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Section I

Overview:

Universidad del Este

and

Sistema Universitario Ana G. Méndez
Universidad del Este – 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 its five University Centers are in the municipalities of Yauco, Utuado, Cabo Rojo, Manatí and Santa Isabel. The Carolina campus is within easy reach of the entire Eastern part of the island. Its 21 acres suburban campus and its modern and spacious buildings provide an ideal atmosphere for the learning experience.

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

UNE’s student population consists mostly of commuting young adults from the surrounding communities. The 12,172 student body is comprised of undergraduates in the Carolina campus and its five additional locations. The graduate programs initiated in October 2001 with an enrollment of 25 students and as of the first semester of 2008-09, the student body has increased to over 1,136 students registered in the four graduate programs offered at the Carolina campus.

The academic staff consists of more than seventy-nine (79) full time faculty and two hundred and thirty-five part-time professors. A little over 23% of the full time faculty has doctorates and the rest hold masters degrees in their fields of expertise.
Universidad del Este’s Mission Statement

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

Academic offerings include certificates, associate degrees, bachelor’s degrees, graduate studies and continuing education. These offerings meet the needs and interests of the members of the university community and receive the support of all institutional resources. Study programs incorporate multidisciplinary educational perspectives through learning and teaching strategies that are in harmony with local, regional, and global demands and with the latest technology. The learning vision also incorporates a life-long learning process based on the most effective access to information for its gathering, handling, analysis and application. The Institution is committed to continuous improvement of the teaching-learning process, support services, assessment, research and the appreciation of Puerto Rican culture in harmony with global cultures.

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

Goals
To fulfill its mission, Universidad del Este proposes:

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

Administrative Council and Academic Board

Administrative Council

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

The Chancellor, the Vice-Chancellor, 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

At the Metro Orlando and South Florida Campus, we have an Academic and Student Affairs (ASAC) consisting of eleven (11) members, including six (6) faculty facilitators with balanced representation from each discipline area and representation from both Florida Campuses, the Director of Faculty and Curriculum of each campus and the Director of Learning Resources Center of each campus. The certified faculty-facilitators elect facilitators to become members for a one-year term. The six (6) facilitators are elected as follows: one (1) facilitator for the area Natural and Health Sciences; one (1) facilitator for the area of Languages; one (1) facilitator for the area of Business
Administration and Management; one (1) facilitator representing Education, one (1) facilitator representing Social and Human Sciences; (1) Campus Representative At Large.

Statement of Accreditation

The Middle States Association of Colleges and Schools accredits Universidad del Este, a regional accrediting agency recognized by the U.S. Department of Education. Middle States has extended this accreditation to the Metro Orlando and South Florida Campuses.

Statement of Licensure

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

325 W Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
(850) 245-3200
(888) 224-6684
www.fldoe.org

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

**Non-Discrimination Statement**

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

**Statement of Policy**

This catalog includes the main terms concerning the formal relationship between students and Universidad Del Este. Regardless of its effective date, the Institution reserves the right to admit, re-admit or register a student only for a semester or session separately. The Institution binds itself only during the semester for which the student has enrolled and paid his/her tuition fees.
It is the student’s responsibility to know and comply with the content of this catalog and all of Universidad Del Este’s rules and regulations. This catalog complies with the institution’s bylaws, regulations, administrative orders and duties under Federal Law. It is subject to subsequent amendments. This Catalog is electronically available to students at least one week prior to enrollment. Students will be informed of any changes or amendments made to the Catalog.

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

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

Telephone No.:  
(787) 257-7373

Fax No.:  
(787) 752-0070

Website:  
www.suagm.edu

**Key Administration and Staff of Universidad del Este**

**Chancellor**
Alberto Maldonado Ruiz, Esq.

**Vice Chancellor**
Mildred Huertas

**Vice Chancellor of Student Affairs**
Georgina León de Rivera

**Vice Chancellor of Administrative Affairs**
María Socorro Díaz de Burgos

**Vice Chancellor of Information and Telecommunications**
Carmen Ortega, MLS

**General Manager of Physical Facilities**
Edgar D. Rodríguez

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

**Dean of the School of Business Administration**
Maritza I. Espina

**Dean of the José A. (Tony) Santana International School of Hospitality and Culinary Arts**
Overview of the Sistema Universitario Ana G. Méndez – Puerto Rico

Sistema Universitario Ana G. Méndez (SUAGM) is a private, not for profit corporation under the laws of the Commonwealth of Puerto Rico and its members Universidad del Turabo (UT), Universidad Metropolitana (UMET), and Universidad del Este (UNE) are four-year, coeducational, non-profit private higher education institutions. Together, SUAGM and its three member institutions are the second largest private university system in the island of Puerto Rico. Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, SUAGM has established Metro Orlando, South Florida and Tampa Campuses as additional locations. Moreover, in establishing a SUAGM: UNE Metro Orlando, South Florida and Tampa Campus, the system furthers its Vision 2015 as a “high-quality, people-centered learning community, of advanced technology, and internationally oriented”. 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 Latin America and the United States.

Statement of Legal Control

Sistema Universitario Ana G. Méndez 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.
Sistema Universitario Ana G. Méndez address and telephone numbers 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

**Board of Directors of the Sistema Universitario Ana G. Méndez**

José Domingo Pérez, Chair of the Board of Directors
Néstor de Jesús Pou, Vice Chair of the Board of Directors
José F. Méndez, President of SUAGM
Juan M. García Passalacqua
Ivar A. Pietri
Jorge A. Pierluisi, Jr.
Mario F. Gaztambide, Jr.
Antonio J. Colorado
Zoraida Fonalledas
David Rivé Power
Juan R. Melecio
Florabel G. Mullick
Enrique M. Cardona
Víctor Hernández
Félix R. Schmidt
Agnes B. Suárez

**Officers of the corporation:**

José Domingo Pérez, Chair of the Board of Directors
Néstor de Jesús, Vice Chair of the Board of Directors
José F. Méndez, President & CEO
Juan M. García Passalacqua
Ivar A. Pietri
Jorge A. Pierluisi, Jr.
Mario F. Gaztambide, Jr..
Antonio J. Colorado
Zoraida Fonalledas
David Rivé-Power
Juan R. Melecio
Florabel G. Mullick
Enrique M. Cardona
Víctor HernándezFélix R. Schmidt
Agnes B. Suárez
Section II
Metro Orlando Campus
South Florida Campus
Tampa Bay Campus
METRO ORLANDO – SOUTH FLORIDA – TAMPA BAY CAMPUSES

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 both serve its community and serve as a bridge to fulfilling initiatives in serving Hispanic adults in Latin America and the United States.

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

The physical facilities of the Metro Orlando Campus include eighteen classrooms, two computer laboratories, a library, administrative offices, a student and faculty lounge as well as a parking area. The South Florida Campus includes twelve classrooms, two computer laboratories, a library, administration offices, a conference room, a student and faculty lounge. In addition, a parking area is available for students and administration. Tampa Bay Campus includes six classrooms, one language laboratory, a library, administration offices, a student and faculty lounge. It also includes a parking area for students, faculty and administration.

Metro Orlando Campus Administration and Staff

Luis Zayas Seijo, Vice President United States and Latin American Affairs
Luis A. Burgos, Associate Vice-President of Florida Operations
Elvira Costa, Campus Director
Sandra Rios, Director of Faculty and Curriculum
Vacant, Director of Integrated Services
Silquia Vélez, Registrar
Luis Martinez, Director of Marketing and Recruitment
Vacant, Operations Manager
Juan López, Director of Learning Resources
Fernando Wilches, Director of Information Systems
Alexander Pijuán, Assistant to the Information Systems Director
Fidel Távara, Assessment Coordinator
Rosanilda Torres-Ibáñez, Associate Director of Financial Aid
Maricelly Alomar, Counselor
Ubaldo Santiago, Counselor
Carmen Sierra, Library Assistant (PT)
Magdaly Zayas, Library Assistant (PT)
Luis Fonseca, Library Assistant
María Laborde, Learning Resources Specialist
Lourdes Gutiérrez, Executive Assistant
Awilda L. Narváez, Administrative Assistant for Faculty
Malenie Acosta, Integrated Services Officer
Suheily Martinez, Integrated Services Officer
Vidmarie Cuevas, Receptionist
Vacant, Integrated Services Coordinator
Rosa Valera, Integrated Services Coordinator
Genevieve Cautiño, Support Services Officer
Karla Rogers, Promotion and Recruitment Officer
Thomas Mestre, Community Outreach Specialist
Vacant, Maintenance Officer

South Florida Campus Administration and Staff

Luis Zayas Seijo, Vice-President United States and Latin American Affairs
Luis A. Burgos, Associate Vice-President of Florida Operations
Syndia Nazario, Campus Director
Julie Carrión, Director of Faculty and Curriculum
Jorge Báez, Operations Manager
María Sánchez, Director of Marketing
Oriel Ruiz, IT Specialist
Digna Orta, Director of Integrated Services
Cinthia Tineo, Integrated Services Officer
Edith Ferrer, Integrated Services Officer
Krystina Lopez, Administrative Assistant for Faculty
Migdalia Roldán, Promotion and Recruitment Officer
Juan Carlos Bolívar, Associate Registrar
Nydia Bonilla, Financial Aid Coordinator
Miriam Avilés, Financial Aid Officer
Martha Rodríguez, Counselor
Ariel Gil, Academic Support Services Coordinator
Katia Núñez, Director for Learning Resources Center
Kereline Escobar, Library Assistant (PT)
Amparo Durán, Library Assistant (PT)
Jacquelyn Rodríguez, Administrative Assistant of Faculty
Javier Domínguez, Receptionist

**Tampa Bay Campus Administration and Staff**

Luis Zayas Seijo, Vice-President United States and Latin American Affairs
Luis A. Burgos, Associate Vice-President of Florida Operations
Campus Director
Administrative Assistant
Operations Coordinator
Director of Learning Resources
Director of Marketing and Recruitment
Students and Registrar Services Coordinator
Financial Aid Officer
Counselor and Job Placement Officer
IT Technician

**Faculty**

The Faculty of the SUAGM: UNE Metro Orlando Campus, South Florida Campus and Tampa Bay Campus have a minimum of a Masters Degree in their area of expertise and a minimum of two years of professional experience. In addition, faculty 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 offices of each campus. The faculty, although assigned to a specific campus, may be shared between the three campuses.
### Integrated Faculty Profile

**Academic Year 2009 - 2010**

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdel Ortíz</td>
<td>Master in Human Resources, Interamerican University, 2004</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA in Industrial Management and Human Resources, Interamerican University, 1999</td>
<td></td>
</tr>
<tr>
<td>Abigail Ríos-Lugo</td>
<td>MPA in Administrative Programming, University of PR, PR, 1998</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BS in Political Sciences, University of PR, PR, 1989</td>
<td></td>
</tr>
<tr>
<td>Ada González</td>
<td>MA in Education, Interamerican University, San German, PR 1987</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA in Education in Home Economics, Interamerican University, San German, PR 1982</td>
<td></td>
</tr>
<tr>
<td>Adriana Ferrufino</td>
<td>MA International Business Administration Nova Southeastern Univ. 2004</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>MA Economics International Business Universidad de los Andes Colombia 1990</td>
<td></td>
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<tr>
<td></td>
<td>BA in Economics Universidad de los Andes Colombia 1989</td>
<td></td>
</tr>
<tr>
<td>Agustín Gracia</td>
<td>MS in International Relations Troy State University, AL 1991</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BA Psychology Columbus State University, GA 1987</td>
<td></td>
</tr>
<tr>
<td>Alberto León</td>
<td>MD, Escuela de Medicina; San Juan Batista, PR 2004</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BS Biology; Universidad de Sagrado Corazon, PR 2000</td>
<td></td>
</tr>
<tr>
<td>Alex N. Correa</td>
<td>MBA Finance Xavier University 1984</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BSBA Management Xavier University 1983</td>
<td></td>
</tr>
<tr>
<td>Alexander Easdale</td>
<td>MA Latin American Studies;</td>
<td>South Florida</td>
</tr>
<tr>
<td>Name</td>
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<td>Campus</td>
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<tr>
<td>Amilcar Martínez</td>
<td>M.B.A. Business Administration Webster University, PR 2000 B.A Industrial Management University of Puerto Rico 1984</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Ana C. Martínez</td>
<td>Elementary Education; Nova Southeastern Univ. 1999 BS 1988</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Angel Avila</td>
<td>MA Special Education, Minor: School Administration, Univ. of Phoenix, PR, 1995 BA Political Sciences, University of Puerto Rico, 1989</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Angel García</td>
<td>MA in Literature, Universidad Simon Bolivar, Caracas, Venezuela 1988 BA in Secondary Education, Universidad Central de Venezuela, Caracas, Venezuela 1974</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Angel Ríos</td>
<td>MA in Administration &amp; Supervision, Pontifical Catholic University, PR 1984 BA in Elementary Education, Pontifical Catholic Univ., PR 1983</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Angel Torres</td>
<td>Master Political Science University of Connecticut 2002 BA Major: Political Science, Minor: Sociology Central Connecticut State Univ. 1993</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Angie Rivera Noble</td>
<td>MS TESOL Nova Southeastern University 2000 BA Foreign Language Education Spanish Language University of South Florida 1990</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Antonio Román</td>
<td>Master in Education Leadership, UNE,</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
<td>Ariadna Rivera</td>
<td>Metro Orlando Campus, 2007 Bachelor in Secondary English Education, Universidad del Turabo 2004.</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Ariel Gil</td>
<td>MA Educational Computing, Interamerican University, PR 2000 BA Special Education Univ. Central de Bayamón PR, 1994</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Ariel Maldonado</td>
<td>MBA Business Administration Nova Southeastern Univ., FL 1997 BS Information Systems Engineer, Javeriana University, Cali, Colombia 1989</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Armando J. Sánchez</td>
<td>MS in Computer Modeling &amp; Simulation, Univ. of Central Florida, FL 1997 BS in Civil Engineering, University of PR, Mayagüez PR, 1981 AS in Natural Science, University of PR, PR, 1978</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Arturo Vega</td>
<td>MS Spanish Literature and Cultures University of Salamanca 2001 BA Communications University of the Sacred Heart 1989</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Axel Rizo</td>
<td>MBA Florida International University 2007 BS Criminal Justice</td>
<td>South Florida Campus</td>
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<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
<td>Bárbara Richter</td>
<td>Health Care Administration Florida International University 1997</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>Ph.D. in American Literature, New York University, NY, 1970</td>
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<tr>
<td></td>
<td>MA in American Literature, Fordham University, NY, 1962</td>
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<tr>
<td></td>
<td>BS in English Education, Louisiana State Univ., LA, 1953</td>
<td></td>
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<tr>
<td>Bábaro Forteza</td>
<td>MS Spanish Language Education Nova Southeastern Univ. 2006</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BS Education Instituto Pedagógico Superior, Habana, Cuba 1982</td>
<td></td>
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<tr>
<td>Bernardo Gil</td>
<td>M.B.A. Global Management, University of Phoenix, P. R. 2002</td>
<td>Metro Orlando</td>
</tr>
<tr>
<td></td>
<td>B.B.A. Business Administration, University of Puerto Rico 1988</td>
<td></td>
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<tr>
<td>Betty Muriel</td>
<td>MS Environmental Science, Universidad del Turabo, PR 2001</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BA Education (Biology), University of Puerto Rico 1980</td>
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<tr>
<td>Brenda Lampón</td>
<td>MS Industrial and Organizational Psychology Carlos Albizu University, Fl 2004</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BA Psychology University of Sacred Heart, PR, 2000</td>
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<tr>
<td>Brenda Marín</td>
<td>Master in Social Work University of Puerto Rico, 1998</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA Social Welfare, University of Puerto Rico, PR, 1995</td>
<td></td>
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<tr>
<td>Broderick F. Martínez</td>
<td>Masters Accounting Nova Southeastern University 1999</td>
<td>South Florida Campus</td>
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<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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</tr>
</tbody>
</table>
| Camille Berrios       | MBA Human Resources; Universidad del Este, PR 2005  
                       | BA Social Work, Universidad del Este, PR 2002  
|                       | MBA Business Administration Nova Southeastern University 1998  
                       | BA Business Administration Florida International University 1996  
|                       |                                                                                                                         | South Florida Campus   |
| Carlos Campos         | MS Electrical Engineering, University of Kansas, KA 1985  
                       | BS Electrical Engineering, University of Kansas, KA 1983  
|                       | MS: Logistics Management Georgia College and State University, GA 1995  
                       | MBA: General Business Administration Georgia College and State University, GA 1993  
                       | BS Industrial Engineering University of PR, PR 1986  
|                       |                                                                                                                         | Metro Orlando Campus   |
| Carlos J. Rodriguez   | MA in TESOL, Universidad del Turabo, PR, 2002  
                       | BA in English, Pontifical Catholic Univ., PR, 1994  
<p>|                       |                                                                                                                         | Metro Orlando Campus   |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
</table>
| Carlos Rodríguez-Ríos      | Ed.D Curriculum Development and Administration University of Massachusetts, MA 1992  
M. Educ. Curriculum and Teaching Catholic University of PR, PR 1978  
BS Mathematics and Education University of PR, PR 1973 | Metro Orlando Campus |
| Carlos G. Ramos             | M.B.A. in Accounting, University of Tampa, 2000  
BBA in Accounting, Universidad de Puerto Rico, 1994 | Metro Orlando Campus |
| Carmen Aponte               | MS in Computer Information Systems, University of Phoenix, 2006  
BA of Science in Computer Programming, EDP College, PR, 1998  
Associate Degree in Business, EDP College, PR, 1985 | Metro Orlando Campus |
| Carmen C. Figueroa          | MLIS in Library Automation, University of PR, P.R. 1989  
BASS in Sociology & Social Welfare, University of PR, 1982 | Metro Orlando Campus |
| Carmen Rivera               | MA in Spanish, University of Central Florida FL, 1999  
BA in Secondary Education, Interamerican Univ., PR, 1977 | Metro Orlando Campus |
| Carmen-Gloria Rodriguez,    | MA Public Health Education; UPR, PR 1975  
BS Biology & Sociology; UPR, PR 1973 | South Florida Campus |
| Carmen O. Vázquez           | Doctor of Philosophy, in Biology, University of Puerto Rico 2002  
Master - Education in Sciences, INTER, San Germán, PR 1991 | Metro Orlando Campus |
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<tr>
<td>Cecilia Méndez</td>
<td>Master of Education, ESOL, Univ. del Turabo, 2005&lt;br&gt;BA in Preschooler Education, Univ. Didelista, Costa Rica, 1995</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>César Irizarry</td>
<td>Dr Chiropractic Life University College, Georgia 2001&lt;br&gt;BS Biology University of Central Florida, Florida, 1996</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Chalie Colón</td>
<td>MBA International Business, Florida Metropolitan University Orlando, FL, 2006&lt;br&gt;BBA Marketing and Management, INTER, San Juan, PR, 1987</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Cristina Camacho</td>
<td>M. Educ. TESOL Universidad del Turabo Orlando, FL, 2005&lt;br&gt;BA in Psychology, University of PR, PR, 2001</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Cristina Valle</td>
<td>M.A. Human Resources University of Central Florida 2003&lt;br&gt;B.A. in Psychology University of Central Florida 2000</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Dally Rios</td>
<td>Dr. Clinical Psychology Universidad Carlos Albizu, PR 2006&lt;br&gt;MA Psychology</td>
<td>Metro Orlando Campus</td>
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</table>
| David J. Salme        | Universidad Carlos Albizu PR 2003  
                        | MA Counseling  
                        | University of Phoenix PR 1998 | South Florida Campus          |
|                       | MS Math Education; Nova Southeastern Univ. 2006  
                        | BBA; Equinoccial Technology Univ., Ecuador 1997             | South Florida Campus          |
| David Slutz           | Master of Education Curriculum Instruction:Reading  
                        | Grand Canyon University 2008  
                        | BA Foreign Language: English Universidad del Atlantico 2000 | South Florida Campus          |
| Denismar Medina       | MBA in Health Care Management, University of Phoenix, FL, 2003  
                        | BS in Physical Therapy, University of PR, PR, 1990             | Metro Orlando Campus          |
|                       | Master of Science in Management Science and Finance, Gran Mariscal de Ayacucho, Venezuela, 1998                          | Metro Orlando Campus          |
| Diana Malonda         | MBA in Accounting, Mercer University Atlanta, GA, 1994  
                        | BBA in Accounting, Pontifical Catholic Univ., PR, 1991         | Metro Orlando Campus          |
| Dorie M. Méndez       | Master in Corporate Environmental Planning & Eco-Audits, Instituto de Investigaciones Ecológicas, Spain, 1998  
                        | MS in Geology, Boston College, Brighton, MA, 1974  
                        | BS in Geosciences, Univ. of Hawaii, HA 1971  
<pre><code>                    | Certificate in Chemistry &amp; Biology, Jorge Tadeo Lozano Univ. Colombia, 1968 | Metro Orlando Campus          |
</code></pre>
<p>| Eduardo Chaparro      | Certificate in Chemistry &amp; Biology, Jorge Tadeo Lozano Univ. Colombia, 1968                                                | Metro Orlando Campus          |</p>
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<tr>
<td>Edward Cornejo</td>
<td>MP History and Philosophy, The City University of New York, NY 2006&lt;br&gt;MA Counseling; Manhattan College, NY 1991&lt;br&gt;BA Psychology and Philosophy; Cathedral College 1987</td>
<td>South Florida Campus</td>
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<tr>
<td>Edwin Rivera</td>
<td>MBA Accounting Of SUAGM 2008&lt;br&gt;BA Business Administration Major in Accounting – Univ. Sagrado Corazón, PR 1980</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Elio E. Del Cañal</td>
<td>MA Mathematics Rhode Island College 1973&lt;br&gt;BA Mathematics Providence College 1969</td>
<td>South Florida Campus</td>
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<tr>
<td>Elizabeth Vázquez Aquino</td>
<td>MA Education/ESOL University of Phoenix PR 1998&lt;br&gt;BA Elementary Education University of PR Arecibo, PR 1997</td>
<td>South Florida Campus</td>
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<tr>
<td>Elvin Ayala</td>
<td>MA in Physical Education Interamerican University, PR 2001&lt;br&gt;BA in Sports Technology, Interamerican University, PR 1989&lt;br&gt;BS in Military Management, Interamerican University, PR 1989</td>
<td>Metro Orlando Campus</td>
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<td>Ely Melchor</td>
<td>MBA Technology Management; American Intercontinental Univ., FL 2004&lt;br&gt;BA Chemical Engineering, Metropolitan Univ. Venezuela, 1982</td>
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<tr>
<td>Enid Rosa</td>
<td>MA Counseling Webster University, 1996&lt;br&gt;BA French and Literature Columbia University, 1977</td>
<td>Metro Orlando Campus</td>
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<td>Eric Kawano</td>
<td>MBA Business Administration Nova Southeastern Univ. 1989&lt;br&gt;BS Finance Santa Maria La Antigua University, Panamá 1983</td>
<td>South Florida Campus</td>
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<tr>
<td>Evelinda Camacho</td>
<td>Master of Science in Nursing, Univ. of Phoenix, 2006&lt;br&gt;BA of Science in Nursing, Florida Southern College, Lakeland, FL, 2004&lt;br&gt;Associate Degree in Nursing, Univ. College, Humacao, PR, 1977</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Evelyn Mieles Otero</td>
<td>M.A. Educational Leadership NOVA Southeastern University, Florida, 2000&lt;br&gt;B.A. Elementary Education Interamerican University of Puerto Rico PR, 1983</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Fabio A. Naranjo</td>
<td>MA Social Science Admin. Univ. of Chicago, IL 1987&lt;br&gt;BA Political Science; Northeastern Illinois Univ. , IL 1985</td>
<td>South Florida Campus</td>
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<tr>
<td>Félix Godinez</td>
<td>JD, Case Western Reserve University, School of Law Cleveland, OH, 2000&lt;br&gt;MA in Latin American Studies University of Oxford, UK 1998&lt;br&gt;BA Magna Cum Laude, Political Science, Drew University, NJ 1995</td>
<td>South Florida Campus</td>
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<tr>
<td>Félix Mangual</td>
<td>MS in Criminal Justice University of Central Florida, Orlando, FL, 2004&lt;br&gt;BA Sociology Interamerican Univ. San German, PR, 1977</td>
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| Fernando López | MS Spanish Language Education Nova Southeastern University 2006  
                      BA Spanish Universidad de La Habana, Cuba 1982                                                                 | South Florida Campus       |
| Fernando Wilches | MS in Management System Analysis, Kean Univ. NJ, 1994  
                      BS in Computer Science, Trenton State Univ., NJ 1982                                                                 | Metro Orlando Campus       |
| Fidel Távara | MA in Instructional Leadership & Bilingual Assessment, University of Illinois, IL 2002  
                      BA in Foreign Language Teaching, National University, Pedro Ruiz Gallo, Perú, 1994                                     | Metro Orlando Campus       |
| Flor Andreani | Ph.D. Social Sciences Universidad Central de Venezuela 1997  
                      MS Social Sciences Universidad Central de Venezuela 1973  
                      BS Sociology Universidad Central de Venezuela 1971                                                             | South Florida Campus       |
| Francesco Furnari | MBA Hartford University 1994  
                      BA Mechanical Engineer Universidad Simon Bolivar 1992                                                               | South Florida Campus       |
| Francis Viamontes | JD, University of Miami School of Law 2002  
                      Bachelor in Business Administration Major in Marketing 1998                                                            | South Florida Campus       |
| Francisco Prada | MBA Accounting/Finance American Intercontinental Univ. 2005  
                      Bachelor in Business                                                                                                   | South Florida Campus       |
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<td>Glory Anyelí Pabón</td>
<td>Administration Major in Accounting 1977</td>
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<td></td>
<td>Master of Music Education, Florida State Univ., Tallahassee, FL 2004</td>
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<td>Graciela Squillaro-Truffa</td>
<td>MA in Spanish, University of Central Florida, FL, 2000</td>
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<td></td>
<td>Licentiate of Science in Hospitality Management, Univ. of Moron, Argentina, 1982</td>
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<td>Grisselle Vidal-Corujo</td>
<td>PhD in Literature 80 credits, University of PR, PR 1999</td>
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<td>BA in Hispanic Studies, University of PR, PR, 1973</td>
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<td>Gustavo Diaz</td>
<td>MA Applied Mathematics MA Industrial Engineering The Pennsylvania State University 1985</td>
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<td></td>
<td>BS Industrial Engineering 1978 BS Chemical Engineering 1976</td>
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<td>Harold Chittenden</td>
<td>MA Organizational Management University of Phoenix 2006</td>
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<td></td>
<td>BA Labor Relations University of Puerto Rico 1982</td>
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<td>Héctor Abraham</td>
<td>MBA- International Business Florida Metropolitan University, Florida 2007</td>
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<td>BA - Human Resources University of Puerto Rico, PR 2004</td>
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<td>Héctor López</td>
<td>MA in Economics, University of Puerto Rico, PR, 1983</td>
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<td>MA in Economics, University of Puerto Rico, PR, 1983</td>
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<td>Heriberto García</td>
<td>BS in Industrial Engineering, Polytechnic Univ. of PR, 1988 BA in Economics, Universidad de PR, 1979</td>
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<td>MS International Relations, Troy University, AL 1990</td>
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<td>Hinda Elman</td>
<td>MS Chemical Engineering Central University of Venezuela 1993</td>
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<td>Idalí Medina</td>
<td>M.Ed. International and Overseas Administration &amp; Supervision; The College of New Jersey 2003</td>
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<td>BA English Linguistics/Education University of PR 1982</td>
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<td>Irma Zender</td>
<td>MS Educational Tech Nat'l Univ. of California, 2003</td>
<td>South Florida Campus</td>
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<td>BA Business Administration EAFIT, Colombia, 1979</td>
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<td>Irving R. Corrales</td>
<td>MBA International Business Mercer University 1981</td>
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<td>BS Computer Science/Engineering Simon Bolivar University 1978</td>
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<td>Isaack Kravetz</td>
<td>Ph. D. Medicine National Autonomous University of Mexico 1983</td>
<td>South Florida Campus</td>
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<td></td>
<td>MBA Global Management Phoenix University 2004</td>
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<tr>
<td>Iván Rivera</td>
<td>Juris Doctor, New York Law School, NY, 1968</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>MA in Political Sciences, Fordham University, NY, 1972</td>
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| Ivelisse Guardiola | BBA in Economics, Baruch College, NY, 1962  
                      | MA Mass Communications (Public Relations) University of Florida, FL, 2004  
                      | BS Social Sciences and Business Administration (Psychology and Marketing) Universidad de PR, PR, 2003 | Metro Orlando Campus   |
| Ivette Bóssolo   | Juris Doctor Florida State Univ. Tallahassee, FL 2005  
                      | BBA Human Resources & Marketing, Universidad de PR, PR 2001 | Metro Orlando Campus   |
| Jacob Skelton    | MA Linguistics Florida Atlantic University 2006  
                      | BA English University of Florida 2001 | South Florida Campus   |
| Jacqueline Carrero | MS Special Education Long Island Univ., NY 1994  
                      | BA Special Education; Queens College, NY 1991 | South Florida Campus   |
| Jasmín Suárez    | MA in Counseling Universidad de PR, PR, 1987  
                      | BA in Human Welfare, Universidad de PR, PR 1983 | Metro Orlando Campus   |
| Jeanette Long    | Master of Science Ed, Integrating Tech. in the Classroom, Walden Univ. 2004  
                      | Bachelor Elementary Education, UCF, Orlando, FL 1996 | Metro Orlando Campus   |
| Jessica Cestero  | MBA, Univ. of Phoenix, Orlando, FL 2002  
                      | Bachelor in Marketing, UMET, PR, 2000 | Metro Orlando Campus   |
| Jimmy Soto       | Juris Doctor Catholic University of PR, Ponce, PR, 1984  
<pre><code>                  | BBA in Accounting Univ. de PR, Cayey, PR, 1979 | Metro Orlando Campus   |
</code></pre>
<p>| Johanna Jackson  | ED.S Curriculum and Instruction | Metro Orlando           |</p>
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<td>Inter American University, PR 2003</td>
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<td>MA Criminal Justice</td>
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<td></td>
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<td></td>
<td>University of South Florida, Florida 1995</td>
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<tr>
<td>Johannys Irizarry</td>
<td>M.B.A. Metropolitan University, Aguadilla PR., 2003</td>
<td>Metro Orlando Campus</td>
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<td>B.A. Human Resources Management, Univ. P.R. 2001</td>
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<td>José Alvarez</td>
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<td>University of Phoenix, PR, 1998</td>
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<td>BS in Biology, Interamerican Univ. of PR, 1994</td>
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<td>Jose Calcaño</td>
<td>MS Statistics, Iowa State University, 1983</td>
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<td>BBA in Accounting, Interamerican University Puerto Rico 1980</td>
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<td>José Carrasquel</td>
<td>PhD Romance Linguistics, University of Washington 1995</td>
<td>South Florida Campus</td>
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<td>MA Romance Languages, University of Oregon 1990</td>
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<td></td>
<td>BS Computer Science and Mathematics University of Oregon 1988</td>
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<tr>
<td>Jose Capote Cobian</td>
<td>MS Mathematics Education Nova Southeastern University 2006</td>
<td>South Florida Campus</td>
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<td></td>
<td>BS Chemical Engineering University of Havana</td>
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<td>José Echegaray</td>
<td>MS Public Health; University of Puerto Rico 1994</td>
<td>South Florida Campus</td>
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<td></td>
<td>BS Biology University of Puerto Rico 1981</td>
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<td>José Irizarry</td>
<td>MS Legal Studies: Law and Public Policy, California Univ. of</td>
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| José Martínez      | Pennsylvania, May 2009  
|                    | BA Criminal Justice Administration, Columbia College of Missouri, 2006                                                     | Metro Orlando Campus        |
|                    | MBA Wake Forest University, North Carolina, 1994  
|                    | BA Administración Comercial, Concentration: Accounting, University of Puerto Rico, 1980                                      | South Florida Campus        |
| José R. Ortega     | PhD Economics; Institute of Economics, Lithuania, 1987  
|                    | MS Mathematics; Nova Southeastern Univ. 2006  
|                    | U.S. Degrees of BA in Economics; Central University of Las Villas, Cuba, 1978                                               | South Florida Campus        |
| José Penso         | Master Media & Communication Management Webster University, FL 2006  
|                    | BBA Universidad Autonomía, Barranquilla, Colombia, 1999                                                                      | South Florida Campus        |
| José Perez- Valentín| MA. In Education TESOL Universidad del Turabo, Orlando, FL 2006  
|                    | B.A. Elementary Education INTER University of P. R., 1994                                                                     | Metro Orlando Campus        |
| Jose C. Vilasuso   | MS Information Technology Capella University, Minneapolis, MN 2007  
<p>|                    | BS Computer Information Systems, Jones College, Jacksonville, FL                                                              | South Florida Campus        |
| Josefina Henricy   | Master in Education in Adm. And Supervision of Schools, Univ. Interamericana P.R., 2000                                      | Metro Orlando Campus        |
|                    | B.A. Elementary Education, Univ. Interamericana, 1993                                                                      |                             |
| Joseph Berríos     | Ph.D. in Computer Engineering, U.F., 2002                                                                                   | Metro Orlando Campus        |</p>
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<td>Joslyn Hernández</td>
<td>MS in Computer Science, USF, Tampa, FL 19996</td>
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<td>BS in Computer Science, INTER, PR 1992</td>
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<td>MBA in Management Information Systems, Sagrado Corazon Univ., PR, 2002</td>
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<td>BBA in Computer Information System, Universidad de PR, Mayagüez, PR, 1993</td>
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<td>Juan Carlos Arias</td>
<td>JD, Stetson Univ. College of Law, FL 1995</td>
<td>South Florida Campus</td>
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<td>BS Political Science, Dickinson College, PA 1993</td>
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<tr>
<td>Juanita Pérez</td>
<td>Master of Science in Education, Univ. of Bridgeport, June 1979</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>B.A. of Science in Secondary Education, Pontifical Catholic Univ. of P.R. Ponce, May, 1971</td>
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<td>Judith Cancel</td>
<td>Ph.D. Bilingual &amp; Bicultural Studies, University of Connecticut, 1987</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>MA in Education (Curriculum &amp; Admin.) University of Connecticut, 1982</td>
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<td>BA in Educational Studies, Universidad de PR, PR, 1973</td>
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<td>Julie Carrión</td>
<td>MS Psychology, Marriage and Family Therapy Carlos Albizu Univ., FL 2003</td>
<td>South Florida Campus</td>
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<td></td>
<td>BA Interpersonal &amp; group Communications Trinity International Univ. 2001</td>
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<tr>
<td>Karina Ledesma</td>
<td>MS Management Information Systems, University of Central Florida, FL, 2004</td>
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<td></td>
<td>Computer Science Engineer, Universidad Femenina del</td>
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| Katia Nuñez        | MA Library & Information Sciences, University of South Florida, 2008  
|                    | BA Spanish Literature Florida International University 2004                                                               | South Florida Campus        |
|                    | Sagrado Corazón, Perú, 1993                                                                                                |                              |
| Kelly E. Perez      | M.S. TESOL, Nova Southeastern Univ. 2002  
|                    | B.A. Education, INTER, PR. 1995                                                                                         | Metro Orlando Campus        |
|                    | Master of Science Nursing University of Phoenix 2006                                                                   |                              |
| Lee Newball         | BS Administration Interamerican University 1990  
|                    | Associate Degree Nursing VCC, FL 2000                                                                                     | Metro Orlando Campus        |
|                    | MA Latin American and Caribbean Studies-International Relations Florida International University 2007                 |                              |
| Kneele Bisram       | BS International Business Florida Metropolitan University 1999                                                           | South Florida Campus        |
|                    | BA French, Spanish and Portuguese University f the West Indies 1996                                                      |                              |
| Kety López          | MS Counselor Education University of Florida 2006  
|                    | BS Psychology Florida International University 2003                                                                    | South Florida Campus        |
| Lazara Ramirez      | Ph.D. Education Nova Southeastern University 2008  
|                    | MS TESOL Nova Southeastern University 2005  
<p>|                    | MS Educational Leadership                                                                                               | South Florida Campus        |</p>
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| Leonel Wise                 | MBA Kaplan University 2008  
BA Management Florida Atlantic University 2003                                                                       | South Florida Campus          |
| Lillian J. Panagiotópoulos  | M Ed. Curriculum & Instruction Univ. of Florida 1982  
BS TESOL Universidad Pedagógica, Venezuela 1976                                                                       | South Florida Campus          |
| Lillibets Luna              | MA TESOL Turabo Univ. PR 2003  
BA ESL Interamerican Univ. of PR 1997                                                                                | Metro Orlando Campus          |
| Limarys Mercado             | MA – Global Management University of Phoenix, Florida 2007  
BS Hotel and Restaurant Administration University of PR, PR 1999                                                        | Metro Orlando Campus          |
| Lissette Bedu               | MBA, Management & Marketing Jacksonville University, FL 1983  
BS in Business Administration University of Mayaguez, PR 1981                                                           | South Florida Campus          |
| Lorine Guzman               | MA in Administration and Supervision, Mercy College, New York 2004  
M. Ed. Guidance and Counseling, College of New Rochelle, New York 1996  
BA in Sociology Education, Lehman College, New York 1992                                                                   | Metro Orlando Campus          |
| Lucette Cardona             | Juris Doctor, Interamerican University, School of Law 2005  
MA Public Relations Michigan State University, MI 1996                                                                  | Metro Orlando Campus          |
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<td>Lucia Aloyo</td>
<td>BA Communications Advertising Sacred Heart University, PR 1993</td>
<td>Metro Orlando Campus</td>
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<td>M.ED Guidence and Counseling Ana G Méndez Univ. Florida 2007</td>
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<td>MA Rehabilitation Counseling University of PR, PR 1993</td>
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<td>BA Social Sciences- Social Work University of PR, 1986</td>
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<td>Luis A. Burgos</td>
<td>Ed.D in Educational Administration, Interamerican Univ. PR, 1996</td>
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<td>MBA in Industrial &amp; Interpersonal Relations, Interamerican Univ. PR, 1983</td>
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<td>BBA in Human Resources, Interamerican Univ. PR, 1978</td>
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<td>Luis D. Ramirez</td>
<td>MBA Business Admin.; Univ. of South Carolina, SC 1993</td>
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<td>Mechanical Engineer, Universidad Simon Bolivar, Venezuela 1980</td>
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<td>Luis E. Morales</td>
<td>MA Curriculum and Instruction, University of Texas 1985</td>
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<td>BA Education, Universidad Católica Andrés Bello, Caracas, Venezuela. 1978</td>
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<td>BS in Military Sciences, Escuela de Formación de Oficiales de la Guardia Nacional 1969</td>
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<td>Luis R. Morales</td>
<td>MS Computing in Open Information, InterAmerican</td>
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<td>Luis E. Ramos-Roque</td>
<td>BS Computer Science, University of Puerto Rico, PR 2003, Doctor in Medicine, Universidad de PR, PR, 1986, BS in Chemistry, Univ. of Puerto Rico, 1982</td>
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<td>Luis Hernández</td>
<td>MA International Business; Florida International Univ., FL 2003, BA Economics and Business; University of Zulia, Venezuela 1993</td>
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<td>Luis Martínez</td>
<td>MBA Universidad Metropolitana Metro Orlando Campus, FL, 2007, BA in Communications, Univ. Sagrado Corazón, P.R. 1999</td>
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<td>Luis R. Pastrana</td>
<td>Juris Doctor, Universidad de PR School of Law, PR, 1986, MBA in Industrial &amp; Interpersonal Relations, Interamerican Univ. PR, 1978, BBA in Management, Universidad de PR, PR, 1958</td>
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<td>Luis Zayas</td>
<td>Ph.D. Candidate in Political Sciences, University of Chicago, IL, 1988, MA in Political Sciences, University of Chicago, IL 1981, BA in Political Science, Universidad de PR, PR 1976</td>
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<td>Luz Fonseca</td>
<td>MS in Computer Information Systems, St. Mary’s University, San Antonio Texas, 1994</td>
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<td>Luz E. Nieves</td>
<td>BS in Natural Sciences – Mathematics, Universidad de PR, PR, 1991&lt;br&gt;MPH, Concentration Epidemiology, UPR, PR 1992&lt;br&gt;BSN, UPR, Puerto Rico 1986</td>
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<td>Luz Mariella Sullivan</td>
<td>MA in Varying Exceptionalities, Nova Southeastern Univ., FL, 2001&lt;br&gt;BA in TESOL, Instituto Pedagógico Nacional Monterrico, Perú, 1986</td>
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<td>Lynette Caballero</td>
<td>MA In ESOL&lt;br&gt;Interamerican University of Puerto Rico, PR, 1980&lt;br&gt;BA in English&lt;br&gt;University of Puerto Rico, PR, 1973</td>
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<td>Magaly Pacheco</td>
<td>Ed D in Counseling &amp; Guidance, Interamerican Univ., San Juan, PR, 1994&lt;br&gt;MA in Public Administration, Universidad de PR, PR, 1982&lt;br&gt;BA in Social Work, Universidad de PR, PR, 1980</td>
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<tr>
<td>Manuel J. Aragones</td>
<td>MS Computer Information Systems; Nova Southeastern Univ. 2003&lt;br&gt;BS in Mathematics and Computer Science 2000</td>
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<td>Manuel Christiansen</td>
<td>MBA Business Adm; Instituto de Estudios Superiores de Admin. Venezuela 1988&lt;br&gt;BS Mechanical Engineering Universidad Simón Bolívar, Venezuela 1977</td>
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<td>Manuel Laureano-Vega</td>
<td>Doctorate in Medicine Universidad Central del Este San Pedro, DR&lt;br&gt;MS in Biology Universidad de</td>
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<td>Marcel Andino</td>
<td>PR, 1981&lt;br&gt;BS in Biology, University of Tampa, FL 1978&lt;br&gt;Ph. D. Information Technology University of Havana, Cuba 1981&lt;br&gt;MS Automatic Control University of Havana, Cuba 1974&lt;br&gt;BS Industrial Engineering University of Havana, Cuba 1967</td>
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<td>Mareitssa Griggs</td>
<td>MS in ESOL, Nova Southeastern University, FL, 2004&lt;br&gt;MA Educational Leadership, AGM Metro Orlando 2006&lt;br&gt;BA in History, Meredith College, NC, 1989</td>
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<td>Margarita O’Ferral</td>
<td>MS in Urban Education, Chicago State Univ. IL 1978&lt;br&gt;BA in Secondary Education, Universidad de PR, PR 1968</td>
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<td>Maria Arana</td>
<td>MS Mental Health Counseling Carlos Albizu Univ., FL 2003&lt;br&gt;BA International Studies Fairleigh Dickinson Univ., 1990</td>
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<tr>
<td>Maria Cecilia Cabal</td>
<td>MS Mass Communication / Spanish Language Journalism FIU, FL 2006&lt;br&gt;BA Journalism &amp; Mass Communication, FIU, FL 2004</td>
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<td>María Cubero</td>
<td>Master of Arts, Major Business Education , INTER 2002&lt;br&gt;Bachelor in Commercial Education, Major: Secretarial, UPR, PR 1992</td>
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<td>María Díaz</td>
<td>MBA, Ana G. Méndez, Metro Orlando, FL 2009</td>
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<td>María González</td>
<td>Doctorate in Humanities and Social Sc. (Family Therapy) Nova Southeastern 1991&lt;br&gt;MS Family Therapy, Saint Thomas University 1985&lt;br&gt;BS in Health Education Boston Bouve College, MA 1979</td>
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<td>María Sánchez</td>
<td>Ph.D. Biomedical Sciences, Ponce School of Medicine, PR 2008&lt;br&gt;Master Public Health, UPR, 1999</td>
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<td>María C. Sevillano</td>
<td>Ed. D. Information Technology and Distance Learning Nova Southeastern University FL, 2006&lt;br&gt;MBA Management and Marketing Universidad del Turabo 1987&lt;br&gt;BS Management University of Sacred Heart, PR 1982</td>
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<td>María Soong</td>
<td>Educational Specialist, School of Psychology, UCF, 2006&lt;br&gt;Bachelor of Arts, Psychology, Orlando, FL, 2003</td>
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<td>María Torres</td>
<td>Master ESL, Univ. of Turabo, PR, 2003&lt;br&gt;BA, Secondary Educ. Major in English, Colegio Univ. de Cayey, UPR 1995</td>
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<td>Maria E. Tudela</td>
<td>MS Spanish Language Education Nova Southeastern University 2008&lt;br&gt;BA Psychology</td>
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<td>Maria Hernandez</td>
<td>Carlos Albizu University 2006, MS Foreign Language Education Spanish Nova Southeaster Education 2004, BS Elementary Education Florida International University 1990</td>
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<tr>
<td>Maria L. Valcourt-Rodriguez</td>
<td>Ph. D. Clinical Psychology Carlos Albizu University 2003, MS Clinical Psychology Carlos Albizu University PR 2001, BS Psychology University of Puerto Rico 1998</td>
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<td>Marianela Nunez</td>
<td>MS Social Work Columbia University 1993, BA Social Work Manhattanville College 1190</td>
<td>South Florida Campus</td>
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<td>Maria Renee Davila</td>
<td>MBA Marketing American Intercontinental University 2007, MBA Universidad del Valle 2002</td>
<td>South Florida Campus</td>
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<td>María Vázquez</td>
<td>MBA in Material Management &amp; Production Control, Turabo University, PR, 2000, MBA in Business, Pontifical Catholic University, PR, 1987, BBA in Accounting &amp; Finance, Universidad de PR, PR, 1976</td>
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<td>Maricelly Alomar</td>
<td>MA: Guidance and Counseling Inter-American University of Puerto Rico, PR 1992, BA: Secondary Ed. – Sciences University of Puerto Rico, PR 1990</td>
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<td>Mariloli Cartagena</td>
<td>Ph.D in Psychology, INTER, PR 2005, MA in Psychology: Counseling,</td>
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<td>Mario Villalobos</td>
<td>MBA, Major: Business Adm., Rutgers, Univ. New Jersey 1983&lt;br&gt;Bachelor of Arts in Political Science, Rutgers Univ. New Jersey, 1975</td>
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<td>Maritza Rossy</td>
<td>Juris Doctor, INTER, PR 1980&lt;br&gt;Bachelor of Arts, Psychology, Minor Sociology, UPR 1977</td>
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<tr>
<td>Marta González</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, FL 1991&lt;br&gt;BA in Elementary Education, Univ. Central de Bayamón, PR 1988</td>
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<td>Martha Rodriguez</td>
<td>Master in Social Work&lt;br&gt;Barry University 2001&lt;br&gt;BA Psychology&lt;br&gt;Florida State University 1993</td>
<td>South Florida Campus</td>
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<td>Mauricio Cardenas</td>
<td>MA Technology and Modernization/ International Studies, University of Denver, 1983&lt;br&gt;MA Latin American Studies, Ohio University, OH 1982&lt;br&gt;BS Industrial Engineering; University of Los Andes, Colombia; 1980</td>
<td>South Florida Campus</td>
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<td>Michael McCarthy</td>
<td>MBA; Central Institute of Business Administration (INCAE), Nicaragua 1977&lt;br&gt;BBA Accounting; Western New England College, MA 1971</td>
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<td>Miguel Herrera</td>
<td>MA Social Work&lt;br&gt;Temple University 2004&lt;br&gt;BA Psychology&lt;br&gt;University of Puerto Rico - 1999</td>
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<td>Miguel A. Rivera</td>
<td>Ph.D Accounting&lt;br&gt;Argosy University, Florida 2007&lt;br&gt;Master of Business</td>
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<td>Milagros Font</td>
<td>Administration, Major: Finance, INTER, San Germán, PR 2000 &lt;br&gt;BS Accounting, George Univ., Oregon, 1991 &lt;br&gt;AD. Industrial Engineering, University of PR, 1987</td>
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<td>Milagros Sisco</td>
<td>MEd TESOL; FIU, FL 2001 &lt;br&gt;MS Computer Education; Nova Southeastern Univ., FL 1991 &lt;br&gt;BA Elementary Education; Queens College, NY 1979</td>
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<td>Milka I. Colón</td>
<td>MS Educational Leadership, Universidad del Este, Metro Orlando Campus 2006 &lt;br&gt;BA in Education, Universidad del Turabo, Metro Orlando Campus 2005</td>
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<td>Mireya Pabón</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR 1996 &lt;br&gt;BA in Tourism, Sacred Heart Univ., PR, 1993</td>
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<td>Moisés González</td>
<td>M.Ed in ESOL Universidad del Turabo, Orlando, FL, 2005 &lt;br&gt;BA in Elementary Education University of Puerto Rico, PR, 1989</td>
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<tr>
<td>Myra Velez-Henley</td>
<td>Master Engineering Management, Univ. Politécnica de P.R. June 2001 &lt;br&gt;Bachelor Science in Industrial Engineering, Univ. Politécnica de PR., June 1999</td>
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| Nancy Arcelay Vargas  | M Ed. Instructional Technology  
                        | American Intercontinental University  
                        | 2004 South Florida Campus |
|                       | MS Public Health; University of Puerto Rico 1994  
                        | BS Health Science Administration  
                        | University of PR 1991      |                           |
| Nancy Sharifi         | MPA Public Administration  
                        | University of Central Florida, Florida 1992  
                        | Metro Orlando Campus       |                           |
|                       | BA Organizational Communications  
                        | University of Central Florida, Florida 1983 |                           |                           |
| Nayda Nuñez           | Dr. Chiropractor  
                        | NY Chiropractic College 2007  
                        | Metro Orlando Campus       |                           |
|                       | BA Science  
<pre><code>                    | University of Puerto Rico 2003 |                           |                           |
</code></pre>
<p>| Nelson Torres         | Ed. D in Educational Leadership, M.Ed. In Elementary Education, UCF, 2006                                                | Metro Orlando Campus       |                           |
|                       | M.A. in Educational Psychology, Ball State Univ. Indiana, 1977                                                            |                           |                           |
|                       | M.B.A. in Logistics Management, FIT, 1980                                                                                  |                           |                           |
|                       | Master of Educ., Marymount, Virginia, 1994                                                                                  |                           |                           |
| Nereida A. Oliveras   | Juris Doctor, Interamerican Univ., PR., 1998                                                                                | Metro Orlando Campus       |                           |
|                       | MA in Music, Roosevelt Univ., IL, 1980                                                                                     |                           |                           |
|                       | BA in Music, Indiana Univ., IN, 1978                                                                                       |                           |                           |
| Noemi Rivera          | MAE Multilingual Services/ESOL Endorsement/Bilingual Education Florida State Univ. Tallahassee, FL 1985              | Metro Orlando Campus       |                           |</p>
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<td>Nora Colón</td>
<td>BA Education&lt;br&gt;INTER, PR 1982&lt;br&gt;ED.S. in Bilingual &amp; Bicultural Education, Seton Hall University, South Orange, New Jersey, 1997&lt;br&gt;MA in Teaching, Curriculum &amp; Learning Environment, Harvard University, 1991&lt;br&gt;BA in Elementary Education, University of PR, PR, 1988</td>
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<tr>
<td>Norma I. Faría</td>
<td>Master of Science, Major in Educational Technology, National Univ., 2007&lt;br&gt;B.S. in Biology, Interamerican Univ., PR, 1988</td>
<td>Metro Orlando Campus</td>
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<td>Norma Rivera</td>
<td>MA Guidance and Counseling SUAGM 2008&lt;br&gt;BA Business Education 1973 University of Puerto Rico Elementary Education 1976</td>
<td>Metro Orlando Campus</td>
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<td>Nuvia Abigantus</td>
<td>MBA Business Administration Univ. of Miami, FL 2000&lt;br&gt;BA Marketing &amp; Finance Univ. of Texas, TX 1995</td>
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<td>Nydelis Morales</td>
<td>MBA University of Phoenix, 2006&lt;br&gt;BA Organizational Management/Finance Warner College, 2004</td>
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<td>Odette Martínez</td>
<td>MA In Art Education, Universidad del Turabo, PR 2004&lt;br&gt;BA in Plastics Arts, University of PR, PR 2001</td>
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<td>Olga Carballo</td>
<td>MS Mental Health Counseling Nova Southeastern University 2008&lt;br&gt;BS Exceptional Student Education Barry University 2000</td>
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<td>Olga Vanessa Tua</td>
<td>MBA Human Resources Universidad Metropolitana PR 2003</td>
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<td>BA Public Communication University of Puerto Rico 2000</td>
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<td>Olga Vázquez</td>
<td>Master of Science, Molecular Biology and Microbiology, UCF, FL 2001</td>
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<td>Omayra Rosario</td>
<td>MBA, Universidad Metropolitana, Orlando, FL 2007</td>
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<td>BA in Business Adm., Major in Accounting, UPR, PR 1994</td>
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<td>Osmond Duffis-Sjogren</td>
<td>MA linguistics Northeastern Illinois University 1984</td>
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<td>BS Commerce/Accounting De Paul University 1983</td>
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<td>BA English, Education and Philosophy University of Panama 1973</td>
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<td>Osvaldo Santana</td>
<td>MBA Human Resources Universidad del Este 2004</td>
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<td>Bachelor in Business Administration, Accounting Caribbean University</td>
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<td>Otto Rodríguez</td>
<td>MS Agriculture Education Oklahoma State University 1988</td>
<td>South Florida Campus</td>
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<td>BS Agronomy University of Wisconsin, 1985</td>
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<td>Pablo F. Andrade</td>
<td>MA in Economics, University of Central Florida, FL, 2000</td>
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<td>BA in Economics, Univ. of Cuenca, Ecuador, 1994</td>
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<td>Pablo Simón</td>
<td>MA History University of Miami, FL, 2005</td>
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<td>BA Accounting and Business Administration, Univ. Interamericana, PR 1979</td>
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<td>Pedro E. Nuñez</td>
<td>MBA Finance, University of Denver, CO, 1984</td>
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<td>Systems Engineering degree, Universidad Metropolitana, Venezuela 1979</td>
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<td>Rafael Caballero</td>
<td>MSE: Guidance/Counseling, Brooklyn College, New York 1993</td>
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<td>Rafael García</td>
<td>M.B.A. of Human Resources Management, FMU, January 2005</td>
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<td>B.A. of Arts Univ. of NY, 1994 (Math and Science) May 1994</td>
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<td>Raúl Vargas</td>
<td>Master of Science in Civil Engineering, Univ. of Lehigh, Pennsylvania 1980</td>
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<td>MBA, St. Thomas University, FL 2003</td>
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<td>Rebecca Millán</td>
<td>BS Electrical Engineering, Universidad Rafael Urdaneta Venezuela; 1985</td>
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<td>Ph.D. in Christian Clinical Psychology, Doxa International University, 2006</td>
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<td>Bachelor of Arts, University of Puerto Rico, PR, 1989</td>
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<tr>
<td>Ricardo Castro</td>
<td>MBA in Marketing, University of Phoenix, PR 2001</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>BBA in Management, University of Central Florida, PR, 1978</td>
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<tr>
<td>Ricardo Ortolaza</td>
<td>Ed.D in Curriculum and Instruction, Argosy University, FL, 2005</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>Educational Specialist in Curriculum and Instruction Argosy University, FL 2005</td>
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<td></td>
<td>MA in ESL Sec. Education Catholic University of PR, PR 2000</td>
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<td></td>
<td>BA in Secondary Education in ESL Catholic University of PR, PR, 1997</td>
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<tr>
<td>Ricardo Serrano</td>
<td>Juris Doctor, UPR, PR 2006</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>MS in Engineering Management Polytechnic Univ. PR 1996</td>
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<tr>
<td>Ricardo Zaurín</td>
<td>MS in Information Management Universidad de Oriente, Venezuela, 1994</td>
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<tr>
<td></td>
<td>Civil Engineer Universidad de Oriente, Venezuela, 1985</td>
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<td>Name</td>
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<tr>
<td>Richard Flores</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR, 1995 BS in Natural Sciences – Mathematics, University of PR, PR 1988</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Rita Hernández</td>
<td>MS in Nursing, University of PR, 1997 BS in Nursing, University of PR 1988 AD in Nursing, University of PR, 1980</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Roberto Rivera</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR, 1989 BA in Mathematics, University of PR, PR, 1975</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Roberto Rodríguez</td>
<td>Doctor of Medicine, Higher Institute of Medical Sciences, Cuba 1993</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Rosa Arjona</td>
<td>MS Criminal Justice Florida International University 2006</td>
<td>South Florida Campus</td>
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<tr>
<td>Roxana Arias</td>
<td>MA in Counseling &amp; Psychology, Troy State University, FL, 2003 BA in Education &amp; Health, University of Central Florida, 2002</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Saidi Porta</td>
<td>MBA Finance Nova Southeastern University 2004</td>
<td>South Florida Campus</td>
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<td>Samuel Torres</td>
<td>MD/PhD Consejeria Pastoral, Christian Mizpa Univ., 2006 MA Christian Counseling Christian Mizpa Univ., 2002</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Sandra Burgos</td>
<td>Master of Arts in School Psychology, Ball State Univ. Muncie, IN, 1987 Bachelor of Arts, Psychology, Marquette University,</td>
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<td>Sandra Martínez</td>
<td>MA in Curriculum &amp; Instruction, National Louis University, FL 2003</td>
<td>Metro Orlando Campus</td>
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<td>MA 33 Credits in TESOL, Interamerican University, PR, 1986</td>
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<td></td>
<td>BA in Education, Turabo University, PR, 1981</td>
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<tr>
<td>Sandra N. Ríos</td>
<td>Master in Education Administration and Supervision, Catholic University of Puerto Rico, 1986</td>
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<td>BA in Nursing, Catholic Univ. of Puerto Rico 1980</td>
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<tr>
<td>Santiago Buxeda</td>
<td>MBA University of Phoenix 2007</td>
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<td>BA Marketing University de Puerto Rico, RUM, 1994</td>
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<tr>
<td>Sara Lugo</td>
<td>M.A. Business Admin. University of Phoenix, Florida 2005</td>
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<td>B.A. Business Administration Catholic University of P. R. 1998</td>
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<tr>
<td>Silquia Vélez</td>
<td>MBA in Human Resources, Turabo University, PR, 1997</td>
<td>Metro Orlando Campus</td>
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<td></td>
<td>BS in Secretarial Sciences, Turabo University, PR, 1984</td>
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<tr>
<td>Silvia Sauve</td>
<td>MS Finance, Universidad Santa Maria, Venezuela 2002</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BS Electronic Engineering, Metropolitan State College Denver, Colorado, 1985</td>
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<tr>
<td>Somáliz Dávila</td>
<td>MA in Education, Major in Guidance and Counseling, Pontifical Catholic University of</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Name</td>
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<td>Campus</td>
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</tr>
</tbody>
</table>
| Sonia Baez-Hernandez      | Puerto Rico, Ponce, PR 2002  
BA in Education, Primary Education, Pontifical Catholic University of Puerto Rico, Ponce, PR 1999               | South Florida Campus        |
|                           | ABD, Cultural Studies European Graduate School 2004  
MS Fine Arts The School of The Art Institute of Chicago 1998  
MS Sociology UCLA 1992  
BA Social Sciences Universidad de Puerto Rico 1983 | South Florida Campus        |
| Sonia Troche              | Ph. D. Industrial Psychology Universidad Catolica de Puerto Rico 2009  
MS Education- Guidance and Counseling Universidad Catolica de Ponce 1996  
BA Social Work Universidad Catolica de Ponce 1992 | South Florida Campus        |
| Steven López              | MBA Business Administration; New Hampshire College, NH 1996  
BS Accounting New Hampshire College, NH 1994 | South Florida Campus        |
| Sylvia T. Cáceres         | Ph.D. in Ed. Organization, University of Buffalo, NY, 1997  
MBA in Interpersonal Relations & Marketing, INTER University, PR, 1976  
BA in Social Sciences, University of PR, PR, 1966 | Metro Orlando Campus        |
<p>| Syndia Nazario            | MS Child and Youth Care Administration; Nova Southeastern University 2001 | South Florida Campus        |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
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<tbody>
<tr>
<td>Tatiana Parker Ramos</td>
<td>BA Psychology University of Puerto Rico 1989</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>PhD Social Communication Universidad de la Laguna, Spain, 1999</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Social Communication Universidad Católica Andres Bello, Venezuela 1989</td>
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<tr>
<td>Tere Rodríguez-Baez</td>
<td>MA in Education, Governors State Univ., IL, 1986</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>Bachelor in Elementary Education, Special Education, Loyola University, Chicago, IL, 1983</td>
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<tr>
<td>Teresa Di Serio</td>
<td>MA Communication St. Thomas University 2009</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BA in Teaching Spanish and Latin Universidad CAECE 2001</td>
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<tr>
<td>Ubaldo Santiago</td>
<td>Master in Guidance and Counseling, SUAGM, M.O. FL, 2009</td>
<td>Metro Orlando Campus</td>
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<td>Bachelor in Elementary Education, SUAGM, M.O., FL 2007</td>
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<tr>
<td>Verónica Torres</td>
<td>Master of Arts, Major: Criminal Justice, INTER, 2007</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Víctor Santiago</td>
<td>M.Ed in Computer Engineering, Widener Univ. PA, 1998</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>BS in Computer Sciences, Interamerican Univ., PR, 1987</td>
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<tr>
<td>Vielka Quintero</td>
<td>MBA Management Kaplan University 2008</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BS Computers/ Statistics 1990</td>
<td></td>
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<tr>
<td>Vilma Meléndez</td>
<td>MA in Administration &amp; Supervision, University of Phoenix, PR 1994</td>
<td>Metro Orlando Campus</td>
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<td>BA in Spanish, Univ. Metropolitana, PR 1990</td>
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<tr>
<td>Yaremis Lopez</td>
<td>Executive MS Taxation Florida International University 2006</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BA Accounting Florida International University 2003</td>
<td></td>
</tr>
</tbody>
</table>

**Physical Facilities:**

The Metro Orlando Campus is located at 5601 South Semoran Boulevard, Orlando. The Campus includes 17 classrooms, one language lab, one computer lab, a library, administration offices, a conference room, a student and a faculty lounge. In addition, parking area is available for students and administration.

The South Florida Campus is located at 3520 Enterprise Way, Miramar, Florida. The Campus includes 12 classrooms, one language lab, one computer lab, a library, administration offices, a conference room, a student and faculty lounge. In addition, parking area is available for students and administration.

The Tampa Bay Campus is located at 3655 West Waters Ave. Tampa, Florida. The Campus includes 6 classrooms, 1 language lab, a library, administration offices, a student and a faculty lounge. Also, parking area is available for students and administration.

**Address and Telephone numbers**

Metro Orlando Campus

Physical address: 5601 South Semoran Blvd, Suite # 55, Orlando, FL 32822

Mailing address: P. O. Box 574988, Orlando, FL 32857-4998

Phone: 1-888-SISTEMA / 407-207-3363

Fax: 407-207-3373

Web site: www.suagm.edu/florida
South Florida Campus

Physical address:
3520 Enterprise Way, Miramar, Florida

Mailing Address: 3520 Enterprise Way, Miramar, Florida 33025
Mailing address: PO Box 27-8740, Miramar, FL 33027-8740
Phone: 1-888-ESTUDIA / (954) 885-5595
Fax: (954) 885-5861
Web site: www.suagm.edu/florida

Tampa Bay Campus

Physical Address: 3655 West Waters Ave. Tampa, Florida
Mailing Address: 3655 West Waters Ave. Tampa, Florida 33614
Phone: 1-888-ESTUDIA
Web site: www.suagm.edu/florida
## ACADEMIC CALENDAR
### FIRST SEMESTER 201001

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E02 AUGUST 30 TO OCTOBER 3, 2009</th>
<th>E03 OCTOBER 4 TO NOVEMBER 7, 2009</th>
<th>E04 NOVEMBER 8 TO DECEMBER 19, 2009</th>
<th>E05 AUGUST 30 TO OCTOBER 24, 2009</th>
<th>E06 OCTOBER 25 TO DECEMBER 19, 2009</th>
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<tr>
<td>Last Day for Registration</td>
<td>August 28, 2009</td>
<td>October 2, 2009</td>
<td>November 6, 2009</td>
<td>August 28, 2009</td>
<td>October 23, 2009</td>
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<tr>
<td>Withdrawal with partial return (12% &quot;WP&quot;)</td>
<td>August 30 to September 1, 2009</td>
<td>October 4-6, 2009</td>
<td>November 8-10, 2009</td>
<td>August 30 to September 1, 2009</td>
<td>October 25-27, 2009</td>
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<tr>
<td>Last day to request graduation for students who complete requirements on December 2009</td>
<td>October 31, 2009</td>
<td>October 31, 2009</td>
<td>October 31, 2009</td>
<td>October 31, 2009</td>
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<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 200902, 200903 &amp; 200900</td>
<td>September 30, 2009</td>
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<td>October 5, 2009</td>
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<tr>
<td>THANKSGIVING HOLIDAY/ THANKSGIVING BREAK*</td>
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<td>November 22-28, 2009</td>
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<td>Function</td>
<td>September</td>
<td>October</td>
<td>November</td>
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<td>Attendance Rosters and No official Reports to Facilitators (NA)</td>
<td>13-19, 2009</td>
<td>18-24, 2009</td>
<td>29 to December 5, 2009</td>
<td>13-19, 2009</td>
<td>29 to December 5, 2009</td>
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<td>Attendance Rosters Due at Registrar’s Office</td>
<td>22, 2009</td>
<td>27, 2009</td>
<td>8, 2009</td>
<td>22, 2009</td>
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<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>26, 2009</td>
<td>31, 2009</td>
<td>12, 2009</td>
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<td>25, 2009</td>
<td>30, 2009</td>
<td>11, 2009</td>
<td>16, 2009</td>
<td>11, 2009</td>
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<td>10, 2009</td>
<td>21, 2009</td>
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<td>21, 2009</td>
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DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WE o WT – Total Withdrawal  
NA- Not attending courses

*Thanksgiving Week Recess only apply for five weeks sessions*
### SISTEMA UNIVERSITARIO ANA G MENDEZ
**METRO ORLANDO AND SOUTH FLORIDA CAMPUSES**

**ACADEMIC CALENDAR**
**SECOND SEMESTER 201002**

<table>
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<tr>
<th>ACTIVITIES</th>
<th>E02 JANUARY 24 TO FEBRUARY 27, 2010</th>
<th>E03 FEBRUARY 28 TO APRIL 10, 2010</th>
<th>E04 APRIL 11 TO MAY 15, 2010</th>
<th>E05 JANUARY 24 TO MARCH 20, 2010</th>
<th>E06 MARCH 21 TO MAY 15, 2010</th>
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<tr>
<td><strong>Last Day for Registration</strong></td>
<td>January 22, 2010</td>
<td>February 26, 2010</td>
<td>April 9, 2010</td>
<td>January 22, 2010</td>
<td>March 19, 2010</td>
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<tr>
<td><strong>Classes Begin</strong></td>
<td>January 24, 2010</td>
<td>February 28, 2010</td>
<td>April 11, 2010</td>
<td>January 24, 2010</td>
<td>March 21, 2010</td>
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<tr>
<td><strong>Last day to request graduation for students who complete requirements on May 2010</strong></td>
<td>February 27, 2010</td>
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<tr>
<td><strong>Last day for Students to Remove Incompletes and/or Grade Change Request from 201001</strong></td>
<td>February 24, 2010</td>
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<tr>
<td><strong>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</strong></td>
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<td><strong>Holy Week Recess</strong></td>
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<td>March 28 to April 3, 2010</td>
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<td>E04</td>
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<td>Attendance Rosters and No official Reports to Facilitators (NA)</td>
<td>February 7-13, 2010</td>
<td>March 14-20, 2010</td>
<td>April 25 to May 1, 2010</td>
<td>February 7-13, 2010</td>
<td>April 25 to May 1, 2010</td>
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<tr>
<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>February 20, 2010</td>
<td>March 27, 2010</td>
<td>May 8, 2010</td>
<td>February 20, 2010</td>
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<tr>
<td>Grade Rosters to Facilitators</td>
<td>February 19, 2010</td>
<td>March 26, 2010</td>
<td>May 7, 2010</td>
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<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>March 2, 2010</td>
<td>April 13, 2010</td>
<td>May 18, 2010</td>
<td>March 23, 2010</td>
<td>May 18, 2010</td>
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</table>

DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WE o WT – Total Withdrawal  
NA- Not attending courses

*Holy Week Recess only apply for five weeks sessions*
### SISTEMA UNIVERSITARIO ANA G MENDEZ  
**METRO ORLANDO AND SOUTH FLORIDA CAMPUSES**

#### ACADEMIC CALENDAR  
**SUMMER SEMESTER 201003-201100**

<table>
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<th>ACTIVITIES</th>
<th>PT E02</th>
<th>PT E03</th>
<th>PT E04</th>
<th>PT E05</th>
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<tr>
<td><strong>Last Day for Registration</strong></td>
<td>May 14, 2010</td>
<td>June 18, 2010</td>
<td>July 23, 2010</td>
<td>May 14, 2010</td>
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<tr>
<td><strong>Classes Begin</strong></td>
<td>May 16, 2010</td>
<td>June 20, 2010</td>
<td>July 25, 2010</td>
<td>May 16, 2010</td>
</tr>
<tr>
<td><strong>Withdrawal with partial return (12% &quot;WP&quot; or &quot;WT&quot;)</strong></td>
<td>May 16-18, 2010</td>
<td>June 20-22, 2010</td>
<td>July 25-27, 2010</td>
<td>May 16-18, 2010</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements during Summer 2010</strong></td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
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<tr>
<td><strong>Official Attendance Rosters to Facilitators (NA)</strong></td>
<td>May 30 to June 5, 2010</td>
<td>July 4-10, 2010</td>
<td>August 8-14, 2010</td>
<td>May 30 to June 5, 2010</td>
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<td>ACTIVITIES</td>
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<td>PT E03 JUNE 20 TO JULY 24, 2010</td>
<td>PT E04 JULY 25 TO AUGUST 28, 2010</td>
<td>PT E05 MAY 16 TO JULY 10, 2010</td>
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<tr>
<td>Attendance Rosters Due at Registrar’s Office</td>
<td>June 8, 2010</td>
<td>July 13, 2010</td>
<td>August 17, 2010</td>
<td>June 8, 2010</td>
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<td>June 12, 2010</td>
<td>July 17, 2010</td>
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<td>June 12, 2010</td>
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<tr>
<td>Grade Rosters to Facilitators</td>
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<td>July 16, 2010</td>
<td>August 20, 2010</td>
<td>July 2, 2010</td>
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<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>June 22, 2010</td>
<td>July 27, 2010</td>
<td>August 31, 2010</td>
<td>July 13, 2010</td>
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</table>

DC= Drop course  
AW= Administrative Withdrawal  
WP = Partial Withdrawal  
WE o WT – Total Withdrawal  
NA- Not attending courses
## SISTEMA UNIVERSITARIO ANA G MENDEZ
### TAMPA BAY CAMPUS
#### ACADEMIC CALENDAR
##### SECOND SEMESTER 2010

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<th>ACTIVITIES</th>
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<tr>
<td><strong>ACTIVITIES</strong></td>
<td>APRIL 11 TO MAY 15, 2010</td>
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<tr>
<td>Last Day for Registration</td>
<td>April 9, 2010</td>
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<tr>
<td>Classes Begin</td>
<td>April 11, 2010</td>
</tr>
<tr>
<td>Drop/Add Process (“DC” y “AW”)</td>
<td>Before April 11, 2010</td>
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<tr>
<td>Withdrawal with partial return (12% “WP”)</td>
<td>April 11-13, 2010</td>
</tr>
<tr>
<td>Attendance Rosters and No official Reports to Facilitators (NA)</td>
<td>April 25 to May 1, 2010</td>
</tr>
<tr>
<td>Attendance Rosters Due at Registrar’s Office</td>
<td>May 4, 2010</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>May 8, 2010</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (“W”) Total Withdrawal (“WE”)</td>
<td>May 15, 2010</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>May 9-15, 2010</td>
</tr>
<tr>
<td>Grade Rosters to Facilitators</td>
<td>May 7, 2010</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>May 18, 2010</td>
</tr>
</tbody>
</table>

DC= Drop course
AW= Administrative Withdrawal
WP = Partial Withdrawal
WE o WT – Total Withdrawal
NA- Not attending courses
## SISTEMA UNIVERSITARIO ANA G MENDEZ
### TAMPA BAY CAMPUS

#### ACADEMIC CALENDAR
**SUMMER SEMESTER 201003-201100**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>PT E02 MAY 16 TO JUNE 19, 2010</th>
<th>PT E03 JUNE 20 TO JULY 24, 2010</th>
<th>PT E04 JULY 25 TO AUGUST 28, 2010</th>
<th>PT E05 MAY 16 TO JULY 10, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to request graduation for students who complete requirements during Summer 2010</td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
<td>July 3, 2010</td>
</tr>
<tr>
<td>Official Attendance Rosters to Facilitators (NA)</td>
<td>May 30 to June 5, 2010</td>
<td>July 4-10, 2010</td>
<td>August 8-14, 2010</td>
<td>May 30 to June 5, 2010</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>PT E02</td>
<td>PT E03</td>
<td>PT E04</td>
<td>PT E05</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Attendance Rosters Due at Registrar’s Office</td>
<td>June 8, 2010</td>
<td>July 13, 2010</td>
<td>August 17, 2010</td>
<td>June 8, 2010</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>June 12, 2010</td>
<td>July 17, 2010</td>
<td>August 21, 2010</td>
<td>June 12, 2010</td>
</tr>
<tr>
<td>Total Withdrawal (“WE”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Rosters to Facilitators</td>
<td>June 11, 2010</td>
<td>July 16, 2010</td>
<td>August 20, 2010</td>
<td>July 2, 2010</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>June 22, 2010</td>
<td>July 27, 2010</td>
<td>August 31, 2010</td>
<td>July 13, 2010</td>
</tr>
</tbody>
</table>

DC= Drop course
AW= Administrative Withdrawal
WP = Partial Withdrawal
WE o WT – Total Withdrawal
NA- Not attending courses
STUDENTS ACADEMIC REQUIREMENTS, REGULATIONS AND SERVICES

ADMISSIONS

Undergraduate General Admission

General requirements for admission

1. Have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. 23 years of age or older
3. 3 years of work experience

Applicants that do not meet one or more of the above-mentioned requirements will have two options. They can apply for admission and be interviewed by the Campus Director. The Director will determine if the applicant can be admitted in the regular accelerated format as a conditioned admission or in a bridge program designed specifically to help the student population, acquire the needed skills for the accelerated program.

Admissions Process – all applicants are required to:

1. Attend an information session where the structure, policies and procedures of the programs are discussed.
2. Submit an admission’s application.
3. Submit academic evidence from previous studies or degree earned.

Every applicant to 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:

i. transcript of previous credits, courses or studies documenting graduation from secondary school
ii. a General Education Diploma (GED) or other diploma or certificate
iii. certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalent

iv. grade report

Applicants should present one or more of the original documents noted above to an authorized institutional officer. The officer shall examine the document 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 exceptional cases, the Campus Director 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 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 takes Ability to Benefit (ATB) test approved by the Secretary of Education or takes the Wonderlic Personnel Test and Scholastic Level Exam (SLE) in the applicant’s native language and obtains the minimum score established.

4. The applicant must also complete an interview with the Campus Director to evaluate compliance with the previous requirements (Graduate studies).

5. Participate in an admission interview. (Graduate Studies and Bridge Program)

6. Take placement tests in English, Spanish and Mathematics. (Students who graduated from their bachelor’s degree at either one of SUAGM Florida Campuses will be exempt from this requirement).

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

General requirements for admission
1. 23 years of age or older
2. 3 years of work experience
3. A bachelors degree with a minimum of 2.75 GPA or 2.75 in the last 60 credits
4. Submit 3 recommendation letters (students who graduated from their bachelor degree at either one of SUAGM Florida Campuses will be exempt from this requirement).
5. Admission interview

Admissions Process – all applicants are required to:

1. Attend an information session where the structure, policies and procedures of the programs are discussed.
2. Submit an admissions application.
3. Submit an official academic transcript from the university where the bachelor’s degree was awarded.
4. Submit 3 recommendation letters from your employer or supervisor. A form letter is provided.
5. Admission interview.

Specific requirements for each program

Students must contact the Registrar, Associate Registrar, Director of Integrated Services, Integrated Services Officer and/or Student and Registrar Services Coordinator for specific requirements of their chosen program, as applicable to the Campus, must attend the information session.

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. At the Metro Orlando Campus, classes meet once a week for four hours Mondays through Fridays, morning
sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm, Saturdays from 8:00am - 12:00pm and 1:00pm – 5:00pm and Sundays from 1:00pm – 5:00pm.

South Florida Campus classes meet once a week for four hours Mondays through Fridays, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm, Saturdays from 8:30am - 12:30pm and 1:30pm – 5:30pm and Sundays from 1:30pm – 5:30pm. A total of 9 five-week sessions and 5 eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

Tampa Bay Campus classes meet once a week for four hours Mondays through Fridays, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm, Saturdays from 8:30am - 12:30pm and 1:30pm – 5:30pm and Sundays from 1:30pm – 5:30pm. A total of 9 five-week sessions and 5 eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week. The courses meet four (4) hours weekly for five (5) or eight (8) weeks.

The Bridge Program Course Format

The Bridge Program is offered in semester courses that are scheduled in eight (8) week sessions. At the Metro Orlando Campus, classes meet once a week for four hours Mondays through Fridays, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm and Saturdays from 8:00am - 12:00pm and 1:00pm – 5:00pm. South Florida Campus classes meet once a week for four hours Mondays through Fridays, morning sessions from 8:30am – 12:30pm, evening sessions from 6:00pm - 10:00pm and Saturdays from 8:30am - 12:30pm and 1:30pm – 5:30pm. Five eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or teamwork outside the classroom per week. All students enrolled in this program will take 24 credits before transitioning to the regular accelerated (5 or 8 week) format. Students must take 6 credits of English,
6 credits of Spanish, 6 credits of Social Sciences, 3 credits of History and 3 credits of Introduction of University Life.

**Dual-language nature of degree programs**

Degree programs at the Metro Orlando, South Florida and Tampa Bay Campuses are bilingual. Students are expected to have basic knowledge of English and Spanish. All students will be tested for placement in the appropriate level of English and Spanish courses required for the degrees. Applicants who do not demonstrate basic knowledge in English or Spanish must complete additional language courses.

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. These competencies achieved are divided into four skill areas:

**Conceptual Skills:**
1. Generate Ideas
2. Create Projects
3. Analyze/Interpret Data
4. Critical Thinking
5. Synthesis

**Language Skills:**
1. Spelling & Grammar
2. Translates
3. Summarizes Information
4. Use of Varied Vocabulary
5. Technical Jargon
6. Reads & Understands

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

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

Appeals of admission decisions

Students may appeal admission decisions to the Campus Director. The Director will require from the student any information needed to evaluate the appeal.

Transfer students from other programs or universities

Requirements

1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
   a. Have completed twelve (24) attempted or its equivalent from an accredited institution of postsecondary education. Twelve (12) of those credits must be with a grade of “C” or above to be admitted as a transfer student
   b. 23 years of age or older
   c. 3 years of work experience
   d. Attend an information 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.
   g. Submit one (1) official transcript with the Admissions Application.

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 that 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 students’ 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 of each of the master’s programs.

4. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations and Procedures.

5. The Registrar, Associate Registrar or the Student and Registrar Services Coordinator will establish equivalencies for the courses, consulting with the faculty specializing in the area and using the transferring institution’s catalog and official course description as a base.

6. The Office of the Registrar, Associate Registrar or Student and Registrar Services Coordinator, as applicable to the Campus, will inform the student of the courses officially accepted for transfer.

## Foreign Students

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

2. Admission to foreign students will be subject to Florida’s immigration laws and regulations in effect.

3. Universidad del Este at Metro Orlando Campus and South Florida 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.

4. Appropriate authorizations will be obtained for foreign students at the Tampa Bay Campus.

1. **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.
4. Fulfill the academic requirements of the program of study applied to and all other general admissions requirements that apply.

Each student applying for readmission to the Institution will be subject to the curriculum in effect for the program of study to which he or she is admitted. Each candidate for readmission may be subject to an interview with the Director of Faculty and Curriculum, the Director of Integrated Services or the Student and Registrar Services Coordinator.

1. **Admission Validity**

1. Students can enroll only 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. Applications that are not accompanied by the required documents, or that do not meet the established requirements, will be considered provisional applications. If the documentation is not received
within the semester for which the application is submitted, the Institution may invalidate the student’s provisional admission and cancel his or her registration.

**METHOD OF INSTRUCTION**

### Placement

A placement test in English, Spanish and Mathematics 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 language course prior to enrolling in a degree program.

### Course Modules and Language of Delivery

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 for its courses. This model provides for the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students that 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 modules contain the information about course objectives, topics, assignments, and most importantly serve as study guides for teachers and students by including possible 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 program facilitators who have received a specialized training on module development. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist. All modules are available to students and
faculty as well electronically through the Course Management System: Blackboard®, they 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 two-way dual-language format. Each lesson within a module contains specifics about the instrumental 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**

A Language Lab that provides students with the means to improve their proficiency in their second language in order to reach the desired level of bilingualism is available. Among 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 software alternatives are used. Tutoring services are also available in both English and Spanish.

**REGISTRATION**

**Registration Validity**

1. The Campus Director, in collaboration with the Registrar, Associate Registrar or the Student and Registrar Services Coordinator, 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
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 essay 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 with student services staff.

2. For challenge examinations-
   a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty and Curriculum for initial screening before referring them to a subject academic specialist for final analysis.

   b. Upon approval, student will be notified for corresponding payment to be made. The Director of Faculty and Curriculum 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 the test results. Appropriate documentation will be submitted to the Registrar, Associate Registrar or the Student and Registrar Services Coordinator.

3. For portfolio-

a. The student must obtain the related documentation from the Integrated Services Office or the Students and Registrar Services Coordinator. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty and Curriculum for initial screening before referring them to a subject academic specialist for final analysis.

b. After recommendation from the advisor, the students register for EXPL101, a one-credit course that prepares students for the preparation of portfolios according to standards.

c. Once the course is completed, the student will register for portfolio evaluation and make the corresponding payment.

d. The portfolio will be presented to the Director of Faculty and Curriculum, who will submit it for evaluation and awarding of credit to a certified faculty member in the area of expertise. If applicable, the faculty member will award a grade of “P” for the course.

e. Appropriate documentation will be submitted to the Registrar, Associate Registrar or the Student and Registrar Services Coordinator.

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

Transferability of Institutional Credits

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

Reclassification of Program or Major

Active students may apply for reclassification of a program or major by submitting an application for reclassification to the Office of Integrated Services, Registrar, Associate Registrar or the Student and Registrar Services Coordinator, as applicable to the Campus.

Withdrawals

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

2. 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.

3. 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.

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

1. Students will have the opportunity to take courses at other accredited university institutions, if the courses are not offered at the Institution and are required to continue on to other courses in the following semesters.

2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services or Registrar at the Metro Orlando Campus, the Associate Registrar at the South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, as applicable to the Campus.

3. Students requiring a special permit will receive the recommendation from the Director of Faculty and Curriculum, before submitting the authorization form to the Integrated Services Office at the Metro Orlando Campus, the Office of Integrated Services at the South Florida Campus or the office of the Student and Registrar Services Coordinator at Tampa Bay Campus, 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. 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 terms.

1. The regular academic load will be concurrent enrollment in six (6) credits.

2. For an academic load of more than eighteen (18) credits per semester, or enrollment in more than eight credits per term, the student will need authorization from the Director of Faculty and Curriculum or Director of the Campus.
Class Attendance

Admission to the classroom
1. The professors must verify that each student is officially registered, confirming this on the Invoice Schedule (Student’s Program).
2. Students that are not officially registered in the corresponding section will not be admitted to the classroom.

Compulsory Attendance
1. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.
2. Within the term stipulated by the Office of Integrated Services, the professor will inform the Integrated Services Office, Associate Registrar or the Student and Registrar Services Coordinator about those students that never attended classes, using the Official Attendance Lists provided during the third week after the first day of classes.
3. No attendance cases identified by the professors for the first three weeks of class will appear with a grade of WN on their academic record, once the term has ended.
4. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.
5. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
6. If a student is absent to more than one workshop the facilitator will have the following options:
   a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
   b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
7. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can
be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

8. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.

EVALUATION OF STUDENT’S ACADEMIC ACHIEVEMENT

<table>
<thead>
<tr>
<th>Evaluation System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value</td>
</tr>
</tbody>
</table>

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. Each part of term, 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 judgment of the professors and depend on the nature of the course.

3. It will be the responsibility of the students to clarify with the professor any situation related to their evaluations.

4. If the student has been absent for justified reasons, the 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 the 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>Number Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90 – 100)</td>
<td>4.00 excellent</td>
</tr>
<tr>
<td>B</td>
<td>(80 – 89)</td>
<td>3.00 good</td>
</tr>
<tr>
<td>C</td>
<td>(70 – 79)</td>
<td>2.00 satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>(60 – 69)</td>
<td>1.00 deficient</td>
</tr>
<tr>
<td>F</td>
<td>(0 – 59)</td>
<td>0.00 failure (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 a student’s average, except for the WF.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Official withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete in progress</td>
</tr>
<tr>
<td>P</td>
<td>Passed course that does not affect the GPA</td>
</tr>
<tr>
<td>NP</td>
<td>Not passed</td>
</tr>
<tr>
<td>NR</td>
<td>Grade not reported</td>
</tr>
<tr>
<td>*</td>
<td>Repeated course</td>
</tr>
<tr>
<td>WN</td>
<td>Administrative withdrawal, Student registered</td>
</tr>
<tr>
<td></td>
<td>but did not attend classes on the first day, (no</td>
</tr>
<tr>
<td></td>
<td>grade points)</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal, the Vice chancellor</td>
</tr>
</tbody>
</table>
of Student Affairs approves a student withdrawal due to certain reasons.

\[ T = \text{Transfer course} \]

A minimum average of “C” is required for all degrees.

A course with a “W” indicates a withdrawal from a course with the approval of the professor, or the Director of Faculty and Curriculum or the Guidance Counselor, and the official final approval of the Office of the Registrar.

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

A course with an “I” indicates that a student, who is absent from the final examination or does not satisfy all financial obligations to the University, will receive an incomplete as a provisional grade.

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

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

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

1. In the event of a student grade objection, the student is obligated to present the objection at the Integrated Services Office, or Registrar at Metro Orlando Campus, the Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, 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 Director of Faculty and Curriculum any request for a grade change or addition, within a period of time not to exceed one term since the grade was given. The proper form will be provided. The Director of Faculty and Curriculum of the Campus will submit the form to the Registrar, Associate Registrar, or Students and Registrar Services Coordinator who will be responsible for making the change or addition in the Official Grade Register.

3. Changes made outside the established calendar must be justified in writing and approved by the Director of Faculty and Curriculum of the Campus.

4. Special cases of grade objections or changes will be resolved by an Appeals Committee composed by the Dean or Chief Operations Officer or his/her representative, who shall preside, the Director of Faculty and Curriculum, a professor, the Registrar or his/her representative, and a student appointed by the Director, at the beginning of each academic year. The decisions of the Committee will be final as decided by the majority of its members. The Director of Faculty and Curriculum and/or Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

Incompletes

Conditions

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

2. The final exam will be offered or the final work will be accepted only for students that have the opportunity of obtaining a minimum final grade of “D”.
3. It will be the student’s responsibility to make the necessary arrangements with the Professor and the Director of Faculty and Curriculum of the Center to determine how to take the exam or turn in the final work and remove the Incomplete.

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

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

Responsibility of the professors

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

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

3. When completing the Grade Register, the professors will specify the partial grades received by the students. In those cases where the student did not complete the academic work during the established period, the Registrar or Students and Registrar Services Coordinator, 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 that 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). 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. 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). 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 that 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 that repeat a course will receive the average obtained from adding both grades, divided by two. 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 Director of Faculty and Curriculum of the Campus and the practice supervisor.

6. No student will repeat a specified course until he or she has received a grade for it.

7. Repeated courses will be considered to determine the student’s academic progress.
Independent study

Independent study courses will be offered, as an alternative for those students that require a course that is not programmed in their graduation year be it the first or second semester. These courses will be offered through independent study if they meet the following specific criteria:

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

The Director of Faculty and Curriculum 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 Registrars, Associate Registrar or the Student and Registrar Services Coordinator’s Office at Tampa Bay Campus, as applicable to the Campus.
3. In the case of transfer students, they will be evaluated upon completing their first year of study. Transfer credits will be considered attempted credits and will not be considered for the retention index.
4. Students on academic probation are those who have a cumulative GPA are lower than the retention index.
Grade Point Average (GPA)

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

Retention Index

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

Accumulated Credits Required and Retention Index

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

Probation

1. To end the probation period, the student must obtain the percentage of credits and the average established. Students whose cumulative GPA is lower than the retention index established or those that do not reach the required percentage of approved credits will be put on automatic academic
probation. To end the probation period, the student must obtain the percentage of credits and the average established.

2. Students who do not reach the retention index or do not reach the required percentage of approved credits during the period of automatic academic probation will be suspended for the term of one (1) academic year. Upon being suspended for one year, they may appeal one time during their student life.

### Suspensions

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

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

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

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

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

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

Right to appeal

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

2. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:

   a. an illness of the student or a dependent,
   b. an illness of the head of the household that created an economic crisis,
   c. natural disasters, divorce of the parents/student
   d. death of a parent, mother, spouse or child,
   e. problems where there was an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student.

Appeals Committee

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

Applying for an appeal

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

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

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

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

GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Eligibility to Obtain an Academic Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students must have completed the courses required for the degree as established by the Institution.</td>
</tr>
<tr>
<td>2. Students must have completed the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.</td>
</tr>
<tr>
<td>3. For Master’s Degrees, students must complete the degree’s Final Requirements.</td>
</tr>
<tr>
<td>4. Transfer students must meet residency requirements</td>
</tr>
<tr>
<td>5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>7. Have submitted an Application for Graduation to the Integrated Services Office, Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus by the date established in the academic calendar.</td>
</tr>
</tbody>
</table>
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 that fulfill their graduation requirements at the end of the first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Integrated Services Office, Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus or the Student and Registrar Services Coordinator at Tampa Bay Campus, 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 contended in this document regarding fees, tuition costs, deposits, reimbursements, etc., applies to all undergraduate and graduate students. The Board of Directors approves tuition costs at all levels.

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

Once a year, the Vice-President of Financial Affairs publishes a brochure with information about the tuition costs for all the academic programs, as well as other fees that apply.

Cost per credit

The cost per credit is $310.00 at the undergraduate level, and $360.00 at the graduate level. The cost of credit awarded for prior learning is equal to 50% of the cost per credit. All costs per credit are subject to change.
Refund Policy

Any student that 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:

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

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

Partial withdrawal: course drop/add period

Students may cancel a course before the first day of the part of term without costs or charges.

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

Non - attendance

Students that do not attend the courses they are registered in will be reported as NP by the professor.

Identifications

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

Copies of credit transcripts

Transcripts may be obtained at the Office of the Registrar. Payment must be made at the Office of the Bursar. The cost of each transcript will be $3.00 per copy.
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 postsecondary education and 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 Coordinator.

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.

Academic Competitiveness Grant (ACG)

This is a grant given to first and second year students that have completed a rigorous secondary school program.
Requisites

- Be a U.S. citizen;
- Be Federal Pell Grant eligible;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of your program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second-year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

Maximum amount:

The student can receive up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study. Note that the amount of the AC Grant, when combined with a Pell Grant, may not exceed the student's cost of attendance. In addition, if the number of eligible students is large enough that payment of the full grant amounts would exceed the program appropriation in any fiscal year, and then the amount of the grant to each eligible student may be ratably reduced.

How to apply:

By completing and submitting Free Application for Federal Student Aid (FAFSA).

How to determine eligibility:

A student is eligible for an AC Grant if –

- The student completed one of his or her state’s designated secondary school programs of study, as noted on the website; or
- The student has taken and passed the tests for at least two Advanced Placement (AP) or International Baccalaureate (IB) courses; or
- The student has completed a high school course of study with at least –
Four years of high school English;
Three years of high school math, including Algebra I and another higher level math course;
Three years of high school science, which must include two years of biology, chemistry or physics;
Three years of high school social studies; and
One year of high school foreign language.

Other Options:

Complete at least two advance placement courses with a score of 3 or two courses from an International Baccalaureate with a score of 4.

State of Florida Grants

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.

To apply for these scholarships students must go to the Florida Department of Education web page - [http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm](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.
TEACH Grant Program

Provides $4,000.00 annual grant to students who plan to become teachers. Candidates must agree to serve as full-time teachers at certain schools and with certain high-needs fields for at least 4 academic years.

Florida Post Secondary Student Assistant Grant

Need-based program available to degree seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating post secondary institutions.

Loan Programs

Federal Family Education Loan Program (FFELP) and Direct Loan (DL)

This includes the Stafford subsidized and unsubsidized loans. These loans are offered at a variable interest rate, with a cap of 8.25%. For “Subsidized Stafford” the government pays the interest while the student is in school; for “Unsubsidized Stafford” the student is responsible for paying the interest while in school. If the student chooses not to pay the interest, it will accrue and be capitalized (added on the principle). Students must be enrolled at least in a half time status.

Federal Direct Parent Loan for Undergraduate Students (FDPLUS)

For the parents of students registered at a postsecondary education institution. PLUS loans are borrowed by parents for dependent students. The interest rate is variable, with a cap of 9%. Repayment begins 60 days after the final Disbursement.

Work and Study Program

Federal Work-Study Program (FWSP)

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

UNE: Metro Orlando Campus is approved for Veterans Training.

**How to apply for Financial Aid**

Financial Aid is awarded to applicants annually. Therefore, students must apply each year before class starts. The Financial Aid Application packets are available after January, at the Office of Students Financial Aids.

The student must submit the Free Application for Federal Student Financial Aid (FAFSA) or Renewal FAFSA to the U.S. Department of Education. If a student does not receive a FAFSA Renewal form, it should be picked up in the Office of Admissions and Financial Aid.

**Students**

Students may also apply for financial aid on the internet through [www.fafsa.ed.org](http://www.fafsa.ed.org). Late applicants will be awarded only on a funds-available basis.

The amount of financial aid 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
- demonstrate evidence of compliance with admission requirements related to prior academic experience and/or achievement detailed in Admissions process section above
- 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 received a Bachelor’s Degree for Pell or FSEOG.
provide documentation of any information requested by the Integrated Services Office 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 and South Florida and the Students and Registrar Services
Coordinator at Tampa Bay Campus. The School for Professional Studies personnel also offers orientation about other services available and serves as a liaison to other offices of the System and its member institutions. The Director of Integrated Services, Financial Aid staff, Registrar, Associate Registrar, the Student and Registrar Services Coordinator and Integrated Services Officers will be cross-trained to perform these services in an integrated manner. The Metro Orlando Campus has two full-time counselors, the South Florida Campus has a full time counselor and the Tampa Bay Campus has a part-time counselor to meet the counseling and job placement needs of its students.

Integrated student services are provided in an extended schedule to accommodate the demands of working adults:

Monday through Thursday: 11:00 a.m. - 8:00 p.m.
Friday: 9:30 a.m. - 6:00 p.m.
Saturday: 8:30 a.m. - 5:00 p.m.

**Academic Advising**

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

**Student feedback and complaints**

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

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the Campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the
Florida Commission for Independent Education at (850) 245-3200 or Middle States Commission on Higher Education at (267) 284-5000.

**Student conduct and disciplinary actions**

**Disciplinary Regulations**

All students will observe and comply with all the institutional policies, rules and procedures and will follow a code of exemplary conduct. Each student should be familiar with the institutional polices regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Dean of the School of Professional Studies or 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 Handbook, and in the other regular or periodic publications of the Administration.

**Important Note:**

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Handbook from the Integrated Services Office, Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus, and the Student and Registrar Services Coordinator at the Tampa Bay Campus, sign a receipt for it, 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.

**GENERAL PROVISIONS**

**Course numbering system**

Course Numbers

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

- 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 – Computer Information System
CRIM – Criminal justice
ECON – Economy
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
NURS – Nursing
OFAS – Office Systems
PALE – Paralegal
POSC – Political Science
PSYC – Psychology
PUHE – Public Health
SOCL – Sociology
SOSC – Social Sciences
SPAN – Spanish
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.

Students’ responsibility

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

Institution’s responsibility

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

The Institution, to safeguard its goals and objectives, reserves the right to admit, readmit or enroll any student in any semester, session or class. For the same reason, it reserves the right to temporarily, partially, totally or permanently suspend any student before a hearing, in accordance with the Rules of Discipline.

FERPA

The Institution faithfully complies with the dispositions of the Family Educational Rights and Privacy Act of 1974, known as FERPA. This act is designed to protect the privacy of the academic records and to establish 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 Registrar, Associate Registrar, Director of Integrated Services, and the Student and Registrar Services Coordinator of any change of name or address while he or she is an active student at the Institution.
Section III

Programs of Study
BACHELOR OF SCIENCE IN PUBLIC HEALTH (B.S.)
Major in Health Services Management
138 Credits
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:
Management in health services has to do with planning and organizing as well as evaluating the services rendered by organizations in the health care industry. The students that 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 profession.

Graduate’s Profile/Outcomes
The graduate of this academic offer will be a 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 and fiscal and managerial health of the organization. The graduate of this academic offer 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 of the principles and foundations of public health, epidemiology, biological aspects of human illnesses, and biostatistics. He will be able to solve quantitative, algebraic, accounting, finance, management theory and economics problems at a basic level. Also, he will have integrated into his skills the basic elements of management, human relations, and organizational conduct.

Graduate’s Profile/Outcomes

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

Conceptual:
  a. Describe the different conceptions existing about health and the relationship with public health;
  b. Analyze the relationship among the factors determining health and the state of health;
  c. Apply mathematical, accounting, finance, and economic principles in the solution of problems;
  d. Integrally apply knowledge of public health, epidemiology, and human relations necessary to act effectively and efficiently in the delivery of health services;
e. Evaluate the performance of organizations as social systems in light of the theories and practices of service management;

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

Technical-Motor:

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

Affective:

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

Component of the Major

The graduate of the Bachelor of Science in Public Health with major in Health Services Management program at UNE is a 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.
Through the component of the major, the student will develop the following skills to be able to:

**Conceptual**

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

**Technical-Motor**

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

**Affective**

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>48</td>
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<tr>
<td>Core/Professional Courses</td>
<td>51</td>
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<td>Major Courses</td>
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<td>Elective Courses</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. LIAR 100 must be taken within first semester of enrollment.

### GENERAL EDUCATION COURSES (48 CREDITS)

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<tr>
<td>HUMA 101 Intro. to Western Civilization I</td>
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<td>HUMA 101</td>
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<td>MATH 111 Inter. Algebra I</td>
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<tr>
<td>BIOL 250 Intro. to the Study of Environmental Science</td>
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<td>COIS 100</td>
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### CORE PROFESSIONAL COURSES (51 CREDITS)

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<tr>
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<td>ACCO 111 Elementary Accounting I</td>
<td>ACCO 111</td>
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<td>ECON 123 Elem. Principles and Problems of Economics</td>
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<tr>
<td>MANA 210 Management Theory</td>
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<td>MANA 213 Personnel Administration</td>
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<tr>
<td>PUHE 101 Intro. to Public Health and Health Education</td>
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<td>3</td>
<td>PUHE 201 Intro. to Biostatistics</td>
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<tr>
<td>PUHE 210 Biological Aspects of Human Disease</td>
<td>*Concurrent w/ PUHE 203</td>
<td>4</td>
<td>PUHE 203 Introduction to Epidemiology</td>
<td>PUHE 201 *Concurrent w/ PUHE 210</td>
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<tr>
<td>MANA 230 Organizational Behavior</td>
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<td>3</td>
<td>LIAR 100 Formative Integral Development</td>
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### MAJOR COURSES (33 CREDITS)

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<td>HESM 110 Health Services Management</td>
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<td>HESM 210 Health Systems and Models</td>
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<td>HESM 220 Health Services Planning and Evaluation</td>
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<td>HESM 320 Basic Finances in the Health Industry</td>
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<td>HESM 330 Legal Aspects in the Health Industry</td>
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<td>3</td>
<td>HESM 340 Budgeting for the Health Industry</td>
<td>MATH 112, HESM 220</td>
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<td>HESM 410 Health Info. Systems</td>
<td>COIS 100, HESM 230, 310, 320</td>
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<td>HESM 420 Special Topics in Health Services Management</td>
<td>HESM 110, 220,340</td>
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<td>HESM 430- Practicum/Seminar (Institution/Internship coordinator’s approval)</td>
<td>All core / major courses</td>
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### ELECTIVE COURSES (6 CREDITS)

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</tbody>
</table>
BACHELOR OF SCIENCE IN OFFICE SYSTEMS (B.S.)

Major in Administrative Secretary

125 Credits
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:
The Office Systems curriculum prepares individuals for positions in administrative support careers. It provides office professionals the tools to respond to the demands of a dynamic computerized workplace.

The courses are designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on both the technical and non-technical skills.

Graduate’s Profile/Outcomes
The graduate of this program will be a professional academically prepared to perform successfully in the secretarial field. What sets these professionals apart is their acquired knowledge and technical skills fundamental in the administration of the modern office. The graduate of this academic offer will be a:

- professional prepared academically and capable of performing in his workplace and contributing 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 work place;
- facilitator who provides a collaborative environment so that the human resources of the organization may achieve their highest potential.
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 of universal concerns that will allow him to:

- help improve the quality of life of his people;
- communicate adequately in English & Spanish both orally and in writing;
- identify solutions to social problems;
- value the roots of his culture;
- develop an attitude of understanding and tolerance toward cultural diversity and respect for human dignity.

Through the General Education component, the student will develop the following skills to be able to:

Conceptual

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

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

Affective

- Value the bio-psychosocial 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 in Office Systems will be able to solve problems related to the administration of today’s modern office. Also, he/she will have integrated the elemental principles of management, human relations and organizational conduct.

Through the component of the major, the student will develop the following skills to be able to:

Conceptual

- Describe the different conceptions that exist in a modern office setting.
- Analyze the relationship among the factors that determine the needs of the administrators and general staff in the workplace.
- Apply the principles of mathematics, accounting, finance, and economics in the solution of problems.
- Apply in an integral form the knowledge of the modern office setting and the human relations necessary to impact effectively and efficiently the workplace.
- Integrate the principles of planning, organization, direction, control, and evaluation of management processes as they apply to the office.
Technical-Motor

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

Affective

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

Component of the Major

The graduate of the Bachelor in Office Systems at UNE is a professional in the administrative area related to the secretarial field. The graduate will have developed secretarial and data processing skills as well as critical management perspectives. It is anticipated that the administrative secretary will work in close support with an executive or serve as office manager with supervisory responsibility for other employees.

Through the component of his/her major, 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 modern office setting and propose remedial action.
- Design work models, involvement strategies, and evaluation techniques to carry out the processes proper to the management of the services provided.
- Discriminate among different management models and establish strengths, pertinence, and applicability.
• Read, understand, and prepare standard business communications

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.
• Apply the following software skills: word processing, electronic spreadsheets, database management, integrated office applications, and presentation software.
• Use a current operating system for file management.
• Use appropriate business office procedures.
• Demonstrate speed and accuracy in keyboarding skills.

Affective

• Value teamwork in collaboration and cooperation.
• Value an atmosphere of effective, participative communication, and decision making by consensus.
• Demonstrate responsibility, punctuality, and diligence in the performance of his/her duties.
• Value respect for professional ethics and individual and group contributions.
### Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>42</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
<td>49</td>
</tr>
<tr>
<td>Major Courses</td>
<td>28</td>
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<td>Elective Courses</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
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## Degree Requirements

### General Education Courses (42 Credits)

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<tr>
<td>SPAN 101 Basic Spanish I*</td>
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<td>SPAN 102 Basic Spanish II</td>
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<td>ENGL 103 Inter. Basic English I*</td>
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<td>HUMA 101 Intro. to Western Civilization I</td>
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<tr>
<td>ENGL 211 Business English</td>
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<td>OFAS 291 Modern Office Procedures</td>
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<td>OFAS 300 Document Generation</td>
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<td>OFAS 221, SPAN 102</td>
<td>OFAS 290 Records Management</td>
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<tr>
<td>OFAS 303 Document Production</td>
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<td>OFAS 221</td>
<td>OFAS 491 Administrative Office Procedures</td>
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<td>LIAR 100 Formal Integral Develop.</td>
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### Major Courses (28 Credits)

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<tr>
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<td>OFAS 301 Introduction to Telecommunications</td>
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<tr>
<td>OFAS 204 Speed Writing Transcription</td>
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<td>OFAS 104, 122</td>
<td>OFAS 306 Software Apps. in Word Processing, Graphics Presentations and Editing</td>
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<td>OFAS 208 Management Applications in Office Automation</td>
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<td>OFAS 122</td>
<td>OFAS 323 Spreadsheets and Database Applications</td>
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<td>OFAS 230 Machine Transcription</td>
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<td>OFAS 324 Preparation of Workshop Training</td>
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<td>OFAS 306, 323, 491</td>
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<td>OFAS 492 Office Internship**</td>
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### Free Elective Courses (6 Credits)

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<th>Pre req.</th>
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<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>Pre req.</th>
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<tr>
<td>Total Number of Credits</td>
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</table>

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. The student must complete the following courses with a minimum of “C”: OFAS 121, 122, and 221. LIAR 100 must be taken within first semester of enrollment.
BACHELOR IN SOCIAL SCIENCES (B.S.)
Major in Paralegal Studies

129 Credits
Offered at Metro Orlando Campus

PROGRAM DESCRIPTION:
Paralegals (legal assistants) are professionals whose duties are related to the field of Law and who work in close collaboration with lawyers and legal service institutions. These professionals fill an urgent need in the legal services that are offered in Florida. Their most important function will be to offer all the administrative support that lawyers need in order to practice law quickly and efficiently.

Their knowledge of the fundamental principles of law, the techniques used in legal research, and the compilation of evidence will allow them to perform their duties in a more efficient manner. These professionals can occupy positions at an operational level in any state or federal government agency, and also in a private enterprise. They will have the skills and knowledge that will enable them to establish their office of paralegal services; offering his or her paralegal services to lawyers, public agencies, or private ones.

Graduate’s Profile/Outcomes
On completing the requirements of the component and major, the graduate will:

Conceptual skills

- know the composition of the state judicial system. Its scope and the services it offers to citizens.
- apply the tools utilized to conduct a legal investigation.
- apply the research skills that will allow him/her to find the information to be used in a legal investigation.
- apply the knowledge of interpretative jurisprudence in his/her professional functions.
- know the fundamental aspects of penal law, criminal and probationary process law, as well as private law.
- demonstrate knowledge of administrative law.
• analyze the importance of criminal and probationary process law in the investigation of the evidence relating to judicial processes.
• analyze the importance of the function carried out by the branches of government in response to problems affecting the population.
• know administrative tasks such as managing a legal office.
• carry out legal investigations applying the knowledge acquired in the performance of his/her professional duties.
• apply investigation techniques in drafting legal documents.
• know the canons of ethics governing the legal profession, applying the pertinent ones by analogy to the profession of legal assistant.
• communicate effectively in English and Spanish, both orally and in writing.

Technical and motor skills
• utilize computerized equipment in searching for judicial information such as: legislation in force, jurisprudence, articles from law journals, treatises, or newspaper articles relating to topics that are the subject of a legal investigation.
• apply the techniques of bibliographic research to conduct a legal investigation.

Emotional skills
• demonstrate skills and attitudes that allow him/her to orient people on their rights.
• develop positive values and attitudes that will allow him/her to become a better human being and a productive member of society.
• demonstrate a professional behavior of respect toward those who receive his/her professional services, as well as desirable habits in the workplace.
<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>57</td>
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<tr>
<td>Core/Professional Course</td>
<td>24</td>
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<tr>
<td>Major Courses</td>
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<td>Elective Courses</td>
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<td>Practicum</td>
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<td>TOTAL</td>
<td>129</td>
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</table>
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.

** A minimum average of “C” is required for all major courses and a minimum of B in the Practicum course.

LIAR 100 must be taken within first semester of enrollment.
BACHELOR IN SOCIAL SCIENCES (BS)
Major in Psychology
125 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 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 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.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<td>Core/Professional Courses</td>
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<td>Major Courses</td>
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<td><strong>TOTAL</strong></td>
<td><strong>125</strong></td>
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SISTEMA UNIVERSITARIO ANA G. MENDEZ  
UNIVERSIDAD DEL ESTE  
SCHOOL FOR PROFESSIONAL STUDIES  
BACHELOR IN SCIENCE MAJOR IN PSYCHOLOGY (BS)  
DEGREE REQUIREMENTS

GENERAL EDUCATION COURSES (57 CREDITS)

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>UM</th>
<th>PRE-REQ.</th>
<th>COURSE</th>
<th>CRS</th>
<th>TR</th>
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<th>PRE-REQ.</th>
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<td>SPAN 101 Intro. Spanish I</td>
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<tr>
<td>ENGL 103 Inter. Basic English I</td>
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<td>SOSC 101 Introduction to the Study of Social Sciences I</td>
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<td>ENGL 220 Academic Reading and Writing I</td>
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<td>HUMA 101 Introduction to the Study of Western Civilization</td>
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<td>HUMA 102 Introduction to the Study of Western Civilization II</td>
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<tr>
<td>BIOL 101 Introduction to Study of Biological Sciences</td>
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<td>BIOL 102 Introduction to Study of Biological Sciences II</td>
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<tr>
<td>SPAN 215 Advanced Composition</td>
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<td>SPAN 102 SPAN 221 Spanish Literature</td>
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<tr>
<td>MATH 111 Intermediate Algebra I</td>
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<td>COIS 100 Computer Literacy</td>
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<tr>
<td>BIOL 250 Introduction to Study of Environmental Sciences</td>
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<td>HIST ______ Elective</td>
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CORE PROFESSIONAL COURSES (26 CREDITS)

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<tr>
<td>LIAR 100 Formative Integral Development</td>
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<td>SOSC 250 Statistics in Social Sciences</td>
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<tr>
<td>PSYC 121 Psychology I</td>
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<tr>
<td>BIOL 103 Anatomy and Physiology I</td>
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<td>BIOL 104 Anatomy and Physiology II</td>
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<tr>
<td>SOCI 203 Elementary Principles of Sociology</td>
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<td>SOCI 213 Social Problems in Florida</td>
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MAJOR COURSES (42 CREDITS)

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<td>PSYC 121-122 PSYC 327 Psychology of the Elderly</td>
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<td>PSYC 225 Social Psychology</td>
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<td>PSYC 121, 122 PSYC 226 Evolution Psychology</td>
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<td>PSYC 321 Personality Theory</td>
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<td>PSYC 121, 122 PSYC 322 Theories and Techniques of Psychotherapy</td>
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<td>PSYC 343 Theories of Learning and Motivation</td>
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<td>PSYC 121, 122 PSYC 350 Psychopathology</td>
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<td>PSYC 400 Psychological Measurement</td>
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<td>PSYC 121, 122, 435 PSYC 402 Methodology and Research</td>
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<td>PSYC 423 Physiological Psychology</td>
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<td>PSYC 121, 122 PSYC 435 Psychology Statistics</td>
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<td>PSYC 450 Supervised Practice and Seminar I</td>
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<td>PSYC 451 Supervised Practice and Seminar I</td>
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TOTAL NUMBER OF CREDITS: 125

**Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency. LIAR 100 must be taken within the first semester of enrollment.**
BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM & HOSPITALITY MANAGEMENT (B.S.)
Major in Hotel Management
121 credits
Offered at the Metro Orlando and South Florida Campuses

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

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

General Education Component

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

- help improve the quality of life of his people;
- communicate effectively;
- identify solutions to social problems;
- value the roots of his culture;
• develop an attitude of understanding and tolerance toward cultural diversity and respect for human dignity.

Through the General Education component, the student will develop the following skills to be able to:

**Conceptual**

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

**Technical-Motor**

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

**Affective**

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

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

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

Conceptual

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

Technical-Motor

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

Affective

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

Component of the Major

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

Through the component of his major, the student will develop the following skills to be able to:

Conceptual

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

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

Affective

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

Curricular Sequence

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
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<tr>
<td>Core/Professional Courses</td>
<td>46</td>
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<tr>
<td>Major Courses</td>
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<td>Free Electives</td>
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<tr>
<td><strong>TOTAL</strong></td>
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BACHELOR OF SCIENCES IN INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT - MAJOR: HOTEL MANAGEMENT

DEGREE REQUIREMENTS

GENERAL EDUCATION COURSES (45 CREDITS)

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<tr>
<td>SPAN 101 Basic Spanish I*</td>
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<td>SPAN 102 Basic Spanish II</td>
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<tr>
<td>ENGL 103 Inter. Basic English I*</td>
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<td>SOSC 101 Intro. to Social. Sciences. I</td>
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<td>SOSC 102 Intro. to Social Science. II</td>
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<tr>
<td>HUMA 101 Intro. to Western Civilization I</td>
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<td>HUMA 102 Intro. to Western Civilization II</td>
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<td>HIST 101 History Elective</td>
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<td>UNE</td>
<td>MATH 111 Inter. Algebra I*</td>
</tr>
<tr>
<td>BIOL 250 Intro. to the Study of Environmental Science</td>
<td>3</td>
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<td>UNE</td>
<td>COIS 100 Computer Literacy</td>
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<tr>
<td>BIOL 101 Intro. to Biological Sciences I</td>
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<td>BIOL 102 Intro. to Biological Sciences II</td>
</tr>
<tr>
<td>HIST 223 Contemporary History</td>
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CORE/PROFESSIONAL COURSES (46 CREDITS)

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<td>ENGL 104 English 212 Business English II</td>
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<tr>
<td>SPAN 201 Business Spanish I</td>
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<td>ACCO 111 Elementary Accounting I</td>
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<td>MANA 213 Personnel Management</td>
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<tr>
<td>ITHM 101 Intro to International Tourism and Hospitality Management</td>
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<td>ITHM 115 Tourism Systems</td>
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<td>ITHM 250 Internship I</td>
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<td>ITHM 290 Applied Spreadsheets and Database Applications</td>
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<td>ITHM 280 Guest Services</td>
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<td>ITHM 360 Tourism and Hospitality Accounting</td>
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<td>ACCO 111, ITHM 290</td>
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<td>LIAR 100 Formative Integral Develop.</td>
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MAJOR COURSES (21 CREDITS)

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<td>ITHM 250</td>
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<td>ITHM 400 Revenue Management for Hotel Operations</td>
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<td>ITHM 390 Internship II</td>
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<td>ITHM 402 Leadership and Small Group Processes</td>
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<td>ITHM 460 Capstone Course</td>
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<td>ITHM 307 Physical Facilities and Maintenance</td>
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ELECTIVE COURSES (9 CREDITS)

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Total Number of Credits 121

Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
LIAR 100 must be taken within first of enrollment.
BACHELOR OF ARTS IN EDUCATION (B.A.)
Major in Prekindergarten/Primary Education
Offered at Metro Orlando and South Florida Campuses
124 credits

PROGRAM DESCRIPTION:
This program is designed to prepare students to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations for grades pre K-3. Students in this program are prepared to teach in diverse and inclusive environments, including homes, schools, and other community settings, which serve children from age 4 and to grade 3. 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 of Bachelor of Arts in Education: Major in Prekindergarten/Primary Education emphasizes collaboration with the community and other professionals involved in the development of young children. Students in this program participate in field experiences, which serve as an effective method in which theories about early development, learning and curriculum in the early childhood setting are applied. The practicum in teaching lasts 10 weeks providing students with field experiences to demonstrate accomplished educator 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 program is premised on the belief that students develop knowledge through exploration. 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

The inclusion of 45 hours in these areas (see alignment chart that follows) will enable any student who comes to our campus with a bachelor’s degree in an area other than education to be a candidate for certification in the area of Prekindergarten/Primary education (Age Three through Grade Three).

PROGRAM OBJECTIVES:

- Understand the importance of the social, personal, and academic mission of the 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 that will help them to develop the skills, attitudes, and abilities in order to become early childhood educators.
- Incorporate technological innovations to enrich the students’ learning and the young children whom they are going to be assisting.
**ESOL Endorsement:** This program has been infused with the Florida 25 ESOL standards and students must take two stand alone courses (TESOL 222 and TESOL 223). This will allow students to have completed all ESOL endorsement requirements upon completion of their programs.

### Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
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<tr>
<td>General Education Courses</td>
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<tr>
<td>Core/Professional Courses</td>
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<td>Major Courses</td>
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<td><strong>TOTAL</strong></td>
<td><strong>124</strong></td>
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</table>
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. It is recommended that all English courses are taken prior to EDUC 447: Practice in Teaching. Students completing ESOL Endorsement requirements must meet the 25 ESOL standards throughout their coursework, take TESL 222 and TESL 223 and complete all ESOL accomplished practices through the internship (EDUC 447). Both TIP Sheets and Accomplished Practices sheet and a portfolio must be completed to meet ESOL Infused requirements. See information on back of this program outline for more information on ESOL Infusion. LIAR 100 must be taken within first semester of enrollment.

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<td>SPAN 102</td>
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<td>EDUC 171 Human Growth and Development</td>
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<td>EDUC 305 Sociological Foundations of Education</td>
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<td>ECED 322 Health, Nutrition and Preventive Medicine</td>
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<td>TESL 222 Theory And Practice of Teaching ESOL Students in Schools</td>
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<td>TESL 223 Issues in Second Language Acquisition</td>
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<td>EDUC 355 Evaluation and Measurement of the Educational Process</td>
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<td>ECED 310 Perceptual-Motor Development, Learning and the Brain</td>
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<td>ECED 332 Integration and Participation of Family in Infants and Toddlers Care Centers</td>
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<td>ECED 329 Education for Children with Exceptional Needs and Abilities</td>
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<td>ECED 207 Theories of Child Development and Learning</td>
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<td>ECED 308 Management of the Early Childhood Education Environment</td>
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<td>EDUC 436 Pedagogical Integration Seminar (Must be taken prior to internship)</td>
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<td>ECED 405 Development of Language and Literacy</td>
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<td>ECED 442 Practice Seminar in Early Childhood (Institution/Internship coordinator’s approval)</td>
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<td>ECED 443 Practicum in Early Childhood/Primary Education (Institution/Internship coordinator’s approval)</td>
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Total Number of Credits: 124
BACHELOR OF ARTS IN EDUCATION (B.A.)
MAJOR IN SPECIAL EDUCATION

132 Credits
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:
The program is offered in Metro Orlando and South Florida Campuses. The program is designed to prepare students to become effective special education teachers who are capable of working with children and youth who have a variety of disabilities. Students in this program are prepared to play a vital role in developing their student’s capacities to lead lives that are productive and independent as possible. They will be prepared to work at every grade and developmental level, and in a variety of settings such as public school system, in special residential facilities, and others settings working with infants, toddlers, and pre-school age children. The program of Bachelor of Arts in Education: Major in Special Education emphasizes communication and cooperation which are essential skills for special education because special education teachers spend a great deal of time interacting with others, including students, parents, and school faculty and administrators. The program supports 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 need of students with disabilities and help to develop an Individualized Education Program (IEP) for each student. They coordinate the work of teachers, teacher assistants, and related personnel, such as therapists and social workers, to meet the individualized needs of the student within inclusive special education programs. In addition, special education teachers need to coordinate their work with parents, and often with medical and psychological consultants, to ensure that students receive proper support both inside and outside the classroom. Students must successfully complete an internship upon completion of the program. The practicum in teaching lasts 10 weeks providing students with field experiences to demonstrate accomplished educator 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.

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 in the Special Ed Student with Attention Deficit Disorder
6. Integration of the Fine Arts in Special Education
7. Methodology, Adaptations and Accommodations for the Special Ed Student in Science and Mathematics Teaching at the Elementary Level
8. Methodology, Adaptations and Accommodations for the Special Ed Student in Science and Mathematics Teaching at the Secondary Level
9. Language Development and the Reading-Writing Processes in the Special Ed Student I
10. Language Development and the Reading-Writing Processes in the Special Ed Student II
11. Curricular Foundations for Special Education
12. Evaluation and Assessment in Students with Special Needs
13. Brain and Learning
14. Teaching Practicum in Special Education

The inclusion of 41 hours in these areas (see alignment chart that follows) will enable any student who comes to our campus with a bachelor’s degree in an area other than education to be a candidate for certification in the area of Special Education.

PROGRAM OBJECTIVES:

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

7. To integrate field experience into the program by providing clinical experiences, and pre-practicum, practicum and intern activities in and out of Florida that support special education and its related areas by developing values of citizenship and community service.

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.

**ESOL Endorsement:** This program has been infused with the Florida 25 ESOL standards and students must take two stand alone courses (TESOL 222 and TESOL 223). This will allow students to have completed all ESOL endorsement requirements upon completion of their programs.

### Curricular Sequence

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education Courses</td>
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<td>Core/Professional Courses</td>
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<td>Major Courses</td>
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</table>
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. It is recommended that all English courses are taken prior to EDUC 447: Practice in Teaching. Students completing ESOL Endorsement requirements must meet the 25 ESOL standards throughout their coursework, take TESL 222 and TESL 223 and complete all ESOL accomplished practices through the internship (EDUC 447). Both TIP Sheets and Accomplished Practices sheet and a portfolio must be completed to meet ESOL Infused requirements. See information on back of this program outline for more information on ESOL Infusion. LIAR 100 must be taken within first semester of enrollment.

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<th>COURSES</th>
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<td>EDUC 202 Device and Materials for teaching and learning</td>
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<td>EDUC 204 Nature and Needs of the Exceptional Children</td>
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<td>EDUC 205 Introduction to Assistive Technology</td>
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<td>EDUC 300 Psychological Foundations of Education</td>
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<td>TESL 223 Issues in Second Language Acquisition</td>
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<td>SPED 101 Teacher Preparation in Special Education</td>
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<td>SPED 211 Language Development and the Reading-Writing Processes in the Special Ed Student II</td>
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<td>SPED 102 Assistive Technology and other Resources in Special Education</td>
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<td>SPED 215 Curricular Foundations for Special Education</td>
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<td>SPED 203 Nature, Needs and Behavior Modification in the Special Ed Student with Attention Deficit Disorder</td>
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Total Number of Credits: 132
MASTER OF SCIENCE (M.S.)
SPECIALIZATION IN EDUCATIONAL LEADERSHIP
36 credits
Offered at Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:
The Educational Leadership program is designed to prepare future school administrators with the skills and competencies needed to become outstanding leaders in public or non-public educational institutions at the elementary, secondary or post secondary level. Students must comply with state and local requirements or limitations to practice profession.

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, 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, an elective choice in this area has been added to the curriculum, TESL 522. Students may choose to take this elective course, keeping in mind that the state of Florida requires school leaders to have 3 credit hours in ESOL.
<table>
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<tr>
<th>Course Type</th>
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<td>Specialization courses</td>
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### SPECIALIZATION COURSES (33 CREDITS)

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<th>COURSES</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUG 605 Public School Curriculum And Instruction</td>
<td>3</td>
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<tr>
<td>EDAG 650 Human Relations, Organizational Climate And Culture In Educational Institutions</td>
<td>3</td>
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<tr>
<td>EDAG 657 Human Resource Management and Development in Educational Leadership</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDAG 640 Development Of Leadership In Education, Theories And Application</td>
<td>3</td>
<td></td>
<td>6 credits of prior courses</td>
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</tr>
<tr>
<td>EDAG 641 The Leader And The Learning Communities</td>
<td>3</td>
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<tr>
<td>EDAG 643 Effective Communication For School Administrators</td>
<td>3</td>
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<tr>
<td>EDAG 644 Technology For School Administrators</td>
<td>3</td>
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<tr>
<td>EDAG 651 Legal Aspects And Labor Relations In Education</td>
<td>3</td>
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<tr>
<td>EDAG 652 Budget And Finance Systems In Educational Organizations In School Level</td>
<td>3</td>
<td></td>
<td>EDAG 640</td>
<td></td>
</tr>
<tr>
<td>EDUG 535 Action Research Evaluation</td>
<td>3</td>
<td></td>
<td></td>
<td>All Courses (Core, Specialization and Electives)</td>
</tr>
</tbody>
</table>

### INTERNSHIP COURSES (3 CREDITS)

(STUDENT WILL SELECT ONE OF THESE INTERNSHIP COURSES BASED ON THEIR AREA OF INTEREST)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CRS</th>
<th>TR</th>
<th>UM</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAG 670P Internship - Practice / In Educational Administration Leadership: The Director Of Grades K – 6 (ELEMENTARY)</td>
<td>3</td>
<td></td>
<td></td>
<td>Completed all courses and Institution or Internship coordinator’s Approval</td>
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<tr>
<td>EDAG 671 Internship - Practice / In Educational Administration Leadership: The Director Of Grades 7-12 (SECONDARY)</td>
<td>3</td>
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<td>Completed all courses and Institution or Internship coordinator’s Approval</td>
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<tr>
<td>EDAG 672 Internship - Practice / In Educational Administration Leadership: POST SECONDARY LEVEL</td>
<td>3</td>
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<td>Completed all courses and Institution or Internship coordinator’s Approval</td>
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</tbody>
</table>

### ELECTIVE COURSES (Student will select one course from the following course - 3 CREDITS)

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>EDAG 662 Multicultural Education for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 663 Conflict Resolution for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>*TESL 522 Theory and Practice of Teaching ESOL Students in Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

### TOTAL NUMBER OF CREDITS

| TOTAL NUMBER OF CREDITS | 36 |

### IMPORTANT NOTES:

1. It is strongly recommended that students review and become aware of the Ed. Leadership certification requirements established by the State of Florida, the Commonwealth of Puerto Rico, or any other state in which they intend to seek employment as teachers.

2. Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.

* TESL 522 is a course that is recommended for those students in the area of educational leadership who are interested in meeting Florida state ESOL requirements. The state of Florida requires school leaders to have a 3 credit hour course in TESOL.
MASTER IN PUBLIC ADMINISTRATION (M.P.A.)
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 the both public and nonprofit world.
- Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.
• Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven by the desire to make a difference in their communities, their nation, and their world.

• Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy and service delivery.

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

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

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

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

Curricular Sequence

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Core/Professional Courses</td>
</tr>
<tr>
<td>Specialization courses</td>
</tr>
<tr>
<td>Capstone courses</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
# Master in Public Administration—Specialization: Public and Non-Profit Management

## Degree Requirements

### Core Professional Courses (21 Credits)

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

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<tbody>
<tr>
<td>PUAG 630 Development and Management of Strategic Alliances with Non-Profit Organizations</td>
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<tr>
<td>PUAG 605 Topics and Cases in Urban Policy and Planning</td>
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<tr>
<td>PUAG 604 Urban Affairs and Public Policy</td>
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<tr>
<td>PUAG 608 Community Organizations and Public Policy</td>
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<tr>
<td>PUAG 615 Development of Financial Proposals for Public Sector</td>
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<tr>
<td>PUAG 626 Special Topics</td>
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<tr>
<td>PUAG 632 Legislative Process</td>
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### Capstone Courses (3 Credits)

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

**Total Number of Credits:** 36

## Important Notes:

1. Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
MASTER IN EDUCATION (M.Ed.)
SPECIALIZATION IN BILINGUAL EDUCATION IN ELEMENTARY OR SECONDARY LEVEL.
36 CREDITS
Offered at the South Florida Campus

PROGRAM DESCRIPTION:

This Master Degree program in Bilingual Education is designed to provide the skills knowledge and abilities necessary in the area of bilingual teaching in a culturally diverse environment.

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.

The standard Master Degree in Bilingual Education (M.Ed.) provides technical knowledge in specific areas such as Multiculturalism, Bilingual Education Practices and Teaching Methods, Multicultural and Intercultural Education, Learning Styles and Diversity in the Classroom, Social Aspects in Bilingual Education, and Race and Culture in the Classroom. Along with these specific areas, 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 any bilingual program assuring the program’s success. The Master Degree in Bilingual Education will provide the knowledge in these areas, and will provide special interest in the areas and application of language and content instruction, differentiating instruction to meet the needs of the diverse students, the promotion of multiculturalism in the classroom and the appreciation of other cultures as a mean of instruction.

The program in bilingual education will offer courses in social foundations, curriculum development, language, content and culture, language acquisition, methods of teaching bilingual education, theoretical foundations of Bilingual Education and research methods applied to bilingual education issues. The students in this program will be capable of making instructional decisions in order to meet the needs of students who are struggling
academically and design individual plans that will address the individual needs of their students so as to be able to share with other teachers and assist them in helping these students succeed in their classrooms. Every student in this program must complete courses in:

1. Social Foundations of Education
2. Bilingual/Bicultural Education
3. Research Methods applied to Bilingual/Bicultural Education
4. Field Experience in the area of Bilingual and Second Language Education

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

PROGRAM OBJECTIVES:

- Develop and form new highly skill bilingual teachers with high quality standards in bilingual education and biliteracy who are qualified to teach in a multicultural environment and who is sensitive to the educational needs of the Hispanic student population. A bilingual professional who is innovative and possesses the skills needed to meet the demanding needs of today’s culturally diverse schools.

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

- Graduates will be capable to understand the needs of the schools and their students and as part of the school and state effort to meet the needs of their students, the graduate students from the M.Ed. in Bilingual Education will be able to join in these efforts in order to contribute with their expertise by communicating their ideas effectively, analyze the current situation and be able to develop a plan
that includes strategies to help improve the bilingual program at their school sites.

- The program will create bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit the Hispanic population by providing with innovative instructional practices for the development and growth of the student population that attend the schools of Broward and Miami Dade counties. Graduate students of this program will have the ability to incorporate their knowledge in the area of bilingual education and expertise that will contribute to the success of any bilingual program they will work in.

- 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.

### Curricular Sequence

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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</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>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>
### SOCIAL FOUNDATIONS COURSES (6 CREDITS)

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

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

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

### RESEARCH - BILINGUAL/BICULTURAL COURSES (6 CREDITS)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>EDBE 510 Introduction to Research: Purposes, Issues and Methodologies</td>
<td>3</td>
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<td>All courses (27 Credits)</td>
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<tr>
<td>EDBE 520 Research Methods in Bilingual and Second Language Education</td>
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<td>EDBE 510</td>
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### FIELD EXPERIENCE HOURS (3 CREDITS)

<table>
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<tr>
<th>COURSES DESCRIPTIONS</th>
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<tbody>
<tr>
<td>EDBE 697 Field Experiences in Bilingual and Second Language Education*</td>
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<td></td>
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<td>All Courses / Institution and Internship coordinator approval</td>
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</tbody>
</table>

### TOTAL NUMBER OF CREDITS

| TOTAL NUMBER OF CREDITS | 36 |

### IMPORTANT NOTES:

1. Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency.

2. The term before enrolling in this course, the student shall get academic counseling from the facilitator in charge of the field experience process to identify a place to perform the field experience and to receive orientation on the process that will have to be followed.

***This program offered only at the South Florida Campus.
MASTER OF SCIENCE (M.S.)
SPECIALIZATION IN ADMINISTRATION OF ADULT EDUCATION
36 CREDITS
Offered at Metro Orlando Campus

PROGRAM DESCRIPTION:

The Master of Science in Adult Education Administration program is designed for persons seeking to serve the field as directors/managers, program developers, teachers/instructors, advisors, and/or researchers. It focuses on gaining the knowledge and skills in developing and providing meaningful learning experiences for adults. Graduates from this program will be able to characteristically facilitate, manage, and evaluate learning programs for adult clients, volunteers, students, and associates in for-profit and not-for-profit organizations. Students who graduate from this program may be certified in Adult Education Administration. For certification students must also meet the requirement of 3 years of elementary and/or secondary teaching experience. The program consists of 36 credits, with 12 core credits in educational leadership, 18 credits in the specialization, 3 credits for an Internship and 3 credits in research. The program is designed to prepare future administrators with the skills and competencies needed to become outstanding leaders in a public or non-public adult education institution.

The program will help graduates to develop and work in a variety of organizations that are dedicated to developing their personnel, including:

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

PROGRAM OBJECTIVES:

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

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Core/Professional</td>
<td>12</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>18</td>
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<tr>
<td>Research and Internship courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>
## SISTEMA UNIVERSITARIO ANA G. MENDEZ
**UNIVERSIDAD DEL ESTE**
**SCHOOL FOR PROFESIONAL STUDIES**
**MASTER OF SCIENCE- SPECIALIZATION IN ADMINISTRATION OF ADULT EDUCATION**

### DEGREE REQUIREMENTS

#### CORE PROFESSIONAL COURSES (12 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
<th>CRS</th>
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<tbody>
<tr>
<td>EDAG 650 Human Relations, Organizational Climate And Culture In Educational Institutions</td>
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<tr>
<td>EDAG 651 Legal Aspects And Labor Relations In Education</td>
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<td>EDAG 652 Budget And Finance Systems In Educational Organizations</td>
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<tr>
<td>EDAG 657 Human Resource Management and Development in Educational Leadership</td>
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#### SPECIALIZATION COURSES (18 CREDITS)

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<tbody>
<tr>
<td>ADED 600 Adult Education: Foundations, challenges, and controversies (issues)</td>
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<td>ADED 610 The Adult Learner</td>
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<tr>
<td>ADED 620 Curriculum, Methods and New Technologies in Adult Teaching and Learning</td>
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<td>ADED 630 Leadership in Adult Education Programs</td>
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<td>ADED 640 Planning and Evaluation of Adult Education Programs</td>
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<td>ADED 642 Perspectives on Adults with Disabilities</td>
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#### RESEARCH & INTERNSHIP COURSES (6 CREDITS)

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

#### TOTAL NUMBER OF CREDITS

| TOTAL NUMBER OF CREDITS | 36 |

### IMPORTANT NOTES:
1. Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.

* Program offered only at the Metro Orlando Campus
MASTER IN BUSINESS ADMINISTRATION (M.B.A)
SPECIALIZATION IN STRATEGIC MANAGEMENT AND LEADERSHIP
39 CREDITS
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

This Master Degree program in Business Administration is designed to provide the skills knowledge and abilities necessary in the areas of Strategic Management and Leadership. This specialty is geared towards the fundamental characteristics of a manager providing emphasis to the investigation and the selection of strategic decisions that will go along the constant changes in the economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management leadership capabilities of each person.

The standard Master Degree in Business Administration (MBA) provides technical knowledge in specific areas such as Accounting, Finance, Human Resources and Marketing. The MBA in Strategic Management and Leadership will provide the knowledge in the areas of leadership, ethics and decision making and will provide special interest in the areas and application of technology, innovation, management, global economy and international affairs, among others.

The program in Strategic Management and Leadership will offer courses in Management, Accounting, Marketing and other general management functions but with a different focus or vision. Students in this program will be able to make adequate decisions that will focus more into the globalization and global economy; they will be able to take more risks and be responsible for the implementation of their strategic management decisions. In addition, this program will allow students to utilize the current technology at different management levels and will learn how the use of technology can provide them a competitive edge; the students will learn new technical tools that affect the local and global economy and influence the behavior of the human resources and industries.
Every student in this program must complete courses in:

A. Leadership and Business Vision
B. Strategic Management
C. Applications of Technology and Information Systems
D. Business Communication and Integration Seminar

These courses will allow the identification of the areas and tendencies for leadership and management in a business environment that is constantly changing. Also, the student will have the opportunity to select two elective courses from the following:

1. Strategies for the professional and business development and change.
2. Project Management (Introduction to Project Management)
3. Project Management II (Project Planning)
4. Project Management III (Project Execution, Control and Closing)
5. Project Management IV (MS Project as a tool in the development of projects)

**PROGRAM OBJECTIVES:**

- Develop and form new highly skill professional leaders with high quality standards in strategic management and leadership in the areas of management and business administration that can integrate and follow the path and vision of present and future companies.

- Graduates from the MBA in Strategic Management and Leadership program will be able to function in an environment full of uncertainties and growing competition; will be able to accurately interpret the external and internal environment that affect an organization; will be a creative and proactive leader with the knowledge, strategic vision and ability to identify and develop the opportunities and strengths of a company and the personnel within the organization.

- Graduates will be capable to understand organizations individually and as part of a national and international community operating in a dynamic and multi cultural society and global economy; will be able to effectively communicate, analyze and make decisions to solve problems and develop strategies at national and international levels.

- The program will create professionals with the vision to implement innovative and creative leadership and management styles to take advantage of new
opportunities for the development and growth of a company in the local and
global economy; will have the knowledge to incorporate technology and the latest
communication tools and techniques to operate and be competitive in the global
economy.

• The graduates will know the importance of integrity and ethics in the performance
of their management functions with special attention to the company’s human
resources and the social responsibilities for the entire community.

• The program will provide the knowledge and skills necessary to develop and start
a new business and achieve the maximum level of success in either the private,
public, or non-profit sectors with the highest levels of technology and ethic
integrity.

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<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core/Professional</td>
<td>18</td>
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<tr>
<td>Specialization courses</td>
<td>15</td>
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<tr>
<td>Elective courses</td>
<td>6</td>
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<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
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### SISTEMA UNIVERSITARIO ANA G. MENDEZ
**UNIVERSIDAD DEL ESTE**
**SCHOOL FOR PROFESSIONAL STUDIES**
**MASTER IN BUSINESS ADMINISTRATION –SPECIALIZATION: STRATEGIC MANAGEMENT AND LEADERSHIP**

#### DEGREE REQUIREMENTS

##### CORE COMPONENT (18 CREDITS)

<table>
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<tr>
<th>COURSES/DESCRIPTIONS</th>
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<tr>
<td>BUSG 500  Behavior and Organizational Development</td>
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<td>BUSG 505  Investigation Techniques in Business Administration</td>
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<td>BUSG 520  Economics and Finances</td>
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<td>BUSG 525  Fundamental Ethics in Business Administration</td>
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##### SPECIALIZATION COURSES (15 CREDITS)

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<th>COURSES/DESCRIPTIONS</th>
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<th>PRE-REQUISITE</th>
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<tr>
<td>STMG 600: Leadership and Entrepreneurial Vision</td>
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<td>STMG 601: Strategic Management</td>
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<td>STMG 602: Technological Applications and Information Systems</td>
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<td>STMG 603: Entrepreneurial Communication</td>
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<td>*BUSG 650: Integration Seminar</td>
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<td>Students should receive academic advice from assigned facilitator to identify topic for the seminar</td>
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##### ELECTIVES COURSES (SELECT 2 COURSES - 6 CREDITS)

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<tr>
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<tr>
<td>PRMG 530: Program Management I: Introduction to Program Management</td>
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<td>PRMG 640: Program Management II: Project Planning</td>
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<td>STMG 608: Strategies for change, professional and entrepreneurial development</td>
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<td>STMG 604: Organizations in a Global Economy</td>
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**TOTAL NUMBER OF CREDITS: 39**

#### IMPORTANT NOTES:

1. Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency.
Course Descriptions

ACCO 111
Elementary Accounting I
4 Credits

The course elementary accounting I includes theory 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.
Prerequisite: None

ACCO 112
Elementary Accounting II
4 credits

The course elementary accounting II includes 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.
Prerequisite: ACCO 111

ADED 600
Adult Education: Foundations, challenges, and controversies (issues)
3 credits

This course studies the historical and philosophical foundations of adult education, including methods and approaches. It provides with an analysis of the adult education movement, from its early stages to present. It also covers a critical study of the changes which have created new learners, challenges, and controversies in the contemporary practice of adult education and their future implications.
ADED 610
The Adult Learner
3 credits

This course studies the physical and psychological changes in the life of the adult and their implications to the learning process. It covers the identification of adult education principles, differences between young and adult learning and most recent research regarding adult education. It includes an analysis of the theoretical perspectives of the adult student and its implications to the educational practice. At the same time it includes an evaluation of the forces motivating behavior in an adult learning setting.

ADED 620
Curriculum, Methods and New Technologies in Adult Teaching and Learning
3 credits

This course studies the principles and practices related to curriculum and teaching adult students. It covers the selection and use of instructional design strategies, learning experiences, and appropriate educational materials used in a variety of contexts, audiences, and situations in which adult education is offered. It also includes the selection, use, implementation, and evaluation of appropriate technologies to be used in the offering of educational opportunities for adult students. The course also includes an analysis of methods, traditional, and innovative approaches, preparation of lesson plans, use of learning evaluation techniques, and development of self-directed learning skills and competencies, and education in service.
Pre-requisite: ADED 610

ADED 630
Leadership in Adult Education Programs
3 credits

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

**ADED 640**  
Planning and Evaluation of Adult Education Programs  
*3 credits*

This course involves students in the study of planning models and procedures, development, and evaluation of adult education programs. It includes a critical analysis of most recent theory and real life case studies to develop necessary skills in the design and application of need studies, establishment of priorities, objectives, standards, and implementation of procedures and evaluation techniques of adult education programs.

**ADED 642**  
Perspectives on Adults with Disabilities  
*3 credits*

This course covers the study of the various perspectives of the employment, inclusion, and education of adults with disabilities; analyze factors/forces that impede solutions; and develop programs, curricula, materials, recruitment strategies, and evaluation designs.

**BIOL 101**  
Introduction to the Study of 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. Prerequisite: None
BIOL 102
Introduction to the Study of 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. Prerequisites: BIOL 101

BIOL 103
Anatomy and Physiology I
4 Credits

This course studies the fundamental concepts of Human Anatomy and Physiology. It emphasizes structure-function relationship of all systems in the human body with a clear understanding of how these systems integrate to achieve homeostasis. Pathological conditions, diagnosis, testing and treatment will also be discussed to enhance understanding of normal body functions. This course covers basic principles of cellular biology and biochemistry as well as the following systems: integument, skeletal, muscular, nervous (including special organs and senses), and endocrine. Prerequisite: None

BIOL 104
Anatomy and Physiology II
4 Credits

This course studies the fundamental concepts of Human Anatomy and Physiology. It emphasizes structure-function relationship of all systems in the human body with a clear understanding of how these systems integrate to achieve homeostasis. Pathological conditions, diagnosis, testing and treatment will also be discussed to enhance understanding of normal body functions. This course covers basic principles of cellular biology and biochemistry as well as the following systems: Circulatory (cardiovascular and lymphatic), respiratory, immune, excretory, digestive and reproductive. Prerequisites: BIOL 103
BIOL 106
Compendium of Human Biology
3 Credits

This course allows students to construct a valid scientific knowledge of anatomical structures, of basic physiological processes and human pathology. By means of an active learning environment, the student is guided towards: the identification of corporal structures; the analysis of interrelationships between human systems structures and their functions; the knowledge to analyze the origins and symptoms of some pathologies associated with the different human corporal systems; the use of constructed knowledge for personal, ethical and social decision making; the use of scientific and technical vocabulary associated with anatomy and physiology, and the use and interpretation of tables and graphs that show data and process of the human physiology and pathology. Prerequisite: None

BIOL 250
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. Prerequisite: None

BUSG 500
Behavior and Organizational 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.

**BUSG 505**  
Investigation 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.

**BUSG 510**  
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.

**BUSG 515**  
Accounting Management  
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, control of benefits, taxes, and inventory.
BUSG 520
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, consumers 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.

BUSG 525
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
Integration Seminar
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.
COIS 100
Computer Literacy
3 credits

This is a computer literacy course that exposes the student to historical development, organization, functions, capabilities, limitations and applications of modern computer systems and types of peripheral devices. Prerequisite: None

CRIM 203
Criminal and Juvenile Legislation in Florida
3 Credits

The 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. Included are crimes against the person and property. Case study and jurisprudence. Prerequisite: None

CRIM 206
Criminal Procedure
3 Credits

This course covers the study of the established procedures for the treatment of lawbreakers. Also covered are the criminal procedures to be followed in the investigation and arrest and the corrective measures applied. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. Prerequisite: None
CRIM 208
Evidence, Case Preparation and Testimony
3 Credits

This course studies the rules of evidence relating to the criminal process, with emphasis on hearsay and its exception, how to prepare an effective presentation of a criminal case before a court, and how to give oral testimony. Prerequisite: None

CRIM 400
Criminal Procedure
3 Credits

This course studies 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. Prerequisite: CRIM 203

CRIM 415
Evidence
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. Prerequisite: None

ECED 173
Introduction to early Childhood Education
3 credits

This course offers an overview of the field of early childhood education. Aspects such as: history, 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 education in contemporary society and in the next decades is addressed.

ECED 207
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.

ECED 308
Management of the Early Childhood 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.

ECED 310
Perceptual Motor- Development, Learning and the Brain
3 Credits

This course studies the theories on the development of the human brain. It covers current research related to this field. Educational implications of these theories on the processes of child development and learning, as well as, their impact on modern pedagogy are analyzed.

ECED 311
Cognitive and Logic – Mathematical Development
3 Credits

The purpose of this course is to provide future professionals with the knowledge and tools to understand the cognitive development – structures and processes - of preschool
and primary 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. Prerequisites: ECED 207, ECED 308

**ECED 322**

**Health, Nutrition and Preventive Medicine**

**3 Credits**

The study of related factors to the conservation and health improvement. Health Environment analysis and its impact on the preschooler, elementary and secondary students. Emphasis on the factors that affect the teacher’s mental health as the student’s as well. Discussion about drug and alcohol use and abuse, and its impact on the conduct. Study about the importance of nutrition, hygiene, and physical aptitude. Evaluation of personal health habits and the relation with the individual performance.

**ECED 329**

**Education for Children with Exceptional Needs and Abilities**

**3 Credits**

This course covers the psychological, social, historical and philosophical foundations of an 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: EDUC 204

**ECED 332**

**Integration and Participation of Family in Infants and Toddlers 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 care centers and the infant toddler development.

**ECED 402**  
**Creative Expression in Early Childhood**  
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 primary curriculum. Workshops include movement activities, plastic arts, music and children’s games.

**ECED 403**  
**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, from birth to age eight. Reviews curricular approaches geared at infants. Pre-requisite: ECED 310, ECED 329, ECED 207

**ECED 405**  
**Development of Language and Literacy**  
3 Credits

This course covers the study of oral and written language development from birth to age of 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: ECED 207
ECED 410  
Emergent Reading  
3 Credits  

This course covers the fundamentals of language development with emphasis on the development of reading skills and strategies. It focuses on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet Florida 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. Prerequisite: ECED 405

ECED 420  
Philosophical Foundations of Education  
3 Credits  

This course offers an interdisciplinary perspective of historical philosophical, cultural and social foundations, taking as point of departure fundamental debates and problems in education, which have directed changes throughout time. Educational philosophies are compared and analyzed. Implications and applicability of philosophical theories on problems and controversies of present education are viewed. Philosophical principles that guide the educational system, in terms of philosophy and policy are assessed.

ECED 442  
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 levels student teaching practice. It is designed to enrich and complement the day-to-day practicum experience. Pre-requisite: be a fourth year student; Concurrent with ECED 443
ECED 443
Practicum in Early Childhood and Primary Education
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 primary environment. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a regular teacher from an accredited school and a college supervisor. The practicum in teaching lasts 10 weeks providing students with field experiences to demonstrate accomplished educator 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. Prerequisite: Concurrent with ECED 442; ECED 402, ECED 403, ECED 405, ECED 410, ECED 308

ECON 123
Elementary Principles and Problems of Economics
3 Credits

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

EDAG 640
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, applying them 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. Study of the existing concepts of leadership. It covers the study the differences between different types of leadership. It also covers the importance of communication, motivation and
teamwork. Strengthen leadership by standards and of work plans. Requisite: 6 credits of Core Component

EDAG 641
The Leader and the Learning Communities
3 credits

This course is an analysis of the formation and development of leaders in learning communities of education. It also covers a discussion of the theories and current models of leadership and supervision. It includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem solving and decision-making. Development of a shared vision of education. Student will develop a leadership theme in consensus with the professor. Application to education. Case and field studies. Pre-Requisite: EDAG 640

EDAG 643
Effective Communications for School Administrators
3 Credits

This course is designed to demonstrate effective communication strategies for school administrators. Students will demonstrate knowledge and understanding of public information management, relationship between interpersonal influence, self-concept and effective communication. Students will demonstrate the ability to write in a logical, clear style using appropriate grammar and structure.

EDAG 644
Technology for School Administrators
3 credits

This course prepares students to apply technology to the areas of administration, instruction and educational institutions. Students will evaluate various computer hardware and software components which are appropriate to the management of schools.
EDAG 650
Human Relations, Organizational Climate and Culture 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. Application in the environment of education.

EDAG 651
Legal Aspects and Labor Relations in Education
3 credits

This course studies the legal aspects, regulations and legislation developed and approved for education and public and private educational organizations, mainly in Puerto Rico and the United States, framed in the context of the history of education in Puerto Rico. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making. 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 Puerto Rico as well as in the United States.
EDAG 652
Budget and Finance Systems in Educational Organizations and Schools
3 credits level

This course studies the concept, methods, practices and systems of financing and budget in public and private educational organizations. Analysis of the budget as a useful means to implement educational planning. Design of a budget for a program or organization. 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. Requisite: EDAG 640

EDAG 657
Human Resource 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.

EDAG 662
Multicultural Education for School Administrators
3 credits

This course explores the cultural biases in the existing theories and current research in the area of multiculturalism. Students will actively participate in experiential approaches designed to develop a higher skill base when working with individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations within the school climate.
EDAG 663
Conflict Resolution for Educational Leaders
3 credits

This course assesses the issues involved with problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change.

EDAG 670P
Practice in Educational Administration Leadership: Director of Grades K-6
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 Pre-K - 6. Design of organizational structures. Discussion for the development of a portfolio and other evaluative instruments. 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. Requisite: Approval of Tutor or Professor

EDAG 671
Practice in Educational Administration Leadership: Director of Grades 7-12
3 credits

This course is an application of knowledge, skills and values in an environment of real practice for leaders in education at level 7 - 12. It studies the design of organizational structures. It requires mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. Study of the surrounding geographic-community conditions that affect learning. It requires a discussion for the development of a portfolio and other evaluative instruments. It also requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor or Professor
EDAG 672
Practice in Educational Administration Leadership: Post Secondary Level
3 credits

This course is an application of the knowledge, skills and values in an environment of real practice for leaders in Post-Secondary Education. It requires mentoring by an educational administrator duly qualified by the University and a member of the faculty of the Graduate Program. It covers the study of the surrounding geographic-community conditions that affect learning. It also covers the design of organizational structures. It requires the discussion for the development of a portfolio and other evaluative instruments. It also requires a discussion between the professor and the student of a structured plan for practice. Requisite: Approval of Tutor or Professor.

EDAG 680
Practice in Educational Administration: Adult Programs
3 credits

This course is an application of the knowledge, skills and values in an environment of real practice for leaders in education in setting of adult education. It covers the design of organizational structures. It requires a discussion for the development of a portfolio and other evaluative instruments. It also requires mentoring by an educational administrator duly qualified and a faculty member of the Graduate Program. It covers the study of the surrounding geographic-community conditions that affect learning. It requires a discussion between the professor and the student of a structured plan for practice. Pre-requisite: Approval of Tutor Professor.

EDBE 502
Bilingual-Bicultural Curriculum Development
Bilingual/Bicultural courses (21 hours):
3 credits

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

EDBE 504
Language, Literacy, and Culture
3 credits

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

EDBE 506
Sociopolitical and Historical Perspectives in Bilingual Education
3 credits

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

**EDBE 510**  
Introduction to Research: Purposes, Issues and Methodologies  
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**  
Research Methods in Bilingual and Second Language Education  
Research course (6 hours):  
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. PREREQUISITE: EDBE 510.

EDBE 524
Methods of ESL Literacy and Language Development Applied to Content Courses
3 credits

This course examines the relationship of reading and writing development to second language acquisition in ESL contexts as it is approached in content courses. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills in content areas. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development and by the use of learning activities that promote oral and written communication, use of technology, in cooperative group settings, research and observation of classroom experience.

EDBE 525
Biliteracy, Language and Content in Bilingual Education
3 credits

This course analyzes and evaluates methods and materials used in bilingual education and ESL programs for content teaching. It also stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language and how it is approached in content areas. This course presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues by the use of discussions, cooperative learning, research and observation of classroom experience.
EDBE 526
Theoretical Foundations of Bilingual Education and ESL
3 credits

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

EDBE 566
First and Second Language Acquisition
3 credits

This course addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. It also introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. It includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism. Learning activities will promote the development of oral and written communication of the topics studied, technological skills to make presentations and inform others and the following research skills: information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.
EDBE 697
Field Experiences in Bilingual and Second Language Education
Field Experience Hours (3 hours):
3 credits

Observations and participatory experience with children and youth in a school or agency at the level they have specialized in are required in this course. Students will observe and report on specific bilingual classroom settings, activities, and cases where they will be able to demonstrate their knowledge and applicability of the courses from the program. A systematized and structured plan will be required between student and facilitator. PREREQUISITE: 20 credits approved; including: EDBE 502, EDBE 525, & EDBE 566.

EDUC 135
Foundations of 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.

EDUC 171
Human Growth and Development
3 Credits

In this course students are exposed to theoretical and empirical foundations of human development and growth from conception through adolescence. Analysis is conducted from a multidisciplinary perspective. Emphasis is given to the changes that occur in each of the stages of transition from childhood to adolescence and their implications for the educational process. Prerequisite: None
EDUC 202  
Device 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.

EDUC 204  
Nature and Needs of Exceptional Children  
3 Credits

This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners, mainly those in high risk of not being adequately educated. Prerequisite: ECED 310

EDUC 205  
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: EDUC 204
EDUC 300
Psychological Foundations of Education
3 Credits

Analysis of the fundamentals psychological aspects related to education and the teaching-learning process. The course emphasize in human development, individual variations, theoretical and practical aspects of learning and motivation, assessment of intelligence and effective classroom instructional strategies that are important for the teaching-learning process. Pre-requisite: EDUC 106; EDUC 171-172

EDUC 305
Sociological Foundations of Education
3 Credits

In this course students analyze the sociological foundations and their relation to the educational process. It also examines the social problems that affect educational development. Interaction between culture and education, social change and education, social groups, school and the community is also studied.

EDUC 350
Seminar of Socio-humanistic Integration
3 Credits

This is a professional seminar blending all professional and academic knowledge students has acquired during their teacher preparation. Involved discussion and analysis of trends, methods and innovations related to field of education. One semester, three hours per week. Pre-requisites: Be a fourth year student, all courses of general education.
EDUC 355  
**Evaluation and Measurement of the Educational Process**  
3 Credits

This course covers the theory and practice of the educational evaluation process. 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. ECED 403

EDUC 436  
**Pedagogical Integration Seminar**  
3 Credits

This professional seminar blends all professional and academic knowledge students have acquired during their teacher preparation. This course involves discussion and analysis of trends, methods and innovations related to field of education.  
Pre-requisites: Students must have completed all courses and must take this course prior to taking internship course and internship seminar.

EDUG 535  
**Action Research Evaluation**  
3 credits

This course explores the concept of Action Research as a form of evaluation to help improve class instruction. Students will conduct an Action Research in a school setting to gather results of their activities to improve instruction. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions.
EDUG 605  
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.

ENGL 050  
English Immersion  
0 credits  

This is a conversational/grammar based semi-immersion course that prepares students for the accelerated dual-language curriculum to be offered at the School for Professional Studies’ discipline-based dual language program. Students who achieve a score of less than 112 points in the English placement tests will be enrolled in this course.

ENGL 101  
First Year Basic English  
3 credits  

An intensive first level English course. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. In both cases, student’s lives will be central to all activities. Reconstruction of real life activities will be used in a constructivistic approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s a laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice will also help with the pronunciation. Prerequisite: None
ENGL 102
First Year Basic English II
3 credits

The continuation of the intensive first level English course. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and roles of the students. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also introduced. In both cases, students’ lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s laboratory practice where students will apply the skills developed in the classroom activates in communicative activities. Laboratory practice will also help the pronunciation. Prerequisite: ENGL 101

ENGL 103
First Year Basic Intermediate English I
3 Credits

This course is designed for students who scored between 426 and 525 on the English section of the College Board Examination. Emphasis is placed on the study of grammar and the strengthening of the basic reading comprehension and composition skills. Prerequisite: None

ENGL 104
First Year Intermediate English II
3 Credits

This course is designed for intermediate students of English as a Second Language who scored from 426 to 525 on the English section of the College Board Examination. Priority will be placed on reading and writing skills. Prerequisite: ENGL 103
ENGL 211
Basic Business English I
3 credits

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

ENGL 212
Basic Business English II
3 Credits

This course is the second part of an introduction to Business English 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 employment communications is an important goal, the course also is devoted to these principles. Prerequisite: ENGL 211

ENGL 220
Academic Reading and Writing I
3 Credits

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

This course is designed to introduce intermediate to high-intermediate students to the basics of essay writing. Lessons review 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. Prerequisite: ENGL 220

ENGL 500
Academic Writing for Graduate Students I
3 credits

This is an intermediate English Writing Class that focuses on developing writing skills, such as the fundamentals of paragraph writing. It examines and provides strategies for developing 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 of 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 as needed. A graduate student who takes the English placement test and receives a score of 112 to 164 will need to enroll in this 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.
ENGL 501
Academic Writing for Graduate Students II
3 credits

ENGL 501 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 conversational English and writing course. Role-play, oral presentations and other verbal techniques are used. All phases of the writing process are discussed and practiced, including writing good topic sentences, supporting details and paragraph unity. A graduate student who takes the English placement test and receives a score of 165 to 180 will need to enroll in this course.

EXPL 101
Experiential Learning: Introduction to Portfolio

This course is an evaluation of theoretical and practical experiences for the preparation of a portfolio. It also includes the 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.

FINA 202
Business Finance
3 credits

This course studies the fundamental principles involved in raising, administering and distributing funds of an enterprise. Different types of businesses are examined, with emphasis on the modern corporate systems. It analyzes working capital management and its components: current assets and liabilities. Capital structure, capital budgeting,
cost of capital, short, intermediate and long-term financing are examined. Emphasis is placed on decision-making concepts and variables. Prerequisite: ACCO 112

HEED 314
Health Education and Personal Safety
3 Credits

This course examines the principles and basic concepts of personal health and safety from the perspectives of two categories of harmful behaviors: intentional and unintentional. Concepts such as: protective gear, safety belts, protective child car seats, among other topics, will be discussed. Emphasis is placed on the prevention of accidents in natural disasters. Concepts of protection and promotion of health and the prevention of accidents are included. Prerequisite: None.

HESM 110
Health Services Management
3 Credits

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

HESM 210
Health Systems & Models
3 Credits

In this course students study the systems, models, health policies and the infrastructure of health services in Puerto Rico 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. Prerequisite: HESM 110
HEMS 220

Health Services Planning and Evaluation

3 Credits

In this course students are exposed to the historical development of planning and evaluation of health services in Puerto Rico and in the United States with emphasis on its impact in organizations and in communities. This course includes the theoretical foundations of planning strategies. Discusses and applies the techniques of evaluation to the health sector. Prerequisite: HESM 110

HESM 230

Basic Accounting for the Health Industry

3 Credits

In this course students are exposed to the study of the social, economic, and political developments that have influenced and determined the accounting practices in the health services industry. It reviews accounting procedures and discusses their applications in the health services industry. Actual and hypothetical health services accounting problems will be discussed. Prerequisites: MATH 112

HESM 310

Health Economics

3 Credits

This course exposes students to the modern micro and macro economy applied to health services in the public and private sectors. Emphasis is placed on the situations and issues of health economics. It also discusses the relationship between the market forces of need and demand of health services. Prerequisites: ECON 123
HESM 320
Basic Finances in the Health Industry
3 Credits

This course covers the study of the financial practices of health services organizations. Also, it includes the fundamental methods and techniques for financial administration in the health services industry, including fund distribution, capital management, determination and assignment of costs, service rates. Case studies and applications are provided. Prerequisite: None.

HESM 330
Legal Aspects in the Health Industry
3 Credits

This course studies the existing legislation in health services in Puerto Rico 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. Prerequisites: HESM 230, 310, 320, COIS 100

HESM 340
Budgeting for the Health Industry
3 Credits

This course studies budget models, including the corresponding programmatic plans, and budget distribution. Emphasis is placed on goals, objectives and measurable results. The course provides for the application of budget models and techniques to health services settings. Prerequisite: MATH 112, HESM 220
HESM 410
Health Information Systems
3 Credits

This is a general introduction to the theory of information systems. The course provides for the application and use of software packages specifically designed for the health services industry for use in micro computers and in mainframes, and for data collection, services utilization, billing, census, and others. Prerequisites: COIS 100, HESM 230, 310, 320

HESM 420
Special Topics in Health Services Management
3 Credits

This course exposes students to an analysis and discussion of current issues and trends in the health services industry. Emphasis is placed in critical reading and analysis of case studies. Prerequisites: HESM 110, 220, 340

HESM 430
Practicum/Seminar in Health Services Management
3 Credits

Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. Prerequisites: Specific Authorization
HIST 223
Contemporary History
3 Credits

This course briefly covers the main historical events of modern history from the French Revolution (1789) to the present. The course analyzes the most important movements and ideologies of the eighteenth, nineteenth and twentieth centuries. This course emphasizes the study of historical facts basic to our contemporary civilization. Prerequisite: None.

HIST 253
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. Prerequisite: None.

HIST 263
Latin American History
3 Credits

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

HIST 273
History of the United States of America
3 Credits

This course is a survey of the social, cultural, political and economic development of the United States of America from the colonial period to the present. Prerequisite: None.
HUMA 101
Introduction to the Study of Western Civilization
3 Credits

This course covers the historical study of civilizations. Reference frame: different cultural manifestations. Analysis and evaluation of the artistic, scientific, technological and religious philosophical of the ancient and medieval civilization are also covered. A historical background as well as economical, social, and political background is studied. The general concept presented is that each culture has its own life, its image of the world, the human being and its scale of values. The course develops starting with the analysis of the cultural contributions of more transcendence and pertinence for the actual humanity, mainly for the Puerto Rican society. Prerequisite: None.

HUMA 102
Introduction to the Study of Western Civilization
3 Credits

This course covers the historical study of civilizations. Reference frame: different cultural manifestations. Analysis and evaluation of the artistic, scientific, technological as well as the religious philosophical of the modern and contemporary civilization are covered. It also covers a historical background as well as economical, social, and political background. The general concept that presents that each culture has its own life, its image of the world, the human being and its scale of values. The course develops starting with the analysis of the cultural contributions of more transcendence and pertinence for the actual humanity. Prerequisite: HUMA 101

ITHM 101
Introduction to International Tourism and Hospitality Management
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. Prerequisite: None.

ITHM 102
Introduction to Management in Hospitality Industry
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 its 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. Prerequisite: ITHM 101.

ITHM 115
Tourism System
3 credits

This course will help students to understand the different impacts 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. Prerequisite: ITHM 101

ITHM 250
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 ISTHM internship coordinator, 1 ½ hour seminar per week, and final
project presentations discussing the students learning experience will be required. Prerequisites: ITHM 101, 102, 125, 280

ITHM 280
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. Prerequisite: ITHM 101

ITHM 290
Applied Spreadsheet and Database Applications
3 Credits

This is an introduction to business related computerized microcomputer software applications including spreadsheet, database, presentation and graphics packages. Student will learn how to use the packages to organize, interpret and present information. Prerequisite: ITHM 101

ITHM 300
Rooms Division Management
3 Credits

The function 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 areas of the hotel are explored in relationship to customer service. The course will use the Internet as a research tool, Fidelio software, the Email as means of communication and MS Word and Excel for papers and projects. Prerequisite: ITHM 102, ACCO 111
ITHM 302
Introduction to Conventions, Meetings and Events
3 Credits

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

ITHM 306
Casino Operations
3 Credits

An inside look at the gaming industry. Topics include staffing, types of operations, security, entertainment, and economic impact. The course will use the Internet among others research tools, the Email as means of communication and MS Word and Excel for papers and projects. Prerequisite: ITHM 250

ITHM 307
Physical Facilities and Maintenance
3 Credits

This course focuses on the management of the physical plant from a design and maintenance perspective. Special emphasis is given to preventive maintenance programs, energy management, basic building system design, security and control efforts and coordination within the facility and other departments. The course will use the Internet as a research tool, the Email as means of communication and MS Word for papers and projects. Prerequisite: ITHM 250
ITHM 310
Convention and Group Sales
3 Credits

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

ITHM 340
Food and Beverage Operations
3 Credits

Overview of the food and beverage operations in hotels including room service, beverage outlets, 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 others research tools, MS Word and Power Point for papers and projects. Prerequisite: ITHM 102

ITHM 341
Catering Sales & Operations
3 credits

Through this curse students study hotel catering, including sales, operations and relationships with other departments and outside vendors. Emphasis on servicing various market segments for the Meetings industry is given. The course will use the
Internet among others research tools, Email as means of communication and MS Word for papers and projects. Prerequisite: ITHM 340

**ITHM 360**  
**Tourism and Hospitality Accounting**  
**3 Credits**

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. Prerequisites: ACCO 111, ITHM 290

**ITHM 365**  
**State and Hospitality Laws**  
**3 Credits**

This course is an application of the law to aspects of the hotel industry to 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. Includes labor issues applied to the local environment. Prerequisites ITHM 250

**ITHM 390**  
**Internship II**  
**3 Credits**

This 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 ISTM Internship Coordinator. Evaluations from supervisors and the ISTM 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. Prerequisites ITHM 250, ITHM 400
ITHM 400
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. Students 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 and MS Word and Excel for papers and projects. Prerequisites: ITHM 250

ITHM 402
Leadership and Small Groups Processes
3 Credits

This course is an application of organizational behavior is explored throughout lectures, case studies and 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 and MS Word for papers and projects. Prerequisite: ITHM 400

ITHM 404
Convention and Event Planning Logistics
3 Credits

Integral vision of all the logistic elements to be taken into consideration in the planning process. Broad review of financial management and facilities and services aspects and in-depth study of reservation and housing, transportation, specifications guidebook, registration, shipping, function rooms arrangements, exhibits, marketing, promotion, publicity and production of materials. The course will use the Internet among others research tools, Email as means of communication and MS Word, Excel and Power Point for papers and projects. Prerequisites ITHM 250
ITHM 406
Special Events Management
3 Credits

This course covers the logistics for planning one-time events. Topics include crowd control, special effects, lighting, decorations, sound, and protocol for fairs, festivals, sporting events, and grand openings. The course will use the Internet among others research tools, Email as means of communication and MS Word, Excel and Power Point for papers and projects. Prerequisites ITHM 250

ITHM 455
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 ISTMH Internship Coordinator. Evaluations from supervisors and the ISTMH 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. Prerequisites ITHM 250, ITHM 310

ITHM 460
Capstone Course
3 Credits

This course will be the last one taken just before graduation and will explore all the areas related to the major. Case studies and problem solving will be used to explore current 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 research and present a project. Prerequisites: ITHM 390 and 400 / or ITHM 450 and 401 / or ITHM 455 and 404
LIAR 100
Formative Integral Development
3 Credits

In essence, this course offers the student some options that will permit him to make effective and realistic decisions in terms of his personal and academic life within the social context. This course with a formative educational characteristic is a requirement of all incoming students who are registered at Universidad del Este. Prerequisite: None.

MANA 101
Introduction to Business
3 Credits

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

MANA 204
Business Law
3 Credits

This course studies the origin and development of law, its significance as a formal agency of social control. This course also includes the study of business contracts, business organizations, sole proprietorships, associations and corporations, introduction to negotiable instruments, and bankruptcy laws. One semester, four hours weekly.

MANA 210
Management Theory
3 Credits

This course examines the principles and functions of the managerial process systematically. This course analyzes the role and behavior of human resources in an enterprise and its interrelations. This course also studies the application of functional
planning, organization, direction and control of managerial case studies. Prerequisite: None.

**MANA 213**  
**Personnel Administration**  
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 also of the supervisor and his / her relation with the employer. Prerequisite: None.

**MANA 230**  
**Organizational Behavior**  
3 credits

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

**MATH 105**  
**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. Prerequisite: None.
MATH 111

Intermediate Algebra I

3 credits

This course covers the following mathematic concepts: sets, the arithmetic and algebra of real numbers, operations with polynomials, special products and factoring, first degree equations and inequalities, absolute value equations and inequalities, rational expressions and equations. Prerequisite: None.

MATH 112

Intermediate Algebra II

3 credits

This course covers the following mathematics concepts: graphs and functions, systems of lineal equations rational exponents, systems of equations and inequalities, roots, radicals and complex numbers, quadratic equations. Prerequisite: MATH 111

OFAS 100

Keyboarding

3 Credits

This course offers instruction in the electronic alpha-numeric keyboard system. The course will provide basic skills to those students who will need to operate a computer terminal keyboard, and will allow them to input information into a computer or retrieve it in a swift and efficient manner. The use of the alpha-numeric keyboard will emphasize acquaintance with the various command keys; and the use of the ten-key numeric keyboard will be introduced. Prerequisite: None.

OFAS 104

Speedwriting

3 Credits

This course is designed to develop skills in the speedwriting system. The skill is developed through practice in reading, writing and dictation as well as transcribing in a
logical form what was abbreviated. The student is expected to acquire speedwriting skills of 40 words per minute. In addition, the course emphasizes language and punctuation rules. Prerequisite: None.

**OFAS 107**

**Medical Transcription**

**4 Credits**

This course develops the student’s skills to transcribe medical information through the use of a Dictaphone and transcription machine. It also includes the use and development of medical terminology. Emphasis is given to the production of medical reports. Prerequisites: SPAN 102, OFAS 221 concurrently.

**OFAS 121**

**Basic Keyboarding I**

**4 credits**

This course is designed to begin developing writing skills on the computer for students in Office Systems. Students will learn the alphanumeric keyboard, symbols and some commands. The main emphasis will be on mastering techniques to achieve speed and the precision required. The basic skills for text copy, drafts, documents with statistics and in cursive will be applied. Students will begin using proofreading techniques to review their work and will use proofreading symbols. The course also develops good working habits, positive attitudes and good interpersonal relationships. Prerequisite: None.

**OFAS 122**

**Basic Keyboarding II**

**4 credits**

This course continues developing skills and basic techniques necessary to achieve speed and the precision required. Once the students master the basic word processing techniques, they can transfer these skills to the production of business documents such
as: memorandums, e-mail, letters with envelopes, corresponding punctuation, unbound reports, left margin binding, and simple tables. They will continue developing techniques for proofreading in the production of documents and tests for speed and precision. They will also present the positive attitudes required for a professional environment. Prerequisite: OFAS 121

**OFAS 125**

**Secretarial Accounting**  
3 credits

This course has been designed to cover the basic knowledge of accounting. The main objective is to help the students understand and apply the principles of accounting that are necessary for those that wish to succeed in their administrative career as well as their personal life. Prerequisite: None.

**OFAS 204**

**Speedwriting Transcription**  
3 credits

The course is an in-depth review of the theory of the speedwriting system, where the student develops speedwriting skills of 60 words per minute. The skills are developed through practice in reading, writing and dictation. Transcription skills are integrated with correct language usage and typewriting skills to produce different types of commercial documents. Prerequisites: OFAS 104, OFAS 122

**OFAS 208**

**Management Applications in Office Automation**  
3 credits

In this course students will analyze the principles and goals of the automated office system from the point of view of and administrator. It studies the administrative problem established in establishing and implementing a plan for an automated office system. The course emphasizes the analysis of situations and decision-making. Prerequisite: OFAS 122
OFAS 221
Advanced Word Processing I
4 credits

This course emphasizes the development of advanced skills and knowledge to produce information using a microcomputer with a word processing program. The student will master written communication using acceptable office formats such as, business letters with special characteristics and styles, memorandums, tabulation, technical and statistical reports and others. Speed and accuracy will be increased in rough-draft copy, statistical script and handwriting copy. Emphasis is given to proofreading, good habits, organization of work and good interpersonal skills. Prerequisite: OFAS 121, 122

OFAS 222
Advanced Word Processing II
4 Credits

This course continues developing advanced skills and knowledge to produce information using a microcomputer with a word processing program. The students use their knowledge and skills in producing and solving problems at different locations such as, word processing centers, government, public relations, accounting and medical offices. Students will provide solutions to problems within a minimum period of time without direct supervision. Proofreading, good work habits and good interpersonal relations are emphasized. Prerequisite: OFAS 221

OFAS 230
Machine Transcription
3 credits

This course is designed to develop the student’s proficiency in the use of transcribing equipment. Emphasis is on application of Spanish and English language skills through transcription of business correspondence. Proofreading and accuracy in transcription
will be emphasized. Prerequisites: OFAS 221 approved or concurrently, ENGL 212, and SPAN 202.

**OFAS 290**  
**Record Management**  
**3 credits**

This course is aimed at the application of the systematic analysis and control of business records from their creation up to their final disposition. This includes the planning, organization and control of documents in different systems as well as the following applications: database filing, microfilm, magnetic registers, etc. It also includes the discussion of the personal and professional qualities of the administrator of business records. Prerequisite: None.

**OFAS 291**  
**Modern Office Procedures**  
**3 credits**

This course develops the necessary skills for effective performance in the business world. It emphasizes the need for the development of good working habits, decision-making and work organization. The course emphasizes the development of business vocabulary and the application of office procedures. Prerequisite: OFAS 122

**OFAS 300**  
**Document Generation**  
**3 credits**

This course examines the varied and different methods utilized to generate and produce documentation (correspondence) by administrative personnel. Emphasis is placed on the development of different types of documents utilizing common means of creation, such as machine dictation, handwritten and rough drafts or computer keyboarding composition. Prerequisite: OFAS 221, SPAN 102
OFAS 301
Introduction to Telecommunications
3 credits

This course is an introduction to telecommunications in the office. Topics include telephone, data transmission, electronic mail, network architectures, local area networks, communications media, hardware and software. Practical applications are an integral part of this course. Emphasis will be on the application of telecommunication to facilitate information interchange in whatever form the information takes: voice, data, text and image.
Prerequisite: OFAS 221

OFAS 303
Document Production
3 Credits

This course develops keyboarding skills in the production of business documents at its highest level. It includes the preparation of complex documents such as: business letters with two or more pages, circular letters, reports, administrative communications, business forms and tabulation with 3 or more columns. An in-basket exercise will be utilized as the means to develop skills in the decision-making process and skills in how to establish priorities. Prerequisite: OFAS 221

OFAS 306
Software Applications in Word Processing; Graphic Presentation and Editing
3 credits

This course prepares the student in the use of advanced techniques of word processing principles and design of desktop publishing. The student will be able to use the software applications in order to create documents such as brochures, bulletins, graphics and other types of presentations. Prerequisite: OFAS 221
OFAS 323  
Spreadsheet and Database Applications  
3 credits  

This course is designed to introduce the students to the concepts and applications of spreadsheets and databases. The students will learn to use various electronic spreadsheet applications as well as create and manage database programs, data files, and produce documents and reports. Prerequisite: OFAS 122, 125

OFAS 392  
Office Internship  
4 Credits  

This course is required of all students working for an Associate or Bachelor Degree in Office Systems. This course requires a minimum of 15 hours weekly of supervised work in government, banking or business offices. Emphasis on developing initiative and assuming responsibility through actual experience is given. Prerequisites: for Associate Degree in Executive Secretary with Word Processing and Legal Secretary, OFAS 222, 290, 291; for Associate Degree in Medical Secretary, OFAS 191, 221, 290; and for Bachelor Degree in Administrative Secretary, OFAS 222, 290, 491

OFAS 491  
Administrative Office Procedures  
3 credits  

This course studies the process of administration, organization and communication. It also emphasizes the following areas of office administration: personnel selection, professional development, supervision, motivation, performance assessment, analysis of positions, job evaluation, salaries, measuring work performed and employee productivity. The course emphasizes the analysis of situations, case evaluations and decision-making. Prerequisite: OFAS 221, 125, 291
OFAS 492
Office Internship
4 Credits

This course is required of all students working for an Associate or Bachelor Degree in Office Systems. This course requires a minimum of 15 hours weekly of supervised work in government, banking or business offices. Emphasis on developing initiative and assuming responsibility through actual experience is given. Prerequisites: OFAS 222, 290, 491

PALE 101
Fundamentals of Florida Law
3 Credits

This is an introduction to the legal system and its historical development. The course studies the judicial system of Florida. Prerequisite: None.

PALE 103
Introduction to Legal Investigation
3 Credits

This course is an introduction to the techniques and resources of basic legal investigation. Introductory studies of the use of computers in legal investigation. Primary and secondary sources of legal rights will be examined. The techniques of editing summaries of jurisprudence and memorandum will be studied. Prerequisite: None.

PALE 105
Constitutional Principles
3 Credits

This course studies the Constitution of Florida and the Constitution of the United States of America. Emphasis on the rights, privileges, and immunities comprised in both constitutions is given. Prerequisite: None.
PALE 107
Fundamentals of Civil Procedure
3 Credits

This course is an introduction to the judicial system of Florida. Through this course students study the Rules of Civil Procedure from its practical point of view. The development of a civil case with emphasis on the discovery of evidence will be used. Prerequisites CRIM 203

PALE 205
Introductions to Private Law I
3 Credits

This course studies the Civil Code of Florida and its more important matters: family rights, estate, and fortune (left by deceased). Prerequisite: None.

PALE 206
Introductions to Private Law II
3 Credits

Through this course students study the Code of Civil Laws of Florida in the matters of rights, duties and genuine contracts, and the vindictive damages. Prerequisite: PALE 205.

PALE 213
Techniques for Drafting Documents
3 Credits

In the laboratory students will integrate the subject matters studied in the other courses offered during the semester. They will develop analytical and writing skills while they studied. They will also prepare documents in relation to hypothetical cases. Prerequisite: PALE 201
PALE 215
Legislative Analyses
2 Credits

Through this course students learn about the different sources of legislation, the process of approval of an act of law, the formal aspects, the rules of wording, the interpretation of the laws and the scope of the legislative power. Prerequisite: None.

PALE 219
Corporations
3 Credits

Through this course students study the history and the significance of the corporation, its nature, development, purpose and obligations. Prerequisite: None.

PALE 301
Aspects of Notary Law and the Registration Law
3 Credits

Through this course students study notary law, the obligations and responsibilities of the notary. It will familiarize the student with the principles of the Property Law and the Registration Law. Prerequisite: None.

PALE 307
Principles of Administrative Law
3 Credits

Fundamental aspects of the administrative litigation with emphasis on lawsuits. Topics to be covered: personnel administration, consumer affairs, public benefits and others. Prerequisite: None.
PALE 309
Legal Information Systems
3 Credits

Through this course students study the different possibilities that the judicial system has, law information techniques and the use of computerized system of information. This course also covers the potential importance of the information science of the legal registers for the judicial systems, and in law offices.
Prerequisite: None.

PALE 311
Professional Responsibility
1 Credit

This course is an analysis of the paralegal role within the system and professional behavior with the lawyer. It also covers the Code of Ethics for Lawyers. As a final project the student will develop a code of ethics for the paralegal profession.
Prerequisite: None.

PALE 313
Investigations and Editing of Documents
3 Credits

This course is an application of investigative techniques, including the localization and analysis of the law, jurisprudence and administrative rules. Techniques of editing legal documents will be examined, editing of legal memorandums and documents.
Prerequisites: PALE 103, PALE 301
PALE 403
Administration of the Legal Office
2 Credits

This course is designed to prepare the student in the daily management of the office: implantation of procedures, training of personnel, purchases and supplies, accounting, reports, etc. Basic concepts of general administration. Prerequisite: None.

PALE 425
Supervised Practicum
3 Credits

As part of this course students will be sent to a public or private entity where they will put into practice the knowledge and skills learned. Prerequisites: PALE 103, 107, 301, 205, 206 CRIM 203, 400, 415

POSC 253
Political System
3 Credits

This course is an analysis of the political and judicial development from the 19th century to the present and the relationship of this development to organizations and the international world. The students will receive an introduction to the principles related to the government. Prerequisite: None.

PRGM 530
Program Management I: Introduction to Program 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.

**PRGM 640**  
Program Management II: Project Planning  
3 credits

Analysis, action plan development and usage of effective methods in project management are covered in this course. 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. Application of related terminology and definitions.

**PSYC 121**  
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. Prerequisite: None.

**PSYC 122**  
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. Prerequisites: PSYC 121
PSYC 123
Introduction to the Study of Psychology
3 Credits

This is a compendium course of Psychology 121-122, this course includes the study of perception, motivation, learning, development and theories of human personality, and the effects of heredity and environment on the behavior of individuals. Prerequisite: None

PSYC 127
Human Growth and Development
3 Credits

This course offers scientific data describing human growth from birth to advanced age. Emphasis is placed on those biological, social, environmental and psychological factors that help or hinder the social or emotional adjustment of the individual. Discussion includes various ways in which the aged care for health, prepare for retirement and fully benefit from the “golden years.” Prerequisite: None

PSYC 205
Personal Growth and Development
3 Credits

This course is a study, analysis and discussion of the dynamics of human behavior and interpersonal relations. The course aims at arousing interest and awareness in the study of the mechanisms of personal and social adjustment as a means of achieving a better understanding of one’s own conduct and that of others. Prerequisite: None

PSYC 208
Mental Retardation
3 Credits

This course is a comprehensive study of mental retardation. It will be about the study and analysis of the biological, psychological and social factors that show up, and the development of this impediment. Types of mental retardation will be discussed. Different
types of retardation, their characteristics, prognosis and alternatives of treatment. Prerequisite: None

**PSYC 210**  
**Human Sexuality**  
**3 Credits**

This course will offer the student the opportunity to understand the principles and concepts related to human sexuality, its history and tradition. The contributions made by scholars in this field and also the basic determinants of sexual conduct. Physiology, anatomy and the psychological and cultural aspects of sexuality will be stressed. The different sexual dysfunctions and their origins will be studied. All themes will be discussed within the reality of the various cultures. Prerequisite: None

**PSYC 212**  
**Health Psychology**  
**3 Credits**

This course is designed to offer the student an introduction to the study of behavior. Emphasis is given to the relation of behavior-organism. At the same time the primary prevention towards healthy behavior is taken care of, as well as the behavior modification in treatment scenes. Prerequisite: None

**PSYC 225**  
**Social Psychology**  
**3 Credits**

This course covers a scientific study of the social behavior of the individual, critical analysis of the relationship between culture and personality is examined inside the social constructive process, such as, attitudes, duties, stereotypes, opinions, mass phenomenon, social structures and conflicts. The theories apply to social test. Prerequisites: PSYC 121, 122
PSYC 226
Evolution Psychology
3 Credits

This course allows students to study the human development since its conception to death. This course studies the theories of learning, cognitive in the development and psychodynamic. It also places emphasis on the interpersonal processes, cognitive and motivations. It makes reference to the findings in the scientific investigation of the study of human development. Prerequisites: PSYC 121, 122, 225

PSYC 321
Personality
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. Prerequisites: PSYC 121, 122, 226

PSYC 322
Theories and Techniques in Psychotherapy
3 Credits

This course covers various focused and psychotherapeutic processes of the therapy; theories of personality and learning for counseling, psychology and psychoanalysis of the function that is carried out, the discernment in the change of conduct or behavior in the treatment and the justification of the psychotherapeutic techniques. Prerequisites: PSYC 121, 122, 226, 321

PSYC 327
Psychology of the Elderly
3 Credits

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

**PSYC 343**  
**Theories of Learning and Motivation**  
**3 Credits**

This course establishes an introduction to the basic theories of the personality, 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 them. Prerequisites: PSYC 121, 122, 226

**PSYC 350**  
**Psychopathology**  
**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. Prerequisites: PSYC 121, 122, 226

**PSYC 400**  
**Psychological Measurement**  
**3 Credits**

This course studies the principles of psychological measurements; evaluation of the characteristics of the test, such as validity and trustworthiness, quantification, conversion of points, linguistic adoption and normalization. A general vision of the test that will be used will be offered in the psychological field, focusing on the controversies that have arisen regarding the use and interpretation of the same. Prerequisites: PSYC 121, 122, 126, 343
PSYC 402
Methodology and Research
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. Prerequisite: PSYC 435

PSYC 435
Psychology Statistics
3 Credits

Introduction and discussion of descriptive statistics and their application in the psychological investigation field. Study of the compendium, organization and analysis of data, such as the sample distribution, among other things. Statistic models, correlation and simple regression, reliability and validity. Pre-requisite SOSC 250.

PSYC 423
Physiological Psychology
3 Credits

This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior, and the superior cortical processes. The different emotional theories will be analyzed, motivation and learning and its impact on behavior. In addition, the different types of drugs will be considered as well as their effect in the human behavior. Prerequisites: PSYC 121-122
PSYC 450
Supervised Practice and Seminar I
3 Credits

This course covers the acquisition and development of the basic skills of communication and interview. Apply and use the help process, such as empathy, respect, approval and confidentiality. Other themes such as: Mental health and some other related to the course will be discussed in class. Prerequisites: PSYC 121, 122, 225, 226, 321, 322, 343, 350

PSYC 451
Supervised Practice and Seminar I
3 Credits

Bring into focus personal and group aid. It is required that each of the students, under supervision, does a scientific study and be 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. Prerequisites: PSYC 121, 122, 225, 226, 321, 322, 343, 350

PUAG 502
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 the both sectors It focuses upon the roles played by not-for-profit organizations in meeting the public good. It also examines internal management issues such as structure, budget, and operations; and external issues such as board functions, legal status, marketing, media relations, and fund-raising.
PUAG 625
Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs
3 credits

Study of the relationship between employers, employees, and their labor relations organizations in government and the nonprofit sector. The course focuses on 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 nonunion sector in both private, non-profit and public sectors.

PUAG 512
Public and Non-Profit Accounting and Finance
3 credits

The course examines the normative or value issues surrounding financial decisions and the accounting and reporting associated with these decisions. Attention is given the various philosophies and criteria that can be used to make and judge financial reporting. They include tax choices, debt and other obligations, revenue fee generation, cash and investment management, assets purchases and sales, spending and programmatic decisions and insurance or risk management. A framework is presented to show the main issues in developing accounting and reporting systems for governments and nonprofit organizations. The criteria, such as economic efficiency and legal and budgetary compliance, for judging financial performance are central to this framework.
PUAG 524  
**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 upon examining the law as it impacts various aspects of non-profits including incorporation, governance, fund raising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions.

PUAG 605  
**Topics and Cases in Urban Policy and Planning**  
3 credits

Basic analysis for the revitalization of and planning for communities in general and neighborhoods in particular. Course focuses on the implementation of community and neighborhood revitalization programs as well as on the methods used by the public sector to design programs for deteriorated neighborhoods that fail to generate sufficient social and economic activity on their own. The course will include analysis of issues in the areas of social planning, education, economic planning, environmental issues and related areas. The emphasis is on project-driven discussion of urban government leadership and management in the context of community systems, collaboration, service delivery, and community planning development.  
The course provides an opportunity for participants to apply their theoretical and methodological training to a specific urban development issue or opportunity. Students in the course will both, study research examining community and neighborhood revitalization programs, as well as complete a project in the field. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.
PUAG 640
Development and Management of e-government Projects
3 credits

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

PUAG 535
Strategic Management and Public Policy
3 credits

It introduces students to the concept of public service strategies and how they relate to the public policy making process. It involves students in the analysis of public service strategies by requiring them to focus on the strategy making process in an organization of their choice. Aspects of modernization including new methods of policymaking and decision making are examined and key strategies for service improvement. It considers the theories, models, tools, techniques and methodologies used in the field of strategic management. It aims to enhance the ability of students to play a substantive role in developing, implementing and monitoring strategy for organizations operating in the public sector.
PUAG 515
Research Methods Applied to Public Affairs
3 credits

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

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

This course will provide the analysis of on management issues unique to nonprofit sector. The course focuses on hands-on use of real-world examples of organizations input on community service and the non-profit sector efficiency as services providers in substitution of the traditional public sector organization. Attention is also provided to managing volunteers and fundraising. The student is challenged to a critique approach of the issues related to the development and empowerment of the non-profit sector as an opportunity to boost and expand the non financial resources available to serve the communities. Also, the course discusses the opportunities to empower these organizations to be capable of being intermediaries in long term contractual and non contractual relationships with the traditional governmental organizations to meet the unmet community needs. This course will be conducted using different teaching methods including, but not limited to: lectures, audiovisual presentation, case studies, Internet assignments, action research, field experiences, and conferences.
PUAG 615
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 non profit organization project is a requirement.

PUHE 101
Introduction to Public Health and Health Education
3 Credits

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

PUHE 201
Introduction to Biostatistics
3 Credits

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. Prerequisite: MATH 112
PUHE 203
Introduction to Epidemiology
3 Credits

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

PUHE 210
Biological Aspects of Human Diseases
4 Credits

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

SCFG 508
Education and Society
3 credits

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.
SCFG 503
Human Development and Learning: The Early Years and Elementary
3 credits

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

SCFG 506
Human Development and Learning: Secondary
3 credits

This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis-a-vis 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.

SMED 112
Introduction to Medical Terminology
3 Credits

This course is an introduction to the study of technical vocabulary including prefixes, suffixes, roots of medical terms as well as definitions and analysis. Also, studies the most common diseases its etiology signs and symptoms, diagnostic and evaluation, procedures and treatment. Prerequisite: BIOL 106

SMED 200
Codification and Medical Plan Billing
4 Credits

This course will provide the skills necessary in completing HCEA forms and mastering the insurance claim form cycle. Practical information will be given on the features that are common to all insurance carriers and the features specific to Medicare, Medicaid, Blue Cross and others. It includes coding practices in prospective payment and current procedural coding, using Current Procedural Terminology (CPT). Prerequisites: SMED 112

SMED 230
Administrative and Medico-legal Aspects
2 Credits

This course emphasizes one of the many uses of medical records: its use as legal protection to the patient and to the institution that provides the health care services. It also offers the use of requirements and legal principals of medical records in relation to its retention, security controls, and maintenance and divulge the confidential information regarding treatments, within the institution as well as outside. Includes the use of
professional ethics and legal medical aspects in the health information systems. Prerequisite: None

**SOSC 101 - 102**

*Introduction to the Study of Social Sciences I - II*

6 credits

Human society: the individual and his or her relation to society, collective behavior, United States of America and its relation to the social and historical development of Western Civilization; economic, psychological, sociological, anthropological and political problems of the contemporary world. Prerequisite: SOSC 101 for SOSC 102

**SOCI 203**

*Elementary 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. Prerequisite: None

**SOCI 213**

*Social Problems*

3 Credits

Discussion and analysis of the social problems those are most frequently present in society. The presentation of the themes to be discussed will be from a sociological perspective. Prerequisite: None
SOSC 101

Introduction to the Study of Social Sciences

3 Credits

This course introduces the student to the application of scientific methods. 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 studied in the course. Prerequisite: None

SOSC 102

Introduction to the Study of Social Sciences

3 Credits

This course consists of the study research and critical analysis of the concepts and methodology of the social sciences, emphasizing the political and economic fields. Throughout the interdisciplinary focus are theories and proposals of economic and political problems that are fundamental in the contemporary world. Prerequisite: SOSC 101

SOSC 250

Statistics in Social Sciences

3 Credits

This course is an introduction to the statistical methodology as applied to Social Sciences. Basic statistical concepts and techniques are introduced. The course also emphasizes the scientific and graphical presentation of data, as well as its analysis. Prerequisite: None
SPAN 050
Spanish Immersion
0 credits

This is semi-immersion Spanish course for college students. It is designed under a conversational and grammatical approach. Language lab to complete activities, workshops and exercises is emphasized. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test SCAPE and receives a score of 295 or below will need to enroll in this course.

SPAN 101
Basic Course in Spanish I
3 Credits

This course develops the skills that the students need to effectively use their native language, both orally and in writing. It incorporates short readings to further develop reading comprehension, analysis, and critical thinking skills. Prerequisite: None

SPAN 102
Basic Course in Spanish II
3 Credits

This course reinforces the skills acquired in SPAN 101. It emphasizes the study and analysis of syntactical structures and the basic writing skills. Also, the reading compression, analysis and critical thinking skills will continue to be reinforced. Prerequisite: SPAN 101

SPAN 201
Business Spanish I
3 Credits

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

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

**SPAN 202**

*Business Spanish II*

*3 Credits*

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

**SPAN 215**

*Written Compositions in Spanish*

*3 Credits*

Study and practice of writing techniques through the analysis of readings that develop creative and critical thinking skills. 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 20 students in order to give them individualized attention. Prerequisite: SPAN 102.

**SPAN 221**

*Introductions 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.
Prerequisites: SPAN 101, 102

SPAN 500
Academic Writing for Graduate Students I
3 credits

This is an intermediate writing course designed to improve the academic writing skills of graduate students in Spanish. Students will understand the steps of the writing process; practice and handle grammatical structures related to spelling and punctuation; practice writing from the sentence to the paragraph; write different sorts of paragraphs and writing styles; promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on your written assignments; and write an essay.

SPAN 501
Academic Writing for Graduate Students II
3 credits

This is a writing course designed to improve the academic writing skills of graduate students in Spanish. Students will practice and handle grammatical structures related to spelling and punctuation; practice writing from the sentence to the paragraph; write different sorts of paragraphs and essays; know about different types of academic writing, their process of creation, writing, and revision; promote a research-based, originality, and academic honesty attitude that will be reflected on your written assignments; and prepare themselves on the monographic work.

This is a mainly practical course. Practice with model or original texts will be emphasized. In addition to a theoretical introduction and guided introduction of the method, students will work with different kinds of paragraphs, essays; and all doubts about any topic studied in this course will be clarified. Students will learn how to make academic searches and properly use citations, footnotes, references, and so forth. However, special emphasis will be placed on thesis elaboration, organization of ideas and elaboration of schemes, writing and revision of drafts, writing coherence, text cohesion, paragraph organization, and different kinds of introductory and concluding paragraphs.
SPED 101
Teacher Preparation in Special Education
3 Credits

This course covers the history of the 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. Evaluation of experiences designed to help in the learning of the students with impairments. It also covers the application, observations, analysis and development of assessment instrument and planning lessons; also, responsible use of technology.
Pre-requisite: EDUC 106; EDUC 171-172

SPED 102
Assistive Technology and other Resources in Special Education
3 Credits

This course covers the exploration and familiarization with the development of the field of assistive technology as a mean to promote the independent participation of the exceptional student in the school environment and in its community. Analysis of the role of the assistive technology in the extension of the social, cognitive, physical and communication abilities of the student with special needs, as established in the law IDEA (1997). Application and evaluation of assistive technologies used for students with different impairments, mainly those recommended by The Assistive Technology Industry Association. Practices applied with these equipment and accessories. It also includes the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 202; 204; 205
SPED 103
Learning Disabilities
3 Credits

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, specially for pre- and in-service classroom teachers and related professionals. The course also covers a reflection of recent developments and research findings, current issues, and the general structure of educational intervention programs. It also includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 106; SPED 101

SPED 203
Nature, Needs and Behavior Modification in the Special Ed Student with Attention Deficit Disorder
3 Credits

Analysis of strengthens and social, psychological, physiological, and emotional weaknesses that characterize a student with deficit of attention. Emphasis in 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. Application, observations, analysis and development of assessment instruments and planning lessons; also, responsible uses of technology are also included. Pre-requisite: EDUC 106; 171-172-300; SPED 101

SPED 204
Nature, Needs and Behavior Modification of the Gifted Ed Students
3 Credits

This course provides the opportunity for students to study of the social, emotional, and cognitive characteristics of the gifted student. Analysis of the diverse programs and
theories related to the education of this population. Emphasis in the development of projects for its education is given. Field observations experiences in schools specialized in the education of gifted students with talents. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 106; 171-172-300; SPED 101

SPED 205
Integration of the Fine Arts in Special Education
3 Credits

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. This course also covers the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: SPED 101; EDUC 202; 204

SPED 207
Methodology, Adaptations and Accommodations for the Special Ed Student in Science and Mathematics Teaching at 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 also covers the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 106; SPED 101; MATH 116-117; BIOL 252; EDUC 171-172
SPED 208
Methodology, Adaptations and Accommodations for the Special Ed Student in Science and Mathematics Teaching at 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. It includes the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 106; SPED 101; MATH 116-117; BIOL 252; EDUC 171-172

SPED 210
Language Development and the Reading-Writing Process in the Special Ed Student I
3 Credits

This covers 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. Exam 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. It includes the use of semantic maps, cases studies, problem solving, distance learning, thematic discussions and portfolio. Pre-requisite: EDUC 106; SPED 101; SPAN 115-275; ENGL 115
SPED 211
Language Development and the Reading-Writing Process in the Special Ed Student II
3 Credits

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. Pre-requisite: SPED 210; EDUC 106; SPED 101; SPAN 115-275; ENGL 115

SPED 215
Curricular Foundations for Special Education
3 Credits

This course includes an analysis of the foundations, elements and curricular concepts in the special education field. It also covers the process of curriculum adaptations for the exceptional population. Management of approaches, techniques, strategies and instructional methods adapted to the special education. Evaluation of educational experiences that stems from the appropriate practices for the attention of the special needs. Curricular models for the attention of the special education children supported from the federal regulation. Use of semantics maps, cases studies, problem solving, distance learning, thematic discussions and portfolio. Pre-requisite: EDUC 106; 202; 204; SPED 101; EDUC 171-172

SPED 295
Evaluation and Assessment in Students with Special Needs
3 Credits

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; also, responsible use of technology. Pre-requisite: EDUC 106; 171-172; 300; SPED 101

**SPED 300**

**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. It includes the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-requisite: EDUC 106; 171-172; 300; SPED 101-215

**SPED 405**

**Teaching Practicum in Special Education**

3 Credits

This 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 to 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; also, responsible use of technology. The practicum in teaching lasts 10 weeks providing students with field experiences to demonstrate accomplished educator 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. Concurrent with SPED 406. Pre-requisite: SPED 404
SPED 406
Seminar on Teaching Practicum in Special Ed
1 Credit

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. One semester, two hours biweekly. Pre-requisite: Concurrent with SPED 405

STGM 600
Leadership and Entrepreneurial Vision
3 credits

This course provides students with an analysis of roles and styles of a leader as an agent of change; this is done through the articulation and construction of the organization’ vision and mission. It also covers human resources strategies for empowerment and its impact in the organization culture. It also includes the application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing environment.

STGM 601
Strategic Management
3 credits

This course covers the 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. Emphasis is placed on the application of the vision, mission, goals and objectives for the development of strategies in the planning process. It also covers the development of a strategic plan that includes identification and evaluation of alternatives for its control. This course is targeted to the development and application of analytical skills related to strategic planning.
STGM 602
Technological Application and Information Systems
3 credits

This course develops analytical skills for the operational integration of different information resources. It allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations’ effectiveness. It emphasizes the importance 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.

STGM 603
Entrepreneurial Communication
3 credits

This course covers the analysis of effective skills for communication and presentation. Emphasis in knowledge and critical use of different techniques, means, and programs. The course also 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 focuses in the study of theoretical and practical concepts for effective business communication.

STGM 608
Strategies for change, professional and entrepreneurial development
3 credits

This course covers an analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics. It also covers the evaluation and design of strategies for the development of a positive organizational culture. Emphasis is placed on environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.
**TESL 222**  
Theory and Practice 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, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL endorsement Departmental 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). The course addresses recognizing 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 student takes any other ESOL infused course.

**TESL 223**  
Issues in Second Language Acquisition  
3 credits

Language educators need a well-grounded background in the area of language study in order to meet the diverse and specialized needs of their students. This course is designed to provide students with the essential basis on which they can build future studies of language learning and teaching. It examines major areas of linguistics (e.g., phonetics, phonology, syntax, semantics, and sociolinguistics) and focus on various aspects of language structure and use. 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 L2 acquisition? These are only some of the questions that this course will help you answer. All the topics, however, will enrich their knowledge of language, and how it impacts language learning and teaching. This course should be taken as a capstone ESOL course. Pre-requisite: TESL 222
TESOL 522
Theory and Practice of Teaching ESOL Students in Schools
3 credits

This course has been designed for graduate students in the area of Educational Leadership to meet the requirements of the state of Florida regarding ESOL. This course presents an overall view 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, successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL endorsement Departmental 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). The course addresses recognizing the need for training in order to work with ELL students and focuses on cross cultural understanding and methods of teaching speakers of other languages.