theories of marketing. It emphasizes the process of decision making necessary for a marketing environment oriented to the company goals and based in the analysis of the markets’ opportunities and needs. **Pre-Requisite: None**

**MATH 103-O**  
Basic Mathematics I  
3 Credits

Study of the fundamental concepts in basic mathematics: operations with whole numbers, fractions and decimals, ratio, proportions, percentage, integer numbers, measurement, and applications. **Pre-Requisite: ACCUPLACER Math Placement Test.**

**MATH 104-O**  
Basic Mathematics II  
3 Credits

Elementary algebra and introduction to geometry, statistics and probability, exponential laws, polynomials, linear equations, and basic concepts of geometry. **Pre-Requisite: ACCUPLACER Math Placement Test**

**MATH 105-O**  
Basic Mathematics  
3 Credits

This course presents the fundamental operations used with whole numbers, decimals, fractions, percentages, measurements, integers, ratios and proportions, and scientific notation. It also covers basic algebra, first-degree equations and graphs, and the metric and apothecary systems. **Pre-Requisite: None**
MATH 111-O  
**Intermediate Algebra I**  
3 Credits  

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

MATH 112-O  
**Intermediate Algebra II**  
3 Credits  

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

MATH 120-O  
**Basic Algebra**  
3 Credits  

This course presents topics such as: the set of real numbers, percentage, algebraic expressions, linear equations, linear inequalities, polynomials and its basic operations. Emphasize in application and comprehension skills. Develop the course concepts with responsible use of technology, cooperative learning, problem solving and different assessment techniques. **Pre-Requisite: None**

PALE 105-O  
**Constitutional Principles**  
3 Credits  

PHAR 210-O  
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 avoirdupois systems, domestic system, conversions between system and the interpretation of prescriptions. **Pre-Requisite: MATH 120-O**

PHAR 211-O  
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. **Pre-Requisite: PHAR 210-O**

PHAR 212-O  
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.  
**Pre-Requisite: None**

PHAR 226-O  
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 in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of
the drug, but also safe and effective use of medicines of more demand today.

Pre-Requisite: None

PHAR 227-O
Pharmacotherapy for Pharmacy Technicians II
3 Credits

This is the second of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. Pre-Requisite: PHAR 226-O

PHAR 228-O
Pharmacotherapy for Pharmacy Technicians III
3 Credits

This is the third of a three parts course that integrates the basic knowledge in anatomy, physiology, pathophysiology and pharmacology necessary to carry out effectively the functions of a pharmacy technician in the state. Emphasis is given not only to the pharmacologic part where the student is familiarized with the generic and trade names of the drug, but also safe and effective use of medicines of more demand today. Pre-Requisite: PHAR 226-O

PHAR 230-O
Pharmaceutical Technology I
3 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. Aspects related to the bioavailability of the drug and route of administration for different dosage forms are briefly discussed. Laboratory practice is included for almost all the topics of the course. Requires laboratory. Pre-Requisite: PHAR 210-O
PHAR 230-OL
Pharmaceutical Technology I Laboratory
3 Credits

This laboratory type course offers students the opportunity to put into practice the knowledge acquired in the Pharmaceutical Technology I course. It familiarizes the student with the basic equipment and materials required in a community or hospital pharmacy for the preparation of compounding drugs. Examples of different dosage forms that are prepared are: solutions, syrups, tinctures, emulsions, lotions, ointments, among others. **Pre-requisite: PHAR 210-O**

PHAR 231-O
Pharmaceutical Technology II
3 Credits

This is a continuation course that presents the different types of dosage forms and drug delivery systems. Emphasis is given to their physicochemical properties, formulations, preparation methods, preservation packaging and storage. Aspects related to the drug bioavailability, and route of administration for different dosage forms are briefly discussed. Laboratory practice is included for almost all the topics of the course. Requires laboratory. **Pre-Requisites: PHAR 210-O, 230-O**

PHAR 231-OL
Pharmaceutical Technology II Laboratory
3 Credits

This laboratory type course offers students the opportunity to put into practice the knowledge acquired in the Pharmaceutical Technology II course. It familiarizes the student with the computer system used in community or hospital pharmacies for proper billing of different dosage forms discussed in the course. The correct way of administration, management and interpretation of prescriptions of dosage forms is discussed and practiced. Examples of dosage forms discussed are: ophthalmic products, optic products, nasal products, pharmaceutical aerosols and topical oral 175 products, among others. **Pre-Requisites: PHAR 210-O, 230-O**
PHAR 233-O
Posology
3 Credits

Study of the activities related to the filling of facultative prescriptions. The student will apply concepts studied on dose, administration routes, drug concentration and interactions. Emphasis is given in the prescription interpretation, correct labeling and instructions to the patient. One semester, 3 hours lecture. **Pre-Requisite: PHAR 210-O**

PHAR 250-O
Hospital Pharmacy
2 Credits

The course is a comprehensive study of the pharmaceutical services provided by the pharmacy to the hospital departments in concern. The content includes analysis and evaluation of the drug distribution systems. It also emphasizes in-patients and outpatients dispensing procedures that govern the safe administration of drugs and biological. Computers in hospital pharmacy, intravenous additives system, hyper alimentation and other special topics are also evaluated. **Pre-Requisite: PHAR 210-O**

PHAR 251-O
Prescription Dispensing and Pharmaceutical Specialties I
3 Credits

This course includes the discussion of all the activities related to the prescription dispensing procedures. Topics included are prescription interpretation, product selection, prescription preparation, packaging and labeling. Instruction to the patient in regard to proper use of the medication, possible interactions and proper storage and disposition are discussed. Emphasis is given to the study of the different product specialties such as, generic drugs, trade names and over the counter drugs. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

PHAR 252-O
Prescription Dispensing and Pharmaceutical Specialties II
3 Credits

This is a continuation course that includes the discussion of all the activities related to the prescription dispensing procedures. Topics included are prescription interpretation,
product selection, prescription preparation, packaging and labeling. Instruction to the patient in regard to proper use of the medication, possible interactions and proper storage and disposition are discussed. Emphasis is given to the study of the different product specialties such as, generic drugs, trade names and over the counter drugs. 

**Pre-Requisites:** PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O

**PHAR 255-O**
Pharmaceutical Legislation
3 Credits

This course presents the laws related to the production, distribution of pharmaceutical products and other substances sold by the community drugstore under local, State Law and the Federal Laws and Regulations. It also discusses the laws, regulations and ethical norms that affect the pharmacy profession. **Pre-Requisites:** PHAR 210-O, 212-O

**PHAR 256-O**
Supervised Practice in Pharmacy I
2 Credits

Supervised practice is designed to develop in students the necessary skills for pharmacy service, patient-oriented, which is acquired through experiences in a community or hospital pharmacy. Clinical practice is conducted under the direct supervision of a licensed and registered with the Department of Health pharmacist. Through his work in community or hospital pharmacy students will obtain experience in the following areas: pharmacy management, prescription dispensing, patient-oriented services and the use of profiles. This clinical practice is directed and coordinated by a professor of the institution and will require a minimum of 200 hours of practice per semester to approve it. **Pre-Requisites:** PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O

**PHAR 257-O**
Supervised Practice in Pharmacy II
2 Credits

This course is a continuation of supervised practice which is aimed at further developing students' skills in the pharmacy service, pharmacy administration, dispensing, patient-oriented services, the use of profiles and all those other skills necessary for a pharmacy technician. Clinical practice is conducted under the direct supervision of a licensed and registered with the Department of Health pharmacist. This clinical practice is directed
and coordinated by a professor of the institution and will require a minimum of 200 hours of practice per semester to approve it. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

**PHAR 258-O**
*Practicum Seminar*

2 Credits

This type course seminar is intended to provide students with the opportunity to review all the knowledge in the approved courses and during the first phase of their practical experience to prepare them to take their professional exam. Emphasis will be given in relevant areas such as pharmaceutical calculations, drug treatment, technical, administrative and legal aspects of the pharmacy practice. **Pre-Requisites: PHAR 210-O, 211-O, 226-O, 227-O, 228-O, 230-O, 231-O**

**POSC 253-O**
*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**

**PRMG 530-O**
*Project Management I: Introduction to Project Management*

3 Credits

This course covers the analysis of processes related to Program Management. Comprehension of a projects’ life cycle and the importance of evaluating its different phases in the achievement of organizational goals is also studied. Emphasis is placed on the development of skills and competencies related to planning and methodologies of the area. It also covers the study of general theoretical and practical related concepts. Contrasts between project and operations are studied in the course, as well. **Pre-Requisite: None**
PRMG 640-O
Project Management II: Project Planning
3 Credits

This course focuses on analysis, action plan development, and usage of effective methods in project management. It also includes studies the processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools and techniques used in project management processes. **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-Requisite: PSYC 121-O**

PSYC 210-O
Human Sexuality
3 Credits

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

**PSYC 222-O**  
Adolescence Psychology  
3 Credits

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

**PSYC 225-O**  
Social Psychology  
3 Credits

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

**PSYC 226-O**  
Evolutional Psychology  
3 Credits

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

**PSYC 228-O**  
Diversity Psychology  
3 Credits

Scientific study of social interaction in the development of personality from the perspectives of psychology and sociology; includes relationships with others, as well as, with groups within the cultural environment. Emphasis is given to understanding the process of socialization, symbolism, social values, citizenship, behavioral dynamics, and
group interrelation and cultural context influence each other; and analysis of how conflicts arise in the workplace and the individual as a result of this interaction. The study of the theoretical context of both approaches will be the base for the discussion of readings, personal and workplace case analysis, problem solving, teamwork, and critical reflections. Responsible use of technology will be encouraged. **Pre-Requisite: None**

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

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

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

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

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

This course is designed to introduce the student to the psychological study of gender. Topics will include: What it means to be a male or a female in our society and other societies around the world; how gender develops over the 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. **Pre-Requisite: None**
PSYC 327-O
Psychology of the Elderly
3 Credits

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

PSYC 343-O
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-Requisite: PSYC 226-O

PSYC 350-O
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-Requisite: PSYC 122-O

PSYC 355-O
Industrial Psychology
3 Credits

This course focuses on the introduction to the study of the Industrial Organizational Psychology methods, theories and its historical perspective.
Pre-Requisite: None
PSYC 400-O  
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 122-O, PSYC 226-O, PSYC 343-O

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-O  
Physiological Psychology  
3 Credits  
This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior, and the superior cortical processes is studied. The different emotional theories dealing with motivation and learning will be analyzed. The impact of the theories 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-Requisite:** PSYC 122-O

PSYC 450-O  
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 122-O, PSYC 226-O, PSYC 322-O, PSYC 343-O, PSYC 350-O, PSYC 400-O

**PSYC 451-O**  
**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-Requisite:** PSYC 450-O

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

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

**Pre-Requisite: None**

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

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

**Pre-Requisite: None**

**PUAG 515-O**

**Research Methods Applied to Public Affairs**

3 Credits

This course focuses on the study and practice of the most common research methodologies used in need analysis and program evaluation for public issues. Methodologies include: questionnaires, surveys, checklists, interviews, documentation reviews, observation, focus groups, and case studies. The course includes practice in research proposal writing, data collection techniques design, sampling, coding, data analysis, and final report writing. Training and use of basic descriptive and inferential computer statistical tools 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. **Pre-Requisite: None**

**PUAG 524-O**

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

3 Credits

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, 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. **Pre-Requisite: None**
PUAG 535-O

Strategic Management and Public Policy

3 Credits

This course introduces students to the concept of public service strategies and how they relate to the public policy making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques, and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role in developing, implementing and monitoring strategy for organizations operating in the public sector. **Pre-Requisite: None**

PUAG 604-O

Urban Affairs and Public Policy

3 Credits

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

PUAG 605-O

Topics and Cases in Urban Policy and Planning

3 Credits

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

Pre-Requisite: None

PUAG 608-O
Community Organizations and Public Policy
3 Credits

The course will cover how community-based organizations are affected by and affect urban development and city services. We will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. Community organizations often are defined by how state, federal and city governments define poverty, urban blight, and other measures of community (including people not just place). The capabilities and interests of communities often are quite different than those narrowly defined perceptions and new public policy strategies are recognizing this. How communities communicate to the public policy arena and how government addresses community in that arena are important topics to consider as we search for effective means to solve problems and address issues that are of interest to both the nonprofit and public sectors.

Pre-Requisite: None

PUAG 610-O
Legislative Process
3 Credits

This course focuses on a strategic study of the legislative process in the state and its impact to public and non-profit management. Pre-Requisite: None
PUAG 615-O
Development of Financial Proposals for Public Sector
3 Credits

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

Pre-Requisite: None

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

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

PUAG 626-O
Special Topics
3 Credits

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

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

This course will provide the analysis of on management issues unique to 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. **Pre-Requisite: None**

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

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

**PUAG 665-O**  
**Capstone Course**  
**3 Credits**

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

**PUHE 101-O**  
**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-O**  
**Biostatistics**  
**3 Credits**

This course focuses on the basic concepts and principles of statistics applied to life and health. Emphasis on the basic techniques used in scientific research, primarily in areas of health education and public health. Analysis of the major statistical concepts such as: the scientific method and the statistics method and others. **Pre-Requisite: Math 111-O**
SUAGM: UNE Metro Orlando Campus/South Florida Campus/Tampa Bay Campus
Catalog 2016-2017

PUHE 203-O
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-O, concurrent w/ PUHE 210-O

PUHE 210-O
Biological Aspects of Human Diseases
3 Credits

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

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

Analysis and evaluation of the values, attitudes, and prejudices in the academic and professional life. Studies the effect that students’ behavior has in their lives and in other people’s lives as well. Evaluates different styles of ethical behavior from different philosophical perspectives. This allows them to choose the perspectives that foster greater self-control particularly in the academic setting. Students apply concepts through concept maps, self-reflections, case study, role-playing, group work, and the responsible use of technology. **The course must be completed within the first term of enrollment in the institution.** *Required for all new undergraduate students.
REHU 600-O
Human Resources Management and Organizational Development
3 Credits

A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependency of the constitutive elements of: managerial styles, strategic planning, culture and organizational structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes. **Pre-Requisite: None**

REHU 610-O
Training and Development of Human Resources
3 Credits

The evaluation of methods, concepts, theories and strategies for the integral human resources development as a function of the individual and organizational needs and expectations. It will emphasize the training need assessment, instructional design, development and evaluation of training and development programs. It will also analyze research designs and other mechanisms for the evaluation of the effectiveness and efficiency of the teaching and learning process, transference and results measurement. **Pre-Requisite: None**

REHU 611-O
Labor and Industrial Relations in Human Resources Management
3 Credits

A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees and the management. It will discuss the rights, prerogatives and obligations of the involved parties and their implications for the organizational system. **Pre-Requisite: None**
REHU 612-O

Compensation and Benefits Management

3 Credits

Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation. **Pre-Requisite: None**

REHU 614-O

Security, Hygiene, and Labor Quality Life Management

3 Credits

The study of safety and security, disabilities, industrial hygiene, health and legislation related to these areas and the impact in human resources management. The course focuses on the responsibility involved to create a safe place for working. Insurance, medical services, prevention, and quality life in work are discussed. **Pre-Requisite: None**

REHU 615-O

International Human Resources Management

3 Credits

Study of the philosophy, theories, policies and predominant practices in the field of human resources management applied to an international context. It focuses on the analysis of the principal strategies applied to the human resources field, and their effect on the organizational dynamics in a global economic market. It will emphasize the study of the impact of cultural, economic, labor, human and logistic factors. **Pre-Requisite: None**

REHU 620-O

Leadership in the Organization

3 Credits

Study of leadership styles and their functions in business. Motivation, communication, control strategies, impact of change, team working, and effective relations in leadership are discussed. The course also analyzes needs to identify, understand,
and maximize organizational leadership strategies. Leadership is evaluated from the following perspectives: organizational development, decision-making process, and total quality. **Pre-Requisite: None**

**SCIE 111-O**  
**Integrated Sciences I**  
**3 Credits**

SCIE 111-O course, Integrated Sciences I, gives the students the opportunity to familiarize themselves and integrate concepts from the different areas of science. The topics included in this course are: Sciences processes, the scientific method, interrelationship between science and technology, matter, energy, physical sciences, and chemistry. Through the use of learning activities the student will identify, analyze, and discuss teaching techniques and strategies to relay their knowledge to their future students in a constructivist and dynamic way. **Pre-Requisite: None**

**SCIE 112-O**  
**Integrated Sciences II**  
**3 Credits**

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

**SCIE 113-O**  
**Integrated Science Compendium**  
**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: None**

**SCFG 503-O**

**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-O**

**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-O**  
**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-O**  
**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. **Pre-Requisites: SOSC 101-O, 102-O**

**SOCI 202-O**  
**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. **Pre-Requisite: SOCI 201-O**
SOCI 203-O  
Principles of Sociology  
3 Credits

This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions and influences of interaction, changes and social processes.  
Pre-Requisite: 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 society. The presentation of the themes to be discussed will be from a sociological perspective. Pre-Requisite: None

SOSC 101-O  
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-O  
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-O
SOSC 111-O  
**Individual, Community, Government, and Social Responsibility I**  
3 Credits

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

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

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

SOSC 250-O  
**Statistics in Social Sciences**  
3 Credits

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

SOSC 258-O  
**Research Techniques in Social Sciences**  
3 Credits

Introduces the learner to the application of all scientific techniques for research and investigation in the social sciences. Places emphasis on basic procedures for gathering data, establishing the problem and hypothesis, analyzing, interpreting and applying findings. **Pre-Requisite: SOSC 250-O**
SPAN 100-O

Communications Skills for Spanish as a First Language

4 Credits

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

SPAN 102-O

Introductory Spanish Language- Basic Level II

4 Credits

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

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

This course fosters the development of language skills, both written and oral, as basic elements to convey different types of messages in accordance with the principles of effective communication and grammar rules in Spanish. At a high intermediate level, it aims to introduce students to the proper use of language in their professional fields and in their private lives, always applying the standards governing the formal features of the Spanish language. It is through meaningful exercises and activities, with emphasis on spelling and grammatical rules, and the correct use of writing/editing techniques, that college-level students will learn effective ways to express themselves and apply these to their subject area. They will not only learn the proper rules for written communication, but also the correct etiquette that includes from writing e-mails to written reports. Special attention is given to verbal communication and body language as important characteristics of formal communication. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. Pre-Requisite: None

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

This advanced Spanish course focuses on the use of language from a communication approach thus allowing the adult learner to further develop his/her language skills. In addition, the course deals with reading analysis and interpretation in reference to the evaluation of the content of the message (inference, critical analysis, distinguishing between facts, opinions, and assumptions), which goes beyond the meaning of the text,
techniques, and author’s resources. It also includes studying the text readings from the reader’s perspective, while analyzing the content in reference to the central idea of the context, secondary idea, vocabulary, the correlation of ideas, different types of speeches, and languages. The course will give special attention to the proper wording of messages and sentence/paragraph construction. It will allow many opportunities to practice and manage grammatical structures in reference to spelling, punctuation, the development of techniques for oral presentations, proper body language, and the use of technology. The course pays close attention to the practice and management of grammatical structures in regards to the inaccuracies or misuse of the language (barbarisms, solecisms, ambiguities, agreement, pleonasms, etc.). The course is developed through reading discussions, reflections, reviews, research, essay writing, and oral presentations supported by technology. Finally, the resources and practical exercises found in the Language Lab/E-Lab are essential to this course. This language lab component has been placed in order to support students as they prepare to become bilingual and competent individuals in both their professional and personal lives. This course requires the use of the Language Lab/E-Lab and all its resources, guided and supported by all Spanish faculty members. Pre-Requisite: SPAN 115-O

SPAN 201-O
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-Requisite: SPAN 102-O

SPAN 202-O
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-Requisite: SPAN 201-O**

**SPAN 215-O**  
**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-O**

**SPAN 221-O**  
**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-O, 102-O**

**SPAN 255-O**  
**Spanish for Writing and Research**  
**4 Credits**

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

SPAN 500-O
Graduate Preparatory Spanish
3 Credits

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

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

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the 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-O**

**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-O**

**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-Requisites: EDUC 202-O, EDUC 204-O, EDUC 205-O**
SPED 103-O
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-Requisites: EDUC 135-O, SPED 101-O

SPED 203-O
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-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O

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-Requisites:** EDUC 135-O, EDUC 171-O, SPED 101-O

**SPED 205-O**

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-Requisites:** SPED 101-O, 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-Requisites:** EDUC 135-O, SPED 101-O, MATH 112-O, SCIE 112-O, EDUC 171-O

**SPED 208-O**

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-Requisites:** EDUC 135-O, SPED 101-O, MATH 112-O, SCIE 112-O, EDUC 171-O

**SPED 210-O**

**Language Development and the Reading-Writing Processes 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-Requisites:** EDUC 135-O; SPED 101-O, SPAN 115-O, SPAN 250-O, SPAN 255-O, ENGL 115-O, ENGL 231-O

**SPED 211-O**

**Language Development and the Reading-Writing Processes 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-O
SPED 215-O
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-Requisites: EDUC 202-O, EDUC 204-O, SPED 101, EDUC 171-O, EDUC 135-O

SPED 295-O
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-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O

SPED 300-O
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-Requisites:** EDUC 135-O, EDUC 171-O, SPED 101-O, SPED 215-O

**SPED 405-O**  
Teaching Practicum in Special Education  
3 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 lasts 12 weeks providing 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-O. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Academic Director for specific requirements and procedures. **Pre-Requisites:** All Courses

**SPED 406-O**  
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-O
STAT 104-O
Basic Statistics
3 Credits

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

STMG 600-O
Leadership and Entrepreneurial Vision
3 Credits

This course focuses on analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations' vision and mission. Human Resources Strategies for empowerment and its impact in the organizational culture are emphasized. Application of theoretical knowledge in relation to individual, interpersonal, and group behavior within the organization are studied. The course addresses the study of leadership and organizational behavior in a continuous changing environment. **Pre-Requisite: None**

STMG 601-O
Strategic Management
3 Credits

This course focuses on analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses is emphasized. The application of the vision, mission, goals, and objectives for the development of strategies in the planning process is studied. Development of a strategic plan that includes identification and evaluation of alternatives for its control is required as part of the course. This course is targeted to the development and application of analytical skills related to strategic planning. **Pre-Requisite: None**
STMG 602-O
Technological Applications and Information Systems
3 Credits

This course develops analytical skills for the operational integration of different information resources. The course allows for the identification, analysis, and evaluation of alternatives for the improvement of the organizations’ effectiveness. It emphasizes the importance of technology for strategic planning and problem solving. This course focuses on the development and application of the knowledge and skills needed to understand, evaluate and, make decisions related with information systems.

Pre-Requisite: None

STMG 603-O
Entrepreneurial Communication
3 Credits

The course focuses on analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques means and programs is integrated. The course evaluates different aspects of the communication process including audience, understanding the context, the receptor and the importance of feedback for an effective communication. This course also focuses on the study of theoretical and practical concepts for effective business communication.

Pre-Requisite: None

STMG 604-O
Organizations and Global Economy
3 Credits

The course studies the opportunities that the global economy offers to management. The course analyzes economic principles based on problem examination and the challenges represented on a globalized economy. It includes decision making on financial, economic, and stock market issues. It evaluates strategic opportunities and risks regarding organizational development in the global context. Pre-Requisite: None
STMG 608-O
Strategies for Change, Professional, and Entrepreneurial Development
3 Credits

The course focuses on analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension, respect for diversity, and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture is integrated. Environmental and structural forces within the organization are a main topic of the course. The course appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies. Pre-Requisite: None

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-O

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 focus 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: None**

**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 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**
The Faculty of the SUAGM: UNE Metro Orlando, South Florida and Tampa Bay Campuses have 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 an accelerated program for adults. An updated list of certified faculty is available in the administrative office at each campus. The faculty, although assigned to a specific campus, may be shared between the three campuses.

<table>
<thead>
<tr>
<th>FACULTY LISTING PER CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC YEAR 2016-2017</td>
</tr>
</tbody>
</table>

### METRO ORLANDO CAMPUS

<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abraham, Leticia</td>
<td>SPANISH</td>
<td>MS Spanish Language Education Nova Southeastern University, 2014</td>
</tr>
<tr>
<td>Alberti, Jaime</td>
<td>CRIMINAL JUSTICE</td>
<td>Master of Public Affairs Public Management Park University, Missouri 2013</td>
</tr>
<tr>
<td>Alemán, Arturo</td>
<td>COMPUTER SCIENCE</td>
<td>Master of Arts in Educational Computing Universidad Interamericana, PR 2006</td>
</tr>
<tr>
<td>Alomar, Maricelly</td>
<td>STUDENT DEVELOPMENT</td>
<td>Master of Arts in Guidance &amp; Counseling Universidad Interamericana, PR 1992</td>
</tr>
<tr>
<td>Álvarez, José</td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing University of Phoenix, PR 1998</td>
</tr>
<tr>
<td>Andrade, Pablo F.</td>
<td>ECONOMICS</td>
<td>Master of Arts in Applied Economics University of Central Florida, FL 2000</td>
</tr>
<tr>
<td>Aponte, Carmen M.</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Sciences in Computer Information Systems University of Phoenix, FL 2006</td>
</tr>
<tr>
<td>Arocho, Abigail</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish Major in Spanish-American Literature University of Central Florida, FL 2012</td>
</tr>
<tr>
<td>Ascensión, Aurora</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL 2007</td>
</tr>
<tr>
<td>Blanco, Verónica</td>
<td>HOSPITALITY &amp; TOURISM</td>
<td>Master of Science in Hospitality and Tourism Management University of Central Florida, FL 2008</td>
</tr>
<tr>
<td>Betanco, Linda I.</td>
<td>PHARMACY</td>
<td>Doctor in Pharmacy University of Florida 2013</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Bonet, Yarisa</td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>Master of Science in Rehabilitation Counseling University of North Florida, 2004 (Over 50 credits in Instructional Technology at the Doctorate Level)</td>
</tr>
<tr>
<td>Bóssolo, Ivette</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Florida State University, FL 2005</td>
</tr>
<tr>
<td>Buleje, Miguel</td>
<td>COMPUTER SCIENCE</td>
<td>Doctor of Philosophy in Information Systems Nova Southeastern University, FL 2014 Master of Business Administration NTU School of Applied Science Walden University, CO 2005</td>
</tr>
<tr>
<td>Burgos, Sandra</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts in School Psychology Ball State University, IN 1987</td>
</tr>
<tr>
<td>Caballero, Lynette</td>
<td>ESOL</td>
<td>Master of Science in Education as a Second Language Universidad Interamericana, PR 1980</td>
</tr>
<tr>
<td>Caballero, Rafael</td>
<td>STUDENT DEVELOPMENT</td>
<td>Master of Science in Education in Guidance &amp; Counseling Brooklyn College, NY 1993</td>
</tr>
<tr>
<td>Calcaño, José</td>
<td>STATISTICS</td>
<td>Master of Science in Statistics Iowa State University, IA 1985</td>
</tr>
<tr>
<td>Camacho, Cristina</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language Universidad del Turabo, FL 2005</td>
</tr>
<tr>
<td>Camacho, Evelinda</td>
<td>HEALTH SCIENCES</td>
<td>Master of Science in Nursing University of Phoenix, AZ 2006</td>
</tr>
<tr>
<td>Canaan, Marielys</td>
<td>STUDENT DEVELOPMENT</td>
<td>Master of Education Guidance and Counseling Universidad del Turabo, FL 2009</td>
</tr>
<tr>
<td>Cardona, Miguel</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Finance Universidad Interamericana PR 2000</td>
</tr>
<tr>
<td>Castro, Ricardo</td>
<td>FINANCE</td>
<td>Master of Business Administration in Marketing University of Phoenix, PR 2001</td>
</tr>
<tr>
<td>Cedeño, Jonathan</td>
<td>TESOL</td>
<td>Master of Education in Teaching English as a Second Language Universidad del Turabo, PR 2014</td>
</tr>
<tr>
<td>Chittenden, Harold</td>
<td>HUMAN RESOURCES MANAGEMENT</td>
<td>Master of Arts in Organizational Management University of Phoenix, AZ 2006</td>
</tr>
<tr>
<td>Cintrón, Brenda</td>
<td>EDUCATION SPECIAL EDUCATION</td>
<td>Master of Education in Special Education Universidad de Puerto Rico, PR 2003</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Colón, Charlie</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in International Business Everest University, FL 2006</td>
</tr>
<tr>
<td>Colón, Nora</td>
<td>EDUCATION</td>
<td>Educational Specialist in Bilingual and Bicultural Education Seton Hall University, NJ 1997</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Education in Teaching Curriculum and Learning Environment Harvard University, MA 1991</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Finance Universidad Interamericana, PR 1998</td>
</tr>
<tr>
<td>Colón-Molero, Angel</td>
<td>SCIENCES</td>
<td>MD Pontifica Universidad Católica, 1986</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration in Health Care, Management University of Phoenix, 2004</td>
</tr>
<tr>
<td>Coriano, Jorge</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management Universidad Metropolitana, FL 2008</td>
</tr>
<tr>
<td>Correa, Edwin</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources University of Phoenix, AZ 2005</td>
</tr>
<tr>
<td>Cortés, Gretel</td>
<td>SCIENCES</td>
<td>MD Ibero-American University Dominican Republic, 2008</td>
</tr>
<tr>
<td>Cravener, Marilyn</td>
<td>ACCOUNTING</td>
<td>Master of Accounting and Financial Management De Vry University, FL 2008</td>
</tr>
<tr>
<td>Crawford, Ariadna</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Arts in Educational Computing Universidad Interamericana PR 2000</td>
</tr>
<tr>
<td>Cruz, Dalma Linette</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Human Resources Universidad Metropolitana FL 2011</td>
</tr>
<tr>
<td>De Jesús, Edwin</td>
<td>COUNSELING</td>
<td>Master of Education in Guidance and Counseling, Universidad del Turabo, FL 2010</td>
</tr>
<tr>
<td>De Orduña, Alejandro</td>
<td>HEALTH SCIENCES</td>
<td>Doctor of Medicine, School of Medicine Avalon University, 2015</td>
</tr>
<tr>
<td>Dávila, Somáliz</td>
<td>STUDENT DEVELOPMENT</td>
<td>Master of Education in Guidance and Counseling Pontificia Universidad Católica, PR 2002</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Díaz, Sharon</td>
<td>ENGLISH</td>
<td>Master of Arts in English Education Universidad de Puerto Rico, PR 2011</td>
</tr>
<tr>
<td>Echevarría, Frances</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts Educational Psychology Psychological Measurement &amp; Evaluation New York University, 1996</td>
</tr>
<tr>
<td>Eguía, Marco</td>
<td>COMPUTER</td>
<td>Master of Science in Computing in Open Information Interamerican University, PR 2007</td>
</tr>
<tr>
<td>Elías, Minette</td>
<td>COMPUTER SCIENCES</td>
<td>Master of Science in Computing in Open Information Universidad Interamericana, PR 2001</td>
</tr>
<tr>
<td>Espinell, Sandra</td>
<td>MANAGEMENT</td>
<td>Master of Arts in Management and Leadership Webster University, St. Louis, MS 2006</td>
</tr>
<tr>
<td>Fagundo, Carlos</td>
<td>ACCOUNTING</td>
<td>Master of Science in Logistics Management Georgia College and State University, GA 1995</td>
</tr>
<tr>
<td></td>
<td>FINANCE</td>
<td>Master of Business Administration in General Business Administration Georgia College and State University, GA 1993</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(18 Credits in Accounting at the Master Level)</td>
</tr>
<tr>
<td>Figueroa, Lucy</td>
<td>HEALTH SCIENCES</td>
<td>Master of Science in Nursing University of Phoenix FL 2007</td>
</tr>
<tr>
<td>García, Leonel</td>
<td>MARKETING</td>
<td>Master of Science in Accounting In Marketing University of Phoenix, AZ 2014</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Marketing University of Phoenix, AZ 2006</td>
</tr>
<tr>
<td></td>
<td>ACCOUNTING</td>
<td>Master of Information Technology American Intercontinental University Atlanta, GA 2003</td>
</tr>
<tr>
<td>García, Rafael</td>
<td>COMPUTER SCIENCE</td>
<td>Master of Business Administration in Human Resources Florida Metropolitan University, 2005</td>
</tr>
<tr>
<td></td>
<td>HUMAN RESOURCES</td>
<td>(Over 18 Credits in Management at the Master’s Level)</td>
</tr>
<tr>
<td>Gil, Bernardo</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Global Management University of Phoenix, PR 2002</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>González, Marta</td>
<td>EDUCATION</td>
<td>Educational Specialists Curriculum and Instruction Liberty University, VA 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration in Education in Administration and Supervision University of Phoenix, FL 1991</td>
</tr>
<tr>
<td>González, Moisés</td>
<td>MANAGEMENT</td>
<td>Master of Engineering Management Universidad Politécnica de PR 2001</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Specialists Curriculum and Instruction Liberty University, VA 2013</td>
</tr>
<tr>
<td>Griggs, Mareitssa</td>
<td>ESOL</td>
<td>Master of Science in Educational Leadership Universidad del Este, FL 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Specialists Curriculum and Instruction Liberty University, VA 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science in Teaching English to Speakers of Other Languages (TESOL) Nova Southeastern University, FL 2004</td>
</tr>
<tr>
<td>Guevara, Sandra</td>
<td>SPANISH</td>
<td>Master of A in Spanish University of Central Florida, FL 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Arts in Teaching Foreign Language Monterey Institute of International Studies, CA 1996</td>
</tr>
<tr>
<td>Guzmán, Lorraine</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Science in School Administration and Supervision Mercy College, NY 2004</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Science in Guidance and Counseling, College of New Rochelle, NY 1996</td>
</tr>
<tr>
<td></td>
<td>MATHEMATICS</td>
<td>Educational Specialist in Mathematics Education Nova Southeastern University, FL 2009</td>
</tr>
<tr>
<td>Henricy, Josefina</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Education in Administration and Supervision of Schools Universidad Interamericana, PR 2000</td>
</tr>
<tr>
<td>Hernández, Ernesto</td>
<td>HUMANITIES</td>
<td>Master of Arts in Philosophy University of South Florida, FL 2010</td>
</tr>
<tr>
<td>Hernández, Rita</td>
<td>HEALTH SCIENCES</td>
<td>Master of Science in Nursing Universidad de Puerto Rico, PR 1997</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Herrera, Miguel</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Arts in Social Administration in Social Work, Temple University, PA 2004</td>
</tr>
<tr>
<td>Irizarry, César</td>
<td>SCIENCES</td>
<td>Doctor of Chiropractic, Life University College, Marietta, GA 2001</td>
</tr>
<tr>
<td>Irizarry, José H.</td>
<td>CRIMINAL JUSTICE</td>
<td>Master of Science in Legal Studies, Law, and Public Policy, California University of PA 2009</td>
</tr>
<tr>
<td>Jácome, Olga</td>
<td>SPANISH</td>
<td>Doctorate in Education Science in Spanish &amp; Literature, Universidad de Guayaquil, Ecuador 2004</td>
</tr>
<tr>
<td>Long, Jeanette</td>
<td>EDUCATION</td>
<td>Ph.D. in Education, Capella University, MN 2013</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>Master of Science Education in Integrating Technology in the Classroom, Walden University 2004</td>
</tr>
<tr>
<td>López, Antonio S.</td>
<td>SPANISH</td>
<td>Master of Arts in Hispanic Studies, Pontifical Catholic University, PR 2010</td>
</tr>
<tr>
<td>Lugo-Auffant, Daliah</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, University of Puerto Rico, PR 1992</td>
</tr>
<tr>
<td>Luna, Lilibets</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESOL), Universidad del Turabo, PR 2004</td>
</tr>
<tr>
<td>Machado, Humberto</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts in Clinical Psychology (Behavioral Medicine), Loyola College Baltimore, 1988</td>
</tr>
<tr>
<td>Malonda, Diana</td>
<td>FINANCE MATHEMATICS</td>
<td>Master of Science in Management and Finance, Gran Mariscal de Ayacucho, Venezuela, 1998</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT STATISTICS</td>
<td></td>
</tr>
<tr>
<td>Manguel, Félix</td>
<td>CRIMINAL JUSTICE</td>
<td>Master of Science in Criminal Justice, University of Central Florida, FL 2004</td>
</tr>
<tr>
<td>Martínez, Amílcar</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration, Webster University, MS 2000</td>
</tr>
<tr>
<td>Martínez, Doreen</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Science in Educational Leadership, Universidad del Este, FL 2008</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Martínez, José</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Finance</td>
</tr>
<tr>
<td></td>
<td>FINANCE</td>
<td>Wake Forest University, NC 1994</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td>Educational Specialist in Administration</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL</td>
<td>and Supervision/Educational Leadership</td>
</tr>
<tr>
<td></td>
<td>LEADERSHIP</td>
<td>National Louis University, IL 2010</td>
</tr>
<tr>
<td>Martínez, Sandra</td>
<td>ESOL</td>
<td>Master of Education in Interdisciplinary</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL</td>
<td>Studies Curriculum &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>LEADERSHIP</td>
<td>National Louis University, IL 2003</td>
</tr>
<tr>
<td>Medina, Denismar</td>
<td>HEALTH</td>
<td>Master of Business Administration in Health</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Care Management</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td>(more than 18 credits in Special Education)</td>
</tr>
<tr>
<td>Medina, Jaime</td>
<td>EDUCATION</td>
<td>Master of Business Administration in Finance</td>
</tr>
<tr>
<td>Medina, Joel</td>
<td>FINANCE</td>
<td>Universidad Interamericana, PR 2005</td>
</tr>
<tr>
<td>Medina, Josefina</td>
<td>MANAGEMENT</td>
<td>Education Specialist in Educational Leadership</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL</td>
<td>National Louis University, IL 2008</td>
</tr>
<tr>
<td></td>
<td>LEADERSHIP</td>
<td>Master of Arts in Labor Relations</td>
</tr>
<tr>
<td></td>
<td>STUDENT</td>
<td>Universidad Interamericana, PR 2002</td>
</tr>
<tr>
<td></td>
<td>DEVELOPMENT</td>
<td>Master of Business Administration in Industrial</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Management</td>
</tr>
<tr>
<td>Medina, Luis</td>
<td>STUDENT</td>
<td>Universidad Interamericana, PR 2000</td>
</tr>
<tr>
<td>Medina, Rosana</td>
<td>DEVELOPMENT</td>
<td>Master of Education in Guidance and Counseling</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Universidad de Puerto Rico, PR 1992</td>
</tr>
<tr>
<td>Méndez, Cecilia</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Language (ESOL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universidad del Turabo, FL 2005</td>
</tr>
<tr>
<td>Mercado, Limarys</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td></td>
<td>TOURISM AND</td>
<td>University of Phoenix, AZ 2007</td>
</tr>
<tr>
<td></td>
<td>HOSPITALITY</td>
<td></td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Millán, Rebecca</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Philosophy in Christian Clinical Psychology Doxa International University, FL 2006</td>
</tr>
<tr>
<td></td>
<td>COUNSELING</td>
<td>Master of Counseling Educational Counseling University of Phoenix, AZ 2000</td>
</tr>
<tr>
<td>Nieves, Luz Eneida</td>
<td>SCIENCE HEALTH MANAGEMENT</td>
<td>Master of Public Health in Epidemiology University of Puerto Rico, PR 1992</td>
</tr>
<tr>
<td>O’Ferral, Margarita M.</td>
<td>EDUCATION</td>
<td>Master of Science in Urban Education Chicago State University, IL 1978</td>
</tr>
<tr>
<td>Ortíz, Abdel</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources Universidad Interamericana, PR 2004</td>
</tr>
<tr>
<td>Ortiz, Ely Ann</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management University of Phoenix, AZ 2008</td>
</tr>
<tr>
<td>Ortiz, Jeriel</td>
<td>EDUCATION</td>
<td>Doctor of Education in Instructional Leadership Nova Southeastern University, FL 2013</td>
</tr>
<tr>
<td>Ortiz, Luisa</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of Central Florida, FL 2012</td>
</tr>
<tr>
<td>Pabón, Mireya</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESOL) Universidad del Turabo, FL 2005</td>
</tr>
<tr>
<td>Pacheco, Magaly</td>
<td>STUDENT DEVELOPMENT</td>
<td>Doctorate of Education in Counseling and Guidance Universidad Interamericana, PR 1994</td>
</tr>
<tr>
<td>Pastrana, Luis R.</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor, School of Law Universidad de Puerto Rico, PR 1986</td>
</tr>
<tr>
<td>Patiño, Adriana</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education Nova Southeastern University, FL 2015</td>
</tr>
<tr>
<td></td>
<td>ECONOMICS</td>
<td>Doctorate in Science Business Economics Universidad Latinoamericana de Ciencia y Tecnología Costa Rica, 2010</td>
</tr>
<tr>
<td>Peralta, Euclides</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration Non-Profit Management De Vry University, FL 2005</td>
</tr>
</tbody>
</table>
### FACULTY LISTING
**METRO ORLANDO CAMPUS**

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>SUBJECT AREA</th>
<th>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pérez, Kelly</td>
<td>ESOL</td>
<td>Master of Science in Teaching English to Speakers of Other Languages (TESOL) Nova Southeastern University, FL 2002</td>
</tr>
<tr>
<td>Pijuán, Yojammy</td>
<td>SCIENCES</td>
<td>Doctor of Medicine Universidad Central del Este República Dominicana 2004</td>
</tr>
<tr>
<td>Ramírez, Heidi Hazen</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language Universidad del Turabo, FL 2010</td>
</tr>
<tr>
<td>Rentas, Enid</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Ph.D. (in Progress, 24 credits) Instructional Design Keiser University</td>
</tr>
<tr>
<td>Ríos, Abigail</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Affairs Universidad de Puerto Rico</td>
</tr>
<tr>
<td>Ríos, Dally</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Psychology Universidad Carlos Albizu, PR 2006</td>
</tr>
<tr>
<td>Rivera, Carmen</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of Central Florida, FL 1999</td>
</tr>
<tr>
<td>Rivera, Edwin</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Accounting Universidad Metropolitana, FL 2009</td>
</tr>
<tr>
<td>Rivera, Mayra</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Accounting Universidad Metropolitana, FL 2009</td>
</tr>
<tr>
<td>Rivera, Sheila</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of Central FL, 2003</td>
</tr>
<tr>
<td>Rivera, Sonia</td>
<td>PHARMACY</td>
<td>Master of Business Administration Keiser University, FL 2013</td>
</tr>
<tr>
<td></td>
<td>HEALTH SERVICES</td>
<td>Pharmacy Technician Certification Med. Tech College, Puerto Rico 1997</td>
</tr>
<tr>
<td>Rocafort, Héctor</td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing Universidad de Puerto Rico, PR 2004</td>
</tr>
<tr>
<td>Rodríguez, Nelson</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESL) Universidad del Turabo, FL 2009</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rodríguez, Tere</td>
<td>EDUCATION</td>
<td>Master of Arts in Education Governors State University, IL 1986</td>
</tr>
<tr>
<td>Roldán, Violeta</td>
<td>MATHEMATICS</td>
<td>Master of Arts in Middle School Math University of Central Florida, FL 2007</td>
</tr>
<tr>
<td>Rossy, Maritza</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Universidad Interamericana, PR 1980</td>
</tr>
<tr>
<td>Saldoriga, Jorge</td>
<td>HEALTH MANAGEMENT</td>
<td>Master of Health Administration University of Phoenix, AZ 2007</td>
</tr>
<tr>
<td>Sánchez, Armando J.</td>
<td>MATHEMATICS</td>
<td>Master of Science in Computer Modeling and Simulation University of Central Florida, FL 1997</td>
</tr>
<tr>
<td>Santiago, Deborah</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration Strategic Management and Leadership Universidad del Este, PR 2012</td>
</tr>
<tr>
<td>Santiago, Jennifer</td>
<td>EDUCATION</td>
<td>Master of Education in Curriculum and Instruction in Mathematics University of Texas, Arlington TX 2013</td>
</tr>
<tr>
<td>Santiago, Ubaldo</td>
<td>COUNSELING STUDENT DEVELOPMENT</td>
<td>Master of Education in Guidance and Counseling Universidad del Turabo, FL 2009</td>
</tr>
<tr>
<td>Santiago, Víctor</td>
<td>COMPUTERS SCIENCE</td>
<td>Master of Engineering of Computer and Software Engineering Widener University, PA 1998</td>
</tr>
<tr>
<td>Serrano, Ricardo</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Universidad de Puerto Rico, PR 2006</td>
</tr>
<tr>
<td>Sharifi, Nancy</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration University of Central Florida, FL 1992</td>
</tr>
<tr>
<td>Solórzano, Jaime</td>
<td>SCIENCES</td>
<td>Doctor in Medicine Universidad de Guadalajara, México 2004</td>
</tr>
<tr>
<td>Soto, Sherly</td>
<td>ESOL</td>
<td>Master of Education in ESOL Universidad del Turabo, PR 2004</td>
</tr>
<tr>
<td>Squillaro, Graciela</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of Central Florida, FL 2000</td>
</tr>
<tr>
<td>Suárez, Jasmín</td>
<td>PSYCHOLOGY</td>
<td>Master of Rehabilitation Counseling Universidad de Puerto Rico, PR 1987</td>
</tr>
<tr>
<td>Sullivan, Luz Mariella</td>
<td>EDUCATION</td>
<td>(Over credits in Social Psychology at Doctorate Level)</td>
</tr>
<tr>
<td>Torres, Angel E.</td>
<td>SOCIAL SCIENCE</td>
<td>Master of Social Work University of Connecticut, CT 2002</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Torres, Nelson</td>
<td>EDUCATION</td>
<td>Doctor of Educational Leadership University of Central Florida, FL 2006</td>
</tr>
<tr>
<td></td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Education in Elementary Education Marymount University, VA 1994</td>
</tr>
<tr>
<td></td>
<td>PSYCHOLOGY</td>
<td>Master of Business Administration in Logistics Management Florida Institute of Technology, 1980</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Arts in Educational Psychology Ball State University, IN 1977</td>
</tr>
<tr>
<td>Vázquez, María</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Material Management and Control Universidad del Turabo, PR, 2000</td>
</tr>
<tr>
<td>Vélez, Myra</td>
<td>ENGLISH</td>
<td>Master of Arts in English University of Central Florida, FL 1993</td>
</tr>
<tr>
<td>Vidal, Grisselle</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish Universidad de Puerto Rico, PR 1981</td>
</tr>
<tr>
<td>Villalobos, Mario</td>
<td>FINANCE</td>
<td>(18 Doctorate in Philosophy in Business Administration Specialist in Financial Management) North Central University, AZ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration Business Administration Rutgers University, NJ 1983</td>
</tr>
<tr>
<td>Wilches, Fernando</td>
<td>COMPUTER SCIENCE</td>
<td>Master of Science in Management Information Systems Kean University, NJ 1994</td>
</tr>
<tr>
<td>Wiscovitch, Abigail</td>
<td>ESOL</td>
<td>Master of Education in Teaching English as a Second Language (ESL) Universidad del Turabo, PR 2009</td>
</tr>
<tr>
<td>Zapata, Nilmarie</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration in Political Science University of Central Florida, FL 2009</td>
</tr>
<tr>
<td></td>
<td>MATHEMATICS</td>
<td>Doctor of Philosophy in Civil Engineering University of Central Florida, FL 2009</td>
</tr>
<tr>
<td></td>
<td>STATISTICS</td>
<td>Master of Science in Civil Engineering University of Central Florida, FL 2008</td>
</tr>
<tr>
<td></td>
<td>COMPUTERS SCIENCE</td>
<td>Master of Science in Information Management Universidad del Oriente Venezuela, 1994</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Agueverre, Gonzalo</td>
<td>MATHEMATICS</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2009</td>
</tr>
<tr>
<td>Aldana, Luis Enrique</td>
<td>MATHEMATICS</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2010</td>
</tr>
<tr>
<td>Alicea, Leyda</td>
<td>BUSINESS ADMINISTRATION</td>
<td>Master of Business Administration Florida Institute of Technology, FL 1985</td>
</tr>
<tr>
<td>Andino, Marcelino</td>
<td>COMPUTER SCIENCES</td>
<td>Doctor of Philosophy in Information Technology Universidad de la Havana Cuba, 1981</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Automatic Control Universidad de la Havana, Cuba1974</td>
</tr>
<tr>
<td>Aponte, Emilio</td>
<td>GUIDANCE COUNSELING</td>
<td>Master of Education in Guidance Counseling Universidad Del Turabo, FL 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctor of Health Science Keiser University, FL 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Education in Instructional Technology American Intercontinental University Florida 2004</td>
</tr>
<tr>
<td></td>
<td>PUBLIC HEALTH</td>
<td>Master of Public Health in Maternal and Child Health Universidad de Puerto Rico, 1994</td>
</tr>
<tr>
<td></td>
<td>INSTRUCTIONAL TECHNOLOGY</td>
<td>(18 credits in Education at Master Level)</td>
</tr>
<tr>
<td>Arcelay Vargas, Nancy</td>
<td>EDUCATION</td>
<td>Juris Doctor Stetson University, FL 1995</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Public Health Hebrew University Jerusalem, Israel 1990</td>
</tr>
<tr>
<td>Arias, Juan Carlos</td>
<td>CRIMINAL JUSTICE</td>
<td>Doctorate of Business Administration Argosy University, FL 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration in Marketing Argosy University, FL 1993</td>
</tr>
<tr>
<td>Banner-Abstein, Silvana</td>
<td>PUBLIC HEALTH</td>
<td>Master of Business Administration in Human Resources Universidad Del Este, PR 2005</td>
</tr>
<tr>
<td>Bedú, Lisette</td>
<td>BUSINESS ADMINISTRATION</td>
<td>Doctorate of Business Administration Argosy University, FL 2010</td>
</tr>
<tr>
<td></td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing Argosy University, FL 1993</td>
</tr>
<tr>
<td>Berriós-Amadeo, Camille</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources Universidad Del Este, PR 2005</td>
</tr>
<tr>
<td>Bido, José</td>
<td>HUMAN RESOURCES</td>
<td>Master of Science in Human Resource Management Florida International University, FL 2009</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bisram, Knellee</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Arts in Latin American and Caribbean Studies Florida International University, FL 2007 (Over 18 Credits in Social Sciences)</td>
</tr>
<tr>
<td>Brito, Yordy</td>
<td>NURSING</td>
<td>Master of Science in Nursing Family Nurse Practitioner Universidad del Turabo, FL 2014</td>
</tr>
<tr>
<td>Bruno González, Sonia</td>
<td>BILINGUAL EDUCATION</td>
<td>Master of Education in Bilingual Education Universidad Del Este, FL 2011</td>
</tr>
<tr>
<td>Buitrago, Vivian</td>
<td>ESOL</td>
<td>Doctor of Nursing Practice University of Miami, FL 2012</td>
</tr>
<tr>
<td>Caiaffa, Andrés</td>
<td>NURSING</td>
<td>Master of Science in Nursing Florida International University, FL 2007</td>
</tr>
<tr>
<td>Calcador, Carlos</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Accounting Universidad Metropolitana PR 2011</td>
</tr>
<tr>
<td>Campos, Carlos</td>
<td>MATHEMATICS</td>
<td>Master of Science in Electrical Engineering University of Kansas, KA 1985</td>
</tr>
<tr>
<td>Capote-Cobián, José</td>
<td>MATHEMATICS</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Carballo, Olga B.</td>
<td>PSYCHOLOGY</td>
<td>Master of Counseling in Marriage and Family University of Phoenix, PR 2001</td>
</tr>
<tr>
<td>Carlson, Karen</td>
<td>COUNSELING</td>
<td>Master in Education in Special Education Long Island University, NY 1994</td>
</tr>
<tr>
<td>Carrero, Jacqueline</td>
<td>SPECIAL EDUCATION</td>
<td>Master of Business Administration in Accounting Universidad Interamericana PR 1989</td>
</tr>
<tr>
<td>Cátala, Nelson</td>
<td>ACCOUNTING</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2008</td>
</tr>
<tr>
<td>Céspedes, Yamile</td>
<td>MATHEMATICS</td>
<td>Master of Science in Nursing University of Phoenix, AZ 2012</td>
</tr>
<tr>
<td>Chang, Gerardo</td>
<td>NURSING</td>
<td>Master of Science in Nursing University of Phoenix, AZ 2012</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Christiansen, Manuel</td>
<td>MARKETING</td>
<td>Master of Business Administration in Marketing&lt;br&gt;Keyser University, FL 2010</td>
</tr>
<tr>
<td>Cintrón, José</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Accounting&lt;br&gt;Universidad Metropolitana, FL 2010</td>
</tr>
<tr>
<td>Cobiella, Lorenzo</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctorate&lt;br&gt;Barry University, FL 2007</td>
</tr>
<tr>
<td>Collado, Juan C.</td>
<td>EDUCATION</td>
<td>Doctor of Education in Organizational Leadership&lt;br&gt;Nova Southeastern University, FL 2010</td>
</tr>
<tr>
<td></td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>Master of Science in TESOL&lt;br&gt;Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Colón, Deborah</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor School of Law&lt;br&gt;Pontificia Universidad Católica de Puerto Rico 2011</td>
</tr>
<tr>
<td>Conway, Angela María</td>
<td>PUBLIC HEALTH</td>
<td>Master of Business Administration in Health Services Administration&lt;br&gt;Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctor of Philosophy-History&lt;br&gt;The City University of NY, NY 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Philosophy-History&lt;br&gt;The City University of NY, NY 2006</td>
</tr>
<tr>
<td>Cornejo, Edward</td>
<td>COUNSELING</td>
<td>Master of Arts in Counseling&lt;br&gt;Manhattan College, NY 1991</td>
</tr>
<tr>
<td>Cruz Carmona, Carlos</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration&lt;br&gt;Universidad de Puerto Rico 1978</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Public Health&lt;br&gt;Florida International University, FL 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Doctor&lt;br&gt;Universidad de Camagüey, Cuba 1973</td>
</tr>
<tr>
<td>De Varona, Martina</td>
<td>PUBLIC HEALTH</td>
<td>Master of Education in English as a Second Language&lt;br&gt;Universidad Del Turabo, FL 2009</td>
</tr>
<tr>
<td>Del Castillo, Ana</td>
<td>ESOL</td>
<td>Master in Science in Medical Science Central University of Venezuela 1991</td>
</tr>
<tr>
<td>Del Negro, María</td>
<td>SCIENCE</td>
<td>Medical Doctor&lt;br&gt;Universidad Central de Venezuela 1985</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Field</td>
<td>Institution</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Di Serio, Teresa</td>
<td>MARKETING</td>
<td>Master of Arts in Hispanic Communication</td>
</tr>
<tr>
<td>Dávila, María Renee</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management</td>
</tr>
<tr>
<td>Davin, Rafael</td>
<td>SCIENCE</td>
<td>Master of Science in Biological Science</td>
</tr>
<tr>
<td>Delgado, Dailin</td>
<td>NURSING</td>
<td>Master of Science in Nursing</td>
</tr>
<tr>
<td>Díaz, Luis</td>
<td>TECHNOLOGY</td>
<td>Master of Science in Technology and TESOL</td>
</tr>
<tr>
<td>Doria, Verónica</td>
<td>BUSINESS ADMINISTRATION</td>
<td>Master of International Business Administration</td>
</tr>
<tr>
<td>Easdale, Alexander</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Arts in Latin American and Caribbean Studies</td>
</tr>
<tr>
<td>Eslait, María</td>
<td>PSYCHOLOGY</td>
<td>Master of Science in Mental Health Counseling</td>
</tr>
<tr>
<td>Estrada, Wilfredo</td>
<td>EDUCATION</td>
<td>Master of Education in Teaching English as a Second Language</td>
</tr>
<tr>
<td>Feliciano, Mónica</td>
<td>TESOL</td>
<td>18 Graduate Credits in Accounting</td>
</tr>
<tr>
<td></td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Global Management</td>
</tr>
<tr>
<td></td>
<td>FINANCE</td>
<td>Master of Education Guidance &amp; Counseling</td>
</tr>
<tr>
<td></td>
<td>PHARMACY</td>
<td>Pharmacy Technician Certification Board</td>
</tr>
<tr>
<td></td>
<td>ECONOMICS</td>
<td>Master of International Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Economics</td>
</tr>
</tbody>
</table>
## FACULTY LISTING
### METRO ORLANDO CAMPUS

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
<th>SUBJECT AREA</th>
<th>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figueroa, Ivette</td>
<td>SPECIAL EDUCATION</td>
<td>Master of Education in Science in Special Education Herber Lehman College NY 1995</td>
</tr>
<tr>
<td>Forteza, Bárbaro</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Francis, María</td>
<td>SPANISH</td>
<td>Master of Linguistics &amp; Master of ESOL and Spanish (Online) University of Basque County, Spain 1993</td>
</tr>
<tr>
<td>Furnari, Francesco</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management University of Hartford, CT 1994</td>
</tr>
<tr>
<td>Gámez Torres, Nora</td>
<td>PHILOSOPHY</td>
<td>Doctor of Philosophy in Sociology The City of University of London 2012</td>
</tr>
<tr>
<td>Gandía, Carlos</td>
<td>SCIENCE</td>
<td>Doctor of Veterinary Medicine Universidad Nacional Pedro Henríquez Ureña Dominican Republic, 1978</td>
</tr>
<tr>
<td>García, Mariano</td>
<td>MARKETING</td>
<td>Master in Marketing and Communication University of Havana, Cuba 2002</td>
</tr>
<tr>
<td>Giraldo, Juan Pablo</td>
<td>BUSINESS ADMINISTRATION</td>
<td>Master of Business Administration in Business Administration Nova Southeastern University, FL 2008</td>
</tr>
<tr>
<td>González, María</td>
<td>PSYCHOLOGY</td>
<td>Doctorate of Leadership and Education in Counseling Barry University, FL 2006 Doctorate of Humanities and Social Science Nova Southeastern University, FL 1991 Master of Science in Marriage and Family Therapy Saint Thomas University, Florida, 1986 (18 Credits in Psychology at the Doctorate Level)</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gracia, Agustín</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Science in International Relations, Troy State University, AL 1991</td>
</tr>
<tr>
<td>Guadalupe, Jorge</td>
<td>ACCOUNTING</td>
<td>Master of Education in Science, Nova University, FL 2010</td>
</tr>
<tr>
<td>Hechavarría, Joaquín</td>
<td>SCIENCE</td>
<td>Master of Occupational Health, Medical Science Institute, Cuba 1999</td>
</tr>
<tr>
<td>Hernández, Lauren</td>
<td>COMPUTER EDUCATION</td>
<td>Master of Science in Education, Florida International University, FL 2000</td>
</tr>
<tr>
<td>Hernández, Luis</td>
<td>BUSINESS ADMINISTRATION</td>
<td>(18 Credits in Management at the Master’s Level)</td>
</tr>
<tr>
<td>Jaen, Bladimir</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources, Universidad Metropolitana, FL 2003</td>
</tr>
<tr>
<td>Jiménez, Dulnia</td>
<td>ENGLISH</td>
<td>Master of Foreing Language and Literature English, Habana University, Cuba 1990</td>
</tr>
<tr>
<td>Kravetz, Isaac</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management, University of Phoenix, 2004</td>
</tr>
<tr>
<td>Kouri, Juan H.</td>
<td>HEALTH ADMINISTRATION</td>
<td>Master of Health Services Administration, George Washington University, Washington, DC 1988</td>
</tr>
<tr>
<td>Lampón, Brenda</td>
<td>PSYCHOLOGY</td>
<td>Master of Science in Industrial Organizational Psychology, University Carlos Albizu, FL 2004</td>
</tr>
<tr>
<td>Landis, David Henri</td>
<td>SPANISH</td>
<td>Master of Science in Linguistics, Georgetown University, WA DC 1983</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Laureano-Vega, Manuel</td>
<td>BIOLOGY, SCIENCE</td>
<td>Doctor of Medicine&lt;br&gt;Universidad Central del Este&lt;br&gt;República Dominicana, 1986&lt;br&gt;Master of Science in Biology&lt;br&gt;Universidad de Puerto Rico, 1982</td>
</tr>
<tr>
<td>León, Luis</td>
<td>PUBLIC HEALTH</td>
<td>Master of Science in Spanish Language Education&lt;br&gt;Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>López, Fernando</td>
<td>FINANCE</td>
<td>Master of Business Administration in Finance and Human Resources&lt;br&gt;Universidad Metropolitana, PR 2009</td>
</tr>
<tr>
<td>López, Mario Alberto</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration Management and Strategic Leadership&lt;br&gt;Universidad del Este, FL 2011</td>
</tr>
<tr>
<td>López, Reinaldo</td>
<td>CHEMISTRY</td>
<td>Ph.D. in Chemistry&lt;br&gt;Comisión Nacional de Grados Científicos, Habana Cuba 1981</td>
</tr>
<tr>
<td>López, Steven</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management&lt;br&gt;Southern New Hampshire University&lt;br&gt;Manchester, NH 1996</td>
</tr>
<tr>
<td>Lorenzo, Elías</td>
<td>SOCIAL SCIENCE</td>
<td>Ph.D. of Philosophy in Portuguese&lt;br&gt;Indian University, IN 2005&lt;br&gt;Master of Arts in Latin American &amp; Caribbean Studies&lt;br&gt;Indian University, IN 1995</td>
</tr>
<tr>
<td>McCarthy, Michael</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management&lt;br&gt;Central Institute of Business Administration (INCAE)&lt;br&gt;Managua, Nicaragua 1977</td>
</tr>
<tr>
<td>Macía, José</td>
<td>ENGLISH, TESOL</td>
<td>Doctor of Education in Higher Education-English and TESOL&lt;br&gt;Florida International University, FL 1999&lt;br&gt;Master of Arts in English&lt;br&gt;Barry University, Miami FL 1994</td>
</tr>
<tr>
<td>Marcial, Eddy</td>
<td>NURSING</td>
<td>Master of Science in Nursing&lt;br&gt;University of Phoenix, FL 2012&lt;br&gt;Registered Nurse Degree, Cuba 1995</td>
</tr>
<tr>
<td>Mardini, Roger</td>
<td>PUBLIC AFFAIRS</td>
<td>Masters of Science in Public Affairs in Criminal Justice&lt;br&gt;Universidad Del Turabo, FL 2012</td>
</tr>
<tr>
<td></td>
<td>CRIMINAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Martí, Adriana</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Psychology in Criminal Psychology Carlos Albizu University, FL 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master in Science in Psychology Carlos Albizu University, FL 2009</td>
</tr>
<tr>
<td>Martínez, Broderick</td>
<td>ACCOUNTING</td>
<td>Doctorate of Business Administration in Accounting Argosy University, FL 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Business Administration in Accounting Nova Southeastern University, FL 1999</td>
</tr>
<tr>
<td>Martínez, Gustavo</td>
<td>ENGINEERING TECHNOLOGY PROJECT MANAGEMENT</td>
<td>Master of Certificate in Project Management George Washington University Washington DC 1999</td>
</tr>
<tr>
<td>Medina, Fernando</td>
<td>ACCOUNTING</td>
<td>Master of Accounting Taxation Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Medina, Idali</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Education in International/Overseas Administration and Supervision The College of New Jersey, NJ 2003</td>
</tr>
<tr>
<td>Mejía, Ricardo</td>
<td>MANAGEMENT</td>
<td>Master Business Administration Universidad Politécnica de PR 2013</td>
</tr>
<tr>
<td>Méndez, Luis Alberto</td>
<td>ENGLISH</td>
<td>Master of Foreign Language &amp; Literature-English Habana University, Cuba 1990</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Méneses, Gorka</td>
<td>CRIMINAL JUSTICE</td>
<td>Master of Arts in Criminal Justice Universitatad Interamericana de Puerto Rico 1996</td>
</tr>
<tr>
<td>Mercado, Reybek</td>
<td>TESOL</td>
<td>Master of Science in Teaching English as a Second Language (TESL) Florida International University, FL 2008</td>
</tr>
<tr>
<td></td>
<td>SPANISH</td>
<td>Master’s Degree in Teaching/Learning of the Spanish Language and its Culture University of Granada, Spain 2006</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Medical Management Nova Southeastern University, FL 1999</td>
</tr>
<tr>
<td>Mesa, Ramón Antonio</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management &amp; Strategic Leadership Universidad del Este, FL 2010</td>
</tr>
<tr>
<td>Morabito, Gerardo</td>
<td>MANAGEMENT AND LEADERSHIP</td>
<td>Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana FL 2013</td>
</tr>
<tr>
<td>Morales, Fanny</td>
<td>HUMAN RESOURCES</td>
<td>Master of Public Administration in Personnel Management Troy State University System, AL 2005</td>
</tr>
<tr>
<td>Morales, Luis E.</td>
<td>EDUCATIONAL CURRICULUM AND INSTRUCTION</td>
<td>Master of Arts in Education in Curriculum and Instruction University of Texas, TX 1985</td>
</tr>
<tr>
<td>Mundo, Alma</td>
<td>MANAGEMENT</td>
<td>21 credits Graduate Level Mathematics University of Phoenix, AZ 1994</td>
</tr>
<tr>
<td>Mundo, Alma</td>
<td>MATHEMATICS</td>
<td>Master of Arts in Management and Supervision University of Puerto Rico, 1978</td>
</tr>
<tr>
<td>Muriel, Betty</td>
<td>MANAGEMENT</td>
<td>Master of Environmental Management Universidad del Turabo, PR 2001</td>
</tr>
<tr>
<td>Naranjo, Luz Olivia</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor De Paul University, Chicago IL 2002</td>
</tr>
<tr>
<td>Nieves, Maribel</td>
<td>EDUCATION</td>
<td>Master of Arts in Education In Secondary Teacher Education University of Phoenix, AZ 2004</td>
</tr>
<tr>
<td>Núñez, María Elena</td>
<td>ACCOUNTING</td>
<td>Master of Science in Taxation University of Miami, FL 2010</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Núñez, Pedro E.</td>
<td>FINANCE</td>
<td>Master of Business Administration in Finance University of Denver, CO 1982</td>
</tr>
<tr>
<td>Ortega, José R.</td>
<td>MATHEMATICS</td>
<td>Master of Science in Math Education Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Otero, Janet</td>
<td>ECONOMICS</td>
<td>Doctor of Philosophy in Economics Institute of Economics Lithuania URSS 1987</td>
</tr>
<tr>
<td>Páez, Pablo</td>
<td>BUSINESS ADMINISTRATION</td>
<td>Master of Business Administration University of Pennsylvania, PA 1975</td>
</tr>
<tr>
<td>Panagiotopoulos, Lilian</td>
<td>CURRICULUM and INSTRUCTION</td>
<td>Master of Education in Curriculum and Instruction University of Florida, FL 1982</td>
</tr>
<tr>
<td>Pasquali, Clara</td>
<td>INTERNATIONAL RELATIONS MANAGEMENT</td>
<td>Master in International Relations John Hopkins University, WA DC 1997</td>
</tr>
<tr>
<td>Patiño, Kristina</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>Master of Arts in Leadership and Teaching College of Notre Dame of Maryland Baltimore 2005</td>
</tr>
<tr>
<td>Pentzke, Luis A.</td>
<td>COMPUTER SCIENCE</td>
<td>Ph.D. Computer and Technology Nova Southeastern, FL 2012</td>
</tr>
<tr>
<td>Pereira, Michael</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Leadership &amp; Strategies Management Universidad Metropolitana, FL 2010</td>
</tr>
<tr>
<td>Pinzón, Luis Felipe</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration Nova Southeastern University, FL 2014</td>
</tr>
<tr>
<td>Porta, Saidi</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management Nova Southeastern University, FL 2004</td>
</tr>
<tr>
<td>Quintero, Vielka I.</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management Kaplan University, FL 2008</td>
</tr>
<tr>
<td>Ramírez, Luis David</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management University of South Carolina, SC 1993</td>
</tr>
<tr>
<td>Ramos, Javier</td>
<td>MATHEMATICS</td>
<td>Master of Science in Mathematics Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Recio, Edward</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Georgetown University, WA DC 1992</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rivera-Noble, Angie</td>
<td>TESOL</td>
<td>Master of Science in Teaching English to Speakers of other Languages (TESOL) Nova Southeastern University, FL 2000</td>
</tr>
<tr>
<td>Rodríguez, Martha</td>
<td>SOCIAL SCIENCE</td>
<td>Master of Social Work Barry University, FL 2001</td>
</tr>
<tr>
<td>Rodríguez, Otto</td>
<td>EDUCATION</td>
<td>Master of Science in Agricultural Education Oklahoma State University, 1988</td>
</tr>
<tr>
<td>Romero, Natalia</td>
<td>MATHEMATICS</td>
<td>Master of Science in Physical Science Florida Atlantic University, FL 2010</td>
</tr>
<tr>
<td>Rondón, Ramón</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management St. Thomas University, FL 2003</td>
</tr>
<tr>
<td>Salme, David J.</td>
<td>MATHEMATICS</td>
<td>Master of Science in Mathematics Education Nova Southeastern University, FL 2006</td>
</tr>
<tr>
<td>Sánchez, Isabel</td>
<td>ELEMENTARY EDUCATION</td>
<td>Master of Science in Elementary Education Nova Southeastern University, FL 1987</td>
</tr>
<tr>
<td>Santiago, Eric</td>
<td>EDUCATION</td>
<td>Ph.D. Management Keiser University, FL 2014</td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT</td>
<td>Master of Science in Education Keiser University, 2011</td>
</tr>
<tr>
<td>Santiago, Zoraida</td>
<td>EDUCATION</td>
<td>Doctor of Education in Special Education Interamerican University of PR 2009</td>
</tr>
<tr>
<td>Seguí, Patricia</td>
<td>SPANISH</td>
<td>Master of Foreign Language in Spanish Portland University, Oregon 2003</td>
</tr>
<tr>
<td>Slutz, David</td>
<td>ELEMENTARY EDUCATION</td>
<td>Master of Education in Curriculum and Instruction Reading Grand Canyon University, CO 2008</td>
</tr>
<tr>
<td></td>
<td>MATHEMATICS</td>
<td>Master of Science in Math Education Nova University, FL 2012</td>
</tr>
<tr>
<td>Suárez, Freddy</td>
<td>PHARMACY</td>
<td>Certified Pharmacy Technician Everest Institute, FL 2004</td>
</tr>
<tr>
<td>Tomecek, Karl</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management Nova Southeastern University, FL 2004</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Torres, Alejandro</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St. John’s University, NY 1998</td>
</tr>
<tr>
<td>Troche, Sonia</td>
<td>PSYCHOLOGY</td>
<td>Doctor of Philosophy in Industrial Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pontificia Universidad Católica de Puerto Rico, PR 2009</td>
</tr>
<tr>
<td>Túa, Olga Vanessa</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universidad Metropolitana, PR 2003</td>
</tr>
<tr>
<td>Tudela, María Elena</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nova Southeastern University, FL 2008</td>
</tr>
<tr>
<td>Tudela, María Piedad</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts in Psychology and Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The University of Tulsa, OK 1982</td>
</tr>
<tr>
<td>Urdaneta, Ulises</td>
<td>FINANCE</td>
<td>27 Credits International Finance</td>
</tr>
<tr>
<td>Valverde, Lourdes</td>
<td>MATHEMATICS</td>
<td>Doctor of Philosophy in Education Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Board of Scientific Degrees Cuba 1998</td>
</tr>
<tr>
<td>Vázquez, Elizabeth</td>
<td>ENGLISH</td>
<td>Master of Arts in Education in ESOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Phoenix, PR 2006</td>
</tr>
<tr>
<td>Vega, Arturo</td>
<td>SPANISH</td>
<td>Master of Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature and Cultures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Universidad de Salamanca, Spain 2001</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vélez, Gustavo</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Technology Management University of Phoenix, AZ 2001</td>
</tr>
<tr>
<td>Vélez, Michelle</td>
<td>COMPUTERS</td>
<td>Master of Business Administration in Finance Universidad de Puerto Rico, 2003</td>
</tr>
<tr>
<td>Vethencourt, Viviana</td>
<td>PSYCHOLOGY</td>
<td>Master of Science in Psychology Nova Southeastern University, FL 2013</td>
</tr>
<tr>
<td>Wise, Leonel F.</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Management Kaplan University, FL 2008</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ajo, Carmen M.</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Education in Guidance and Counseling Universidad del Turabo FL 2012</td>
</tr>
<tr>
<td>Álvarez, Pedro</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education Nova Southeastern University, FL 2014</td>
</tr>
<tr>
<td>Arroyo, Juan E.</td>
<td>HUMAN RESOURCES</td>
<td>Master of Arts in Labor Relations, Universidad Interamericana de PR 2006</td>
</tr>
<tr>
<td>Arzúaga, Emmanuel</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management University of Phoenix 2012</td>
</tr>
<tr>
<td>Bahiru, Genet</td>
<td>PHARMACY</td>
<td>Doctor in Veterinary Clinic Universidad de La Habana, Cuba 1999</td>
</tr>
<tr>
<td>Barceló, Jonatán</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Accounting University of Phoenix, FL 2010</td>
</tr>
<tr>
<td>Bolívar, Marga</td>
<td>STATISTICS</td>
<td>Master of Science Degree in Engineering Management University Of South FL, 2004</td>
</tr>
<tr>
<td>Caballero, Wanda Y.</td>
<td>GUIDANCE &amp; COUNSELING</td>
<td>Master of Education in Guidance and Counseling Universidad del Turabo, FL 2012</td>
</tr>
<tr>
<td>Cádiz, Yvonne R.</td>
<td>TESOL</td>
<td>Master of Arts in TESOL New York University, NY 1978</td>
</tr>
<tr>
<td>Carbajal, Florence</td>
<td>TESOL</td>
<td>Master of Education in English as a Second Language Universidad del Turabo, FL 2010</td>
</tr>
<tr>
<td>Carmona, Lorraine</td>
<td>ENGLISH</td>
<td>Master of Arts in Curriculum and Instruction of English Universidad del Este, PR 2014</td>
</tr>
<tr>
<td>Claudio, Jorge</td>
<td>MARKETING</td>
<td>Master of Business Administration Florida International University, FL 2003</td>
</tr>
<tr>
<td>Colón, Eliana</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Tampa College, FL 1987</td>
</tr>
<tr>
<td>Crespo, Sonia V.</td>
<td>SCIENCES</td>
<td>Doctor of Biology Central University of Quito Ecuador 2006</td>
</tr>
<tr>
<td>Cruz Matos, David</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Taxing Nova Southeastern University, FL 2003</td>
</tr>
<tr>
<td>Cruz-Monge, Verónica</td>
<td>ENGLISH</td>
<td>Master of Education in English Curriculum Caribbean University, PR 2010</td>
</tr>
<tr>
<td>Davies, Celia</td>
<td>ENGLISH</td>
<td>Master of Arts in English Linguistics University of South Florida, FL 2008</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Delgado Vázquez, Mirla  | TESOL         | Master in Education in TESOL  
|                         |               | Universidad del Turabo, FL 2010                                                                                   |
| Engel Peñalosa, Luz Marina | SPANISH     | Master of Arts in Education Language Arts  
|                         |               | Carthage College, WI 2003                                                                                          |
| Estévez, Oribel         | LIFE SCIENCES | Master of Science  
|                         |               | Nova Southeastern University, FL 2010                                                                     |
| Fret, Juan              | ACCOUNTING   | Master in Business Administration in Accounting  
|                         |               | Interamericana University, PR 1980                                                                             |
| Fuentes Jaimán, Rafael E. | PSYCHOLOGY | Master in Science in Human Services  
|                         |               | Springfield College, FL 2006                                                                                     |
| Galarza Ortiz, Nidza C. | SPANISH      | Master of Education in Curriculum Spanish Language, Universidad Interamericana, PR 2008                      |
| Galíndez, Luis J.       | PUBLIC HEALTH| Doctor of Public Health  
|                         |               | University of South Florida, FL 2009                                                                            |
| Galletti, Alexandra     | PSYCHOLOGY   | Master in Science in Educational Psychology  
|                         |               | Capella University, FL 2007                                                                                      |
| García, Alberto         | PSYCHOLOGY   | Doctor of Clinical Psychology  
|                         |               | New York University, NY 1984                                                                                      |
| Gebrú, Daniel W.        | PHARMACY     | Master Of Clinical Pharmacy  
|                         |               | Universidad de La Habana, Cuba 1996                                                                             |
| Gómez, María D.         | EDUCATION    | Master of Education in Spanish  
|                         |               | Grand Canyon University, AZ 2009                                                                                  |
| González, Develyn       | SPANISH      | Master of Arts. Spanish Language  
|                         |               | University of South Florida, 2015                                                                                |
| González Repollet, Brenda | MATHEMATICS | Master of Arts in Mathematics Curriculum  
|                         |               | Caribbean University, PR 2013                                                                                     |
| Harper, María           | COIS         | Master of Media Design Management  
|                         |               | Sanford Brown College, FL 2010                                                                                     |
| Hernández, Adriana      | STATISTICS   | Master of Science in Industrial Engineering & Management  
|                         |               | University of South Florida, FL 1994                                                                              |
| Hernández, Alina        | EDUCATION    | Master of Education  
|                         |               | University of South Florida, FL 2006                                                                              |
| Hernández, Marian       | MATHEMATICS  | Doctor of Philosophy, Science and Engineering  
|                         |               | Tulane University, LA 2008                                                                                            |
| Hued, Mauricio          | SOCIOLOGY    | Juris Doctor  
|                         | CRIMINAL JUSTICE HUMANITIES | Florida State University, FL 2001                                                                                 |
| Irizarry, Hilda E.      | TESOL        | Master of Education in TESOL  
<p>|                         |               | Grand Canyon University                                                                                           |
|                         |               | Phoenix, AZ 2011                                                                                                 |</p>
<table>
<thead>
<tr>
<th>FACULTY MEMBER:</th>
<th>SUBJECT AREA:</th>
<th>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaramillo Akers, Carmenza</td>
<td>MANAGEMENT</td>
<td>Master in Business Administration in Management University of Phoenix, 2009</td>
</tr>
<tr>
<td>Jiménez Gómez, Amílcar</td>
<td>MARKETING</td>
<td>Master in Business Administration in Marketing Interamerican University of PR 1999</td>
</tr>
<tr>
<td>Kurian, Genevieve B.</td>
<td>ENGLISH</td>
<td>Master of Education in Teaching English as a Second Language National Louis University Chicago, IL 2002</td>
</tr>
<tr>
<td>Landrón, Martha Lucía</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish Language Universidad De León, León, España 2009</td>
</tr>
<tr>
<td>Larrea, José I.</td>
<td>ACCOUNTING</td>
<td>Master of Science in Accounting University of Illinois, Chicago IL 1968</td>
</tr>
<tr>
<td>Lizardi, Almauri</td>
<td>ACCOUNTING</td>
<td>Master of Business Administration in Accounting Universidad del Turabo, PR 2003</td>
</tr>
<tr>
<td>López, Dalma I.</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Arts in Guidance and Counseling Universidad Interamericana, PR 2006</td>
</tr>
<tr>
<td>López, Ricardo</td>
<td>MATHEMATICS</td>
<td>Master of Arts College of Education and College of Natural Sciences University of South Florida, FL 1993</td>
</tr>
<tr>
<td>Lugo, Verónica</td>
<td>SPECIAL EDUCATION</td>
<td>Master of Science in Education Nova Southeastern University Fort Lauderdale, FL 2014</td>
</tr>
<tr>
<td>Lugo Rosa, Orlando</td>
<td>PROJECT MANAGEMENT</td>
<td>Master Of Project Management DeVry University, Tampa FL 2003</td>
</tr>
<tr>
<td>Maldonado, Annette</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Flexible Business Wrights State University, OH 2009</td>
</tr>
<tr>
<td>Márquez Reines, Miguel</td>
<td>COMPUTER SCIENCES</td>
<td>Master Of Science in Telecommunications Universidad Del Turabo, PR 2009</td>
</tr>
<tr>
<td>Martínez, Joel</td>
<td>SCIENCE</td>
<td>Doctor of Medicine, Instituto Superior de Ciencias Médicas Santiago de Cuba 1991, Cuba</td>
</tr>
<tr>
<td>Martínez, Pablo L.</td>
<td>INTERNATIONAL RELATIONS</td>
<td>Master of Arts in International Business Troy University, FL 2012</td>
</tr>
<tr>
<td>Mederos, Suray</td>
<td>SPANISH</td>
<td>Master of Science in Spanish Language Education Nova Southeastern University, FL 2012</td>
</tr>
<tr>
<td>FACULTY MEMBER</td>
<td>SUBJECT AREA</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Meléndez, Elsa Enid</td>
<td>SOCIOLOGY</td>
<td>Doctor Of Ministry, Life Change University, FL 2012</td>
</tr>
<tr>
<td></td>
<td>CRIMINOLOGY</td>
<td>Juris Doctor Pontificia Universidad Católica, Ponce, PR 2005</td>
</tr>
<tr>
<td>Mena, Nelson</td>
<td>COIS</td>
<td>Master of Business Administration University of South Florida, FL 2008</td>
</tr>
<tr>
<td>Mena, Rosmer</td>
<td>SOCIAL SCIENCES</td>
<td>Master of Social Work University of South Florida, FL 2011</td>
</tr>
<tr>
<td>Millán, Lillianie</td>
<td>SPANISH ENGLISH</td>
<td>Master of Business Administration in Health Care Management Universidad del Este, PR 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ph.D. in Biometry University of Minnesota, MN 1974</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master of Science in Physics University of Florida, FL 1969</td>
</tr>
<tr>
<td>Miller, Norma</td>
<td>HEALTH SERVICES</td>
<td>Master of Business Administration in International Trade and Marketing University of Panama Panama City, Panama 1993</td>
</tr>
<tr>
<td>Moradiellos, Darwin P.</td>
<td>MATHEMATICS</td>
<td>Master of Science in Human Services Springfield College, FL 2013</td>
</tr>
<tr>
<td></td>
<td>STATISTICS</td>
<td>Master of Arts in Mental Health Argosy University, FL 2005</td>
</tr>
<tr>
<td>Mowett, Mery</td>
<td>MARKETING</td>
<td>Master of Business Administration in Accounting Universidad Metropolitana, FL 2012</td>
</tr>
<tr>
<td>Murray, Angie</td>
<td>MANAGEMENT</td>
<td>Master of Education in Curriculum &amp; Instruction Grand Canyon University, AZ 2006</td>
</tr>
<tr>
<td>Oberhausen, Adriana</td>
<td>PSYCHOLOGY</td>
<td>Master of Project Management De Vry University, Tampa FL 2010</td>
</tr>
<tr>
<td>Ocasio Pérez, Lissette</td>
<td>ACCOUNTING</td>
<td>Master of Science in Nursing &amp; Gerontology Caribbean University, PR 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctor of Psychology Pedro Albizu University, PR 2014</td>
</tr>
<tr>
<td>Ortiz Torres, Irma</td>
<td>EDUCATION</td>
<td>Master of Education in Teaching Primary Education Universidad del Turabo, FL 2008</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Paneque, Yudiely</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish Literature and Linguistics University of South Florida, FL 2009</td>
</tr>
<tr>
<td>Parés-Ramírez, María</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish Literature University of Florida, Gainsville FL 2005</td>
</tr>
<tr>
<td>Penna, Víctor</td>
<td>BIOLOGY</td>
<td>Doctor in Medicine Universidad Central del Este San Pedro de Marcoris Dominican Republic 1985</td>
</tr>
<tr>
<td>Perera, Carmen</td>
<td>SPANISH</td>
<td>Doctor of Pharmacy Universidad de Santa María Venezuela, 1993</td>
</tr>
<tr>
<td>Quiñones Reboyras, Mayra</td>
<td>MANAGEMENT</td>
<td>Master of Science in Human Services Springfield College, Tampa, FL</td>
</tr>
<tr>
<td>Reyes, René</td>
<td>EDUCATION</td>
<td>Master of Education in Curriculum Teaching History University Of Puerto Rico, PR 1992</td>
</tr>
<tr>
<td>Rivera Claudio, Alberto</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Law School Universidad de Puerto Rico 1999</td>
</tr>
<tr>
<td>Rivera Ramos, Waldemar</td>
<td>GUIDANCE AND COUNSELING</td>
<td>Master of Science in Guidance and Counseling Nova Southeastern University, FL 2010</td>
</tr>
<tr>
<td>Rivera Rosado, Janet</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Universidad Interamericana de PR 1997</td>
</tr>
<tr>
<td>Robayna, Manuel</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management and Strategic Leadership Universidad Metropolitana, FL 2012</td>
</tr>
<tr>
<td>Rodríguez, Carmen S.</td>
<td>HUMAN RESOURCES</td>
<td>Master of Business Administration in Human Resources Universidad Metropolitana, PR 2014</td>
</tr>
<tr>
<td>Rodríguez, María C.</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration Certificate in Human Resources University of Phoenix, FL 2008</td>
</tr>
<tr>
<td>Rodríguez Bello, Nancy</td>
<td>MANAGEMENT</td>
<td>Master of Manufacturing Competitiveness Universidad Politécnica, PR 2014</td>
</tr>
<tr>
<td>Rojas, Rosa</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of South Florida, FL 2010</td>
</tr>
<tr>
<td>Román, César</td>
<td>PSYCHOLOGY</td>
<td>Master of Arts in Psychology Interamerican University, PR 2006</td>
</tr>
<tr>
<td>Román Delgado, Elizabeth</td>
<td>CRIMINAL JUSTICE</td>
<td>Juris Doctor Interamerican University, PR 1997</td>
</tr>
<tr>
<td>Rosa, Jemith</td>
<td>PUBLIC ADMINISTRATION</td>
<td>Master of Public Administration Universidad del Este FL 2012</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Rosales Arceo, Aida</td>
<td>ENGLISH</td>
<td>Master of Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Framingham College, Boston MA 2003</td>
</tr>
<tr>
<td>Rosario, Marisol</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature and Linguistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Of South Florida, FL 2015</td>
</tr>
<tr>
<td>Ruíz, Lydia Isabel</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Northern Iowa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cedar Falls, IA 1971</td>
</tr>
<tr>
<td>Ruiz, Mercedes Doris</td>
<td>MANAGEMENT</td>
<td>Master of Education in Adult Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capella University, MN 2013</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td>Master or Arts in Organizational Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Of Phoenix, Tampa, FL 2004</td>
</tr>
<tr>
<td>Saldaña, Jackeline</td>
<td>MANAGEMENT</td>
<td>Doctor of Management in Organizational Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Phoenix, FL 2014</td>
</tr>
<tr>
<td>Sánchez, Diane L.</td>
<td>SCIENCES</td>
<td>Master of Science in Nursing Nurse Practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St Louis University, St. Louis, MO 2001</td>
</tr>
<tr>
<td>Sánchez Aliakbarian,</td>
<td>ENGLISH</td>
<td>Master of Education in Curriculum and Instruction</td>
</tr>
<tr>
<td>Diane</td>
<td></td>
<td>Specialization in TESOL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Of Florida, FL 2005</td>
</tr>
<tr>
<td>Seda, Juan</td>
<td>MANAGEMENT</td>
<td>Master of Business Administration in Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University Of Phoenix, FL 1996</td>
</tr>
<tr>
<td>Sierra, Ana L.</td>
<td>EDUCATION</td>
<td>Master of Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Educational Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nova Southeastern University, 2004 FL</td>
</tr>
<tr>
<td>Soruco, María D.</td>
<td>EDUCATION</td>
<td>Master of Education in Initial Licensure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Tampa, FL 2014</td>
</tr>
<tr>
<td>Súarez, George, Dr.</td>
<td>MANAGEMENT</td>
<td>Doctor of Education in Educational Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nova Southeastern, FL 2006</td>
</tr>
<tr>
<td>Torres, Edgar</td>
<td>COMPUTER INFORMATION SYSTEMS</td>
<td>Master of Business Administration in Information System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nova Southeastern University, FL 2007</td>
</tr>
<tr>
<td>FACULTY MEMBER:</td>
<td>SUBJECT AREA:</td>
<td>DEGREES/ DIPLOMAS HELD &amp; AWARDING INSTITUTION:</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tucker, Eric J.</td>
<td>EDUCATION</td>
<td>Doctor of Philosophy Intercultural Studies and Educational Studies. Trinity International University, IL 2006</td>
</tr>
<tr>
<td>Tudanca, Fernando</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University of Akron, OH 1987</td>
</tr>
<tr>
<td>Valedón, Joan Veronika</td>
<td>CRIMINAL JUSTICE SOCIOLOGY</td>
<td>Juris Doctor University Of Florida, FL 2002</td>
</tr>
<tr>
<td>Valenzuela, Dante</td>
<td>ENGLISH</td>
<td>Masters of Education Leadership Administration University Of Illinois, IL 1997</td>
</tr>
<tr>
<td>Varela, Debora R.</td>
<td>SPANISH</td>
<td>Master of Education in TESOL University Of Florida, FL 2015</td>
</tr>
<tr>
<td>Vázquez Matos, Alberto Dr.</td>
<td>EDUCATION</td>
<td>Doctor of Education in School Leadership And Teaching Walden University, MN 2011</td>
</tr>
<tr>
<td>Velarde, Einar José</td>
<td>ECONOMICS</td>
<td>Master of Arts in International Relations Graduated Certificate in Economics St Mary’s University, TX 1987</td>
</tr>
<tr>
<td>Westbrook, Aminta</td>
<td>MANAGEMENT</td>
<td>Master of Sciences in Human Services Springfiled College, FL 2003</td>
</tr>
<tr>
<td>Zayas Santiago, Carla</td>
<td>SPANISH</td>
<td>Master of Arts in Spanish University Of South Florida, 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Certificate in Latin American Studies University of South Florida, FL 2010</td>
</tr>
</tbody>
</table>