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Section I

Overview:

Universidad Del Este

and

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

Institutional Profile

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

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

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

The student population consists mostly of commuting young adults from the surrounding communities. The 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 a doctorate degree and the rest of the faculty holds master’s degrees in their fields of expertise.
Mission Statement

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

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

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

Principles

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

Goals

To fulfill its mission, Universidad Del Este proposes:

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

Administrative Council and Academic Board

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

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

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

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

Statement of Licensure

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

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

The Puerto Rico Council of Higher Education and the Puerto Rico Council of General Education license the Main Campus and its five additional locations of UNE in Puerto Rico.
Universidad Del Este is a member in the following professional associations:

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

Non-Discrimination Statement

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

Statement of Policy

This catalog includes the main terms concerning the formal relationship between students and Universidad Del Este. Regardless of its effective date, the Institution reserves the right to admit, re-admit or register a student only for a semester or session separately. The Institution binds itself only during the semester for which the student has enrolled and paid his/her tuition fees.

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

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

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

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

Key Administration and Staff of Universidad Del Este

Chancellor
Alberto Maldonado Ruiz, Esq.

Vice Chancellor
Mildred Huertas Solá

Vice Chancellor of Student Affairs
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
Omar Pagán

Acting Dean of the School of Health Sciences
Justo Lugo

Dean of the School of Science and Technology
Wilfredo Colón Guasp

Dean of the School of Education
María Véaz

School of Human and Social Sciences
John Sanabria
Overview of the Sistema Universitario Ana G. Méndez – Puerto Rico

The 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, the SUAGM and its three member institutions are the second largest private university system in the island of Puerto Rico.

Continuing with its commitment to provide for quality access alternatives to a university education for Hispanic adult students and its tradition of service and collaboration to meet community needs, the SUAGM has established the Metro Orlando, South Florida, and Tampa Bay campuses in Florida. Moreover, in establishing a SUAGM: UNE Metro Orlando, South Florida and Tampa Bay campuses, the system furthers its Vision 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 the United States and Latin America.

Statement of Legal Control

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

**Mailing Address:** SUAGM  
P.O. Box 21345 San Juan  
Puerto Rico 00928-1345

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

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

Florabel G. Mullick, Chair of the Board of Directors  
Félix R. Schmidt, Vice Chair of the Board of Directors  
José F. Méndez, President of SUAGM  
Juan M. García Passalacqua  
Iván A. Pietri  
José Domingo Pérez  
Antonio J. Colorado  
Zoraida Fonalledas  
David Rivé Power  
Juan R. Melecio  
Víctor Hernández  
Daneris Fernández  
José E. de la Cruz Skerrett, Legal Counselor
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 serve its community and serve as a bridge to fulfilling initiatives in serving Hispanic adults in the United States and Latin America.

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

The physical facility of the Metro Orlando Campus has eighteen classrooms, two computer laboratories, a library, administrative offices, a student and faculty lounge as well as parking area. The South Florida Campus has 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. The Tampa Bay Campus has six classrooms, one language laboratory, a library, administration offices, a student and faculty lounge. It also has a parking area for students, faculty, and administration.

ADMINISTRATION, STAFF AND FACULTY

Metro Orlando Campus Administration and Staff

Luis Zayas Seijo, Vice President for National and International Affairs
Luis A. Burgos, Associate Vice President, Florida Operations
Luis A. Burgos, Interim Campus Director
Jacqueline Centeno, Director of Faculty and Curriculum
Chalie Colón, Director of Integrated Services
Silquia Vélez, Registrar
Luis Martínez, Director of Marketing and Recruitment
Mauricio Lancheros, Operations Manager
Juan López, Director for Learning Resources
Fernando Wilches, Director of Information Systems
Alexander Pijuán, Assistant to the Information Systems Director
Fidel Távara, Coordinator of Placement and Assessment
Rosanilda Torres-Ibáñez, Associate Director of Financial Aid
Julio Vega, Default Prevention Officer
Edwin de Jesús, Financial Aid Officer
Maricelly Alomar, Counselor
Ubaldo Santiago, Counselor
María Laborde, Learning Resources Specialist
Rubén Ocasio, Library Assistant, (PT)
Luis D. Martínez, Library Assistant, (PT)
Luis Fonseca, Library Assistant
Rosa Valera, Integrated Services Coordinator
Vacant, Executive Assistant
Awilda L. Narváez, Administrative Assistant for Faculty and Academic Affairs
Malenie Acosta, Integrated Services Officer
Suheilly Martínez, Integrated Services Officer
Vidmary Cuevas, Integrated Services Officer
Magdali Zayas, Receptionist
Genevieve Cautiño, Support Services Officer
Karla Rogers, Promotions and Recruitment Officer
Adolfo Colón, Maintenance Assistant

South Florida Campus Administration and Staff

Luis Zayas Seijo, Vice-President for National and International Affairs
Luis A. Burgos, Associate Vice President, Florida Operations
Syndia Nazario, Campus Director
Vacant, Executive Assistant
Julie Carrión, Director of Faculty and Curriculum
Amparo Durán, Administrative Assistant for Faculty
Jorge Báez, Operations Manager
María A. Sánchez, Director of Marketing and Recruitment
Oriel Ruíz, IT Technician
Digna Orta, Director of Integrated Services
Cinthia Tineo, Integrated Services Officer
Edith Ferrer, Integrated Services Officer
Migdalia Roldán, Promotions and Recruitment Officer
Juan C. Bolívar, Associate Registrar
Nydia Bonilla, Financial Aid Coordinator
Miriam Avilés, Financial Aid Officer
Martha L. Rodríguez, Counselor and Job Placement Officer
Katia Nuñez, Director of Learning Resources Center
Claudia González, Library Assistant (PT)
Agustín Gracia, Library Assistant (PT)
Kereline Escobar, Learning Resources Specialist
Javier Domínguez, Administrative Assistant

**Tampa Bay Campus Administration and Staff**

Luis Zayas Seijo, Vice-President United States and Latin American Affairs
Luis A. Burgos, Vice-President of Florida Operations
Yvonne Cadiz, Campus Director
Marta Reyes, Administrative Assistant
Ricardo Casillas, Operations Coordinator
Héctor Cruz, Director of Marketing and Recruitment
Neida Solivan, Director of Learning Resources
Vilma Matos, Student and Registrar Services Coordinator
Miriam Avilés, Financial Aid Officer
Carmen D. Rivera, Counselor and Job Placement Officer
David Avila, Technical Support Services

**Faculty**

The Faculty of the SUAGM: UNE Metro Orlando Campus, South Florida Campus, and Tampa Bay Campus have a minimum of a Master’s Degree in their area of expertise and a minimum of three years of professional experience. In addition, the faculty community must demonstrate and be certified to have the aptitude and ability to facilitate courses in an accelerated program for adults. An updated list of certified faculty is available in the administrative office at each campus. The faculty, although assigned to a specific campus, may be shared between the three campuses.
### Integrated Faculty Profile

**Academic Year 2010-2011**

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdel Ortiz</td>
<td>Master in Human Resources, Universidad Interamericana de Puerto Rico, 2004&lt;br&gt;BA in Industrial Management and Human Resources, Universidad Interamericana de Puerto Rico, 1999</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Abigail Ríos-Lugo</td>
<td>MPA in Administrative Programming, Universidad de Puerto Rico, 1998&lt;br&gt;BS in Political Sciences, Universidad de Puerto Rico, 1989</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Ada González</td>
<td>MA in Education, Universidad Interamericana, Puerto Rico, 1987&lt;br&gt;BA in Education in Home Economics, Universidad Interamericana, Puerto Rico, 1982</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Adriana Ferrufino</td>
<td>MA International Business Administration Nova Southeastern University, 2004&lt;br&gt;MA Economics International Business, Universidad de los Andes Colombia, 1990&lt;br&gt;BA in Economics, Universidad de los Andes, Colombia, 1989</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Agustín Gracia</td>
<td>MS in International Relations Troy State University, AL 1991&lt;br&gt;BA Psychology Columbus State University, GA 1987</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
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<tr>
<td>Alberto León</td>
<td>MD, Escuela de Medicina; San Juan Bautista, Puerto Rico 2004</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BS Biology; Universidad del Sagrado Corazón, Puerto Rico 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; Florida International University, FL, 1999</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BA International Studies; University of West Florida, FL 1995</td>
<td></td>
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<tr>
<td>Amilcar Martínez</td>
<td>M.B.A. Business Administration Webster University, Puerto Rico 2000</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>B.A Industrial Management Universidad de Puerto Rico 1984</td>
<td></td>
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<tr>
<td>Ana C. Martínez</td>
<td>M. Ed. Elementary Education, Nova Southeastern University 1999</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science, 1988</td>
<td></td>
</tr>
<tr>
<td>Angel Avila</td>
<td>MA Special Education, Minor: School Administration, University of Phoenix, Puerto Rico, 1995</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA Political Sciences, Universidad de Puerto Rico, 1989</td>
<td></td>
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<tr>
<td>Angel García</td>
<td>MA in Literature, Universidad Simon Bolivar, Caracas, Venezuela, 1988</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA in Secondary Education, Universidad Central de Venezuela, Caracas, Venezuela 1974</td>
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<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
<td>Campus</td>
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<tr>
<td>Angel Ríos</td>
<td>MA in Administration &amp; Supervision, Pontificia Universidad Católica, Puerto Rico 1984</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>BA in Elementary Education, Pontificia Universidad Católica, Puerto Rico 1983</td>
<td></td>
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<tr>
<td>Angel Torres</td>
<td>Master Political Science University of Connecticut, 2005</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA Major: Political Science, Minor: Sociology Central Connecticut State University, 1993</td>
<td></td>
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<tr>
<td>Angie Rivera Noble</td>
<td>MS TESOL Nova Southeastern University 2000</td>
<td>South Florida Campus</td>
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<tr>
<td></td>
<td>BA Foreign Language Education Spanish Language University of South Florida, 1990</td>
<td></td>
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<tr>
<td>Antonio Román</td>
<td>Master in Education Leadership, Universidad Del Este, Metro Orlando Campus, 2007</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>Bachelor in Secondary English Education, Universidad del Turabo, Puerto Rico, 2004</td>
<td></td>
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<tr>
<td>Ariadna Rivera</td>
<td>MA Educational Computing, Universidad Interamericana, Puerto Rico 2000</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BA Special Education Universidad Central de Bayamón, Puerto Rico, 1994</td>
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<tr>
<td>Ariel Maldonado</td>
<td>MBA Business Administration Nova Southeastern University, FL, 1997</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BS Information Systems Engineer, Javeriana University, Cali, Colombia 1989</td>
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</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
<td>Campus</td>
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</table>
                      BS in Civil Engineering, Universidad de Puerto Rico, Mayagüez, Puerto Rico, 1981
                      AS in Natural Sciences, Universidad de Puerto Rico, Puerto Rico, 1978 | Metro Orlando Campus     |
| Arturo Vega        | MS Spanish Literature and Cultures, University of Salamanca 2001
                      BA Communications Universidad del Sagrado Corazón, Puerto Rico, 1989 | South Florida Campus     |
| Axel Rizo          | Master Florida International University, FL, 2007
                      BS Criminal Justice Health Care Administration Florida International University, FL, 1997 | South Florida Campus     |
| Bábara Richter     | Ph.D. in American Literature, New York University, NY, 1970
                      MA in American Literature, Fordham University, NY, 1962
                      BS in English Education, Louisiana State University, LA, 1953 | Metro Orlando Campus     |
| Bábaro Forteza     | MS Spanish Language Education Nova Southeastern University 2006
                      BS Education Instituto Pedagógico Superior, Habana, Cuba, 1982 | South Florida Campus     |
| Bernardo Gil       | M.B.A. Global Management, University of Phoenix, P. R. 2002
                      B.B.A. Business Administration, University of Puerto Rico, 1988 | Metro Orlando            |
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
</table>
| Betty Muriel             | MS Environmental Science, Universidad del Turabo, Puerto Rico, 2001  
                        | BA Education Biology, University of Puerto Rico, 1980          | South Florida Campus    |
|                          |                                                           |                         |
| Brenda Lampón            | MS Industrial and Organizational Psychology  
                        | Carlos Albizu University, FL, 2004                              | South Florida Campus    |
|                          | BA Psychology  
                        | University of Sacred Heart, Puerto Rico, 2000                   |                         |
| Brenda Marín             | Master in Social Work                                     | University of Puerto Rico, 1998             
<pre><code>                    | BA Social Welfare, University of Puerto Rico, Puerto Rico, 1995 | Metro Orlando Campus    |
</code></pre>
<p>| Broderick F. Martínez   | Masters Accounting                                       | Nova Southeastern University, 1999                  | South Florida Campus    |
|                          | MBA Business Administration                              | Nova Southeastern University, 1998                  |                         |
|                          | BA Business Administration                              | Florida International University, 1996             |                         |
| Camille Berríos          | MBA Human Resources; Universidad Del Este, Puerto Rico, 2005 |                                         | South Florida Campus    |
|                          | BA Social Work, Universidad Del Este, Puerto Rico, 2002   |                                         |                         |
| Carlos J. Cestero-Badillo| Doctor in Medicine                                     | Iberoamericana University, Dominican Republic, 2002 | Metro Orlando Campus    |
|                          | BS in Biology                                           | George Fox University, OR, 1996                    |                         |
| Carlos Campos            | MS Electrical Engineering                                | University of Kansas, KA, 1985                     | South Florida Campus    |
|                          | BS Electrical Engineering                               |                                         |                         |</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>Carlos Fagundo</td>
<td>University of Kansas, KA, 1983</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>MS: Logistics Management Georgia College and State University, GA, 1995</td>
<td></td>
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<tr>
<td></td>
<td>MBA: General Business Administration Georgia College and State University, GA, 1993</td>
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<tr>
<td></td>
<td>BS Industrial Engineering Universidad de Puerto Rico, Puerto Rico, 1986</td>
<td></td>
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<tr>
<td>Carlos Rodríguez</td>
<td>University of Kansas, KA, 1983</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>MA in TESOL, Universidad del Turabo, Puerto Rico, 2002</td>
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<td></td>
<td>BA in English, Pontificia Universidad Católica de Puerto Rico, 1994</td>
<td></td>
</tr>
<tr>
<td>Carlos Rodríguez-Rios</td>
<td>Ed. D Curriculum Development and Administration University of Massachusetts, MA 1992</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>M. Educ. Curriculum and Teaching Universidad Católica de Puerto Rico, Puerto Rico 1978</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS Mathematics and Education Universidad de Puerto Rico, Puerto Rico 1973</td>
<td></td>
</tr>
<tr>
<td>Carlos G. Ramos</td>
<td>Universidad de Puerto Rico, 1994</td>
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<td>M.B.A. in Accounting, University of Tampa, 2000</td>
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<td>Carmen Aponte</td>
<td>Universidad de Puerto Rico, 1985</td>
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<td>MS in Computer Information Systems, University of Phoenix, 2006</td>
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<td>BA of Science in Computer Programming, EDP College, Puerto Rico, 1998</td>
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<td>Associate Degree in Business, EDP College, Puerto Rico, 1985</td>
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| Carmen C. Figueroa                | MLIS in Library Automation, Universidad de Puerto Rico, P.R. 1989  
BASS in Sociology & Social Welfare, Universidad de Puerto Rico, 1982 | Metro Orlando Campus    |
| Carmen Rivera                    | MA in Spanish, University of Central Florida FL, 1999  
BA in Secondary Education, Universidad Interamericana de Puerto Rico, 1977 | Metro Orlando Campus    |
| Carmen-Gloria Rodriguez,          | MA Public Health Education; Universidad de Puerto Rico, Puerto Rico, 1975  
BS Biology & Sociology; Universidad Puerto Rico, Puerto Rico, 1973 | South Florida Campus    |
| Cecilia Méndez                   | Master of Education, ESOL, Universidad del Turabo, 2005  
BA in Prescholar Education, Universidad Didelista, Costa Rica, 1995 | Metro Orlando Campus    |
| César Irizarry                    | Dr. Chiropractic  
Life University College, Georgia 2001  
BS Biology  
University of Central Florida, Florida 1996 | Metro Orlando Campus    |
| Chalie Colón                     | MBA International Business  
Florida Metropolitan University Orlando, FL, 2006  
BBA Marketing and Management  
Universidad Interamericana de Puerto Rico, 1987 | Metro Orlando Campus    |
| Clelia Sallaberry                | MA in Spanish, University of California, Irvine, CA, 2003  
BA in Spanish, University of California, Irvine, CA, 2000 | Metro Orlando Campus    |
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<td>Cristina Camacho</td>
<td>Master in Education TESOL University del Turabo Orlando, FL, 2005</td>
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<td>BA in Psychology, Universidad de Puerto Rico, Cayey, Puerto Rico, 2001</td>
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<td>M.A. Human Resources University of Central Florida, FL, 2003</td>
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<td>Dalia M. Gil</td>
<td>Ph. D, Automated Management Information System, Habana Polytechnic Institute, Habana, Cuba, 1989</td>
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<td>BS in Automated Management Information System Engineering, Habana Polytechnic Institute, Habana, Cuba, 1982</td>
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<td>Dally Ríos</td>
<td>Ph.D. Clinical Psychology, Universidad Carlos Albizu, Puerto Rico, 2006</td>
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<td>David J. Salme</td>
<td>MS Math Education; Nova Southeastern University 2006</td>
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<td>BBA; Universidad Tecnológica Equinoccial, Ecuador, 1997</td>
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<td>David Slutz</td>
<td>Master of Education Curriculum Instruction: Reading Grand Canyon University, 2008</td>
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<td>BA Foreign Language: English Universidad del Atlántico, 2000</td>
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<td>Denismar Medina</td>
<td>MBA in Health Care Management, University of Phoenix, FL, 2003 BS in Physical Therapy, Universidad de Puerto Rico, Puerto Rico, 1990</td>
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<td>Eduardo Chaparro</td>
<td>Master in Corporate Environmental Planning &amp; Eco-Audits, Instituto de Investigaciones Ecológicas, Spain, 1998 MS in Geology, Boston College, Brighton, MA, 1974 BS in Geosciences, University of Hawaiii, HA, 1971 Certificate in Chemistry &amp; Biology, Universidad Jorge Tadeo Lozano, Colombia, 1968</td>
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<td>Edward Cornejo</td>
<td>MP History and Philosophy, The City University of New York, NY 2006 MA Counseling; Manhattan College, NY, 1991 BA Psychology and Philosophy; Cathedral College, 1987</td>
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<td>Edwin Rivera</td>
<td>MBA Accounting Sistema Universitario Ana G. Méndez, FL, 2008 BA Business Administration Major in Accounting, Universidad del Sagrado</td>
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<td>Elio E. Del Cañal</td>
<td>MA Mathematics Rhode Island College, 1973</td>
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<td>BA Mathematics Providence College, 1969</td>
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<td>Elizabeth Vázquez Aquino</td>
<td>MA Education/ESOL University of Phoenix, Puerto Rico, 1998</td>
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<td>BA Elementary Education Universidad de Puerto Rico, Arecibo, Puerto Rico, 1997</td>
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<td>Elvin Ayala</td>
<td>MA in Physical Education Universidad Interamericana de Puerto Rico, 2001</td>
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<td>BA in Sports Technology, Universidad Interamericana de Puerto Rico, 1989</td>
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<td>BS in Military Management, Universidad Interamericana , Puerto Rico, 1989</td>
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<td>Ely Melchor</td>
<td>MBA Technology Management; American Intercontinental University, FL, 2004</td>
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<td>BA Chemical Engineering, Universidad Metropolitana, Venezuela, 1982</td>
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<td>Enid Rosa</td>
<td>MA Counseling Webster University, 1996</td>
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<td>BA French and Literature Columbia University, 1977</td>
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<td>Eric Kawano</td>
<td>MBA Business Administration Nova Southeastern University 1989</td>
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<td>BS Finance Universidad Santa Maria La Antigua, Panamá, 1983</td>
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<td>Evelinda Camacho</td>
<td>Master of Science in Nursing, University of Phoenix, 2006&lt;br&gt;BA of Science in Nursing, Florida Southern College, Lakeland, FL, 2004&lt;br&gt;Associate Degree in Nursing, Universidad de Puerto Rico, Recinto de Humacao, Puerto Rico, 1977</td>
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<td>Evelyn Mieles Otero</td>
<td>M.A. Educational Leadership NOVA Southeastern University, Florida, 2000&lt;br&gt;B.A. Elementary Education Universidad Interamericana de Puerto Rico, Puerto Rico, 1983</td>
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<td>Fabio A. Naranjo</td>
<td>MA Social Science Admin. University of Chicago, IL, 1987&lt;br&gt;BA Political Science; Northeastern Illinois University, IL 1985</td>
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<td>Félix Godínez</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>
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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 Universidad Interamericana de Puerto Rico, San Germán, Puerto Rico, 1977</td>
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<tr>
<td>Fernando López</td>
<td>MS Spanish Language Education Nova Southeastern University 2006&lt;br&gt;BA Spanish, Universidad de La Habana, Cuba, 1982</td>
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<td>Fernando Santiago</td>
<td>MA ESOL, Universidad del Turabo, Puerto Rico, 2005 BA in Education Universidad del Turabo, Puerto Rico, 1992 AS in Bilingual Education, Modesto Junior College, Modesto, CA, 1990</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Fernando Wilches</td>
<td>MS in Management System Analysis, Kean University, NJ, 1994 BS in Computer Science, Trenton State University, NJ, 1982</td>
<td>Metro Orlando Campus</td>
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<tr>
<td>Fidel Távara</td>
<td>MA in Instructional Leadership &amp; Bilingual Assessment, University of Illinois, IL, 2002 BA in Foreign Language Teaching, Universidad Nacional Pedro Ruiz Gallo, Perú, 1994</td>
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<tr>
<td>Flor Andreani</td>
<td>Ph. D. Social Sciences Universidad Central de Venezuela, 1997 MS Social Sciences Universidad Central de Venezuela, 1973 BS Sociology Universidad Central de Venezuela, 1971</td>
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<tr>
<td>Frances Echevarría</td>
<td>Ph. D. Educational Leadership NOVA Southeastern University 2003 Master in Education Psychology New York University, 1996 BA Psychology University of Albany, 1993</td>
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<tr>
<td>Francesco Furnari</td>
<td>Master in Business Administration, Hartford University, 1994 BA Mechanical Engineer Universidad Simón Bolivar, 1992</td>
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| Francis Viamontes     | JD, University of Miami School of Law, 2002  
Bachelor in Business Administration Major in Marketing, 1998                                                            | South Florida Campus    |
| Georgette Paul-Zin    | ED.S. Educational Leadership, Nova Southeastern University, 2006  
M.A. of Science, Nova Southeastern University, 2005  
B.S. Business Administration, Nova Southeastern University, 2003                                                               | Metro Orlando Campus    |
| Graciela Squillaro-Truffa | MA in Spanish, University of Central Florida, FL, 2000  
Licentiate of Science in Hospitality Management, Universidad de Morón, Argentina, 1982                                      | Metro Orlando Campus    |
| Grisselle Vidal-Corujo | MA in Spanish, Universidad de Puerto Rico, Puerto Rico, 1981  
BA in Hispanic Studies, Universidad de Puerto Rico, Puerto Rico, 1973                                                      | Metro Orlando Campus    |
BS Industrial Engineering 1978  
BS Chemical Engineering 1976                                                                                                     | South Florida Campus    |
| Harold Chittenden     | MA Organizational Management University of Phoenix, 2006  
BA Labor Relations Universidad de Puerto Rico, Puerto Rico, 1982                                                                  | Metro Orlando Campus    |
| Héctor Abraham        | MBA International Business Florida Metropolitan University, Florida, 2007  
BA - Human Resources, Universidad de Puerto Rico, Puerto Rico, 2004                                                              | Metro Orlando Campus    |
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<td>Héctor López</td>
<td>MA in Economics, University of Puerto Rico, Puerto Rico, 1983 BS in Industrial Engineering, Universidad Politécnica de Puerto Rico, 1988 BA in Economics, Universidad de Puerto Rico, 1979</td>
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<tr>
<td>Heriberto García</td>
<td>MS International Relations, Troy University, AL, 1990 BA International Relations, Boston University, MA, 1981</td>
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<td>Hinda Elman</td>
<td>MS Chemical Engineering Universidad Central de Venezuela, 1993 BS Chemical Engineering Universidad Simón Bolivar, Venezuela, 1978</td>
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<td>Idalí Medina</td>
<td>M.Ed. International and Overseas Administration&amp; Supervision, The College of New Jersey, 2003 BA English Linguistics/Education Universidad de Puerto Rico, 1982</td>
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<td>Irma Zender</td>
<td>MS Educational Technology, National University of California, 2003 BA Business Administration, Escuela de Administración, Finanzas y Tecnología, Colombia, 1979</td>
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<td>Irving R. Corrales</td>
<td>MBA International Business Mercer University, 1981 BS Computer Science/Engineering Universidad Simón Bolivar, 1978</td>
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<td>Isaack Kravetz</td>
<td>Ph. D. Medicine, Universidad Nacional Autónoma de Mexico, 1983 MBA Global Management, Phoenix University, 2004</td>
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<td>Ivelisse Guardiola</td>
<td>MA Mass Communications Public Relations, University of Florida, FL, 2004&lt;br&gt;Bachelor of Arts, Major in Psychology, second concentration in Marketing, Universidad de Puerto Rico, Puerto Rico, 2003</td>
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<td>Ivette Bóssolo</td>
<td>Juris Doctor&lt;br&gt;Florida State University, Tallahassee, FL, 2005&lt;br&gt;BBA Human Resources, Marketing, Universidad de Puerto Rico, Puerto Rico, 2001</td>
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<td>Jacob Skelton</td>
<td>MA Linguistics&lt;br&gt;Florida Atlantic University, 2006&lt;br&gt;BA English, University of Florida, 2001</td>
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<td>Jacqueline Carrero</td>
<td>MS Special Education, Long Island University, NY, 1994&lt;br&gt;BA Special Education, Queens College, NY, 1991</td>
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<td>Jasmin Suárez</td>
<td>MA in Counseling&lt;br&gt;Universidad de Puerto Rico, 1987&lt;br&gt;BA in Human Welfare, Universidad de Puerto Rico, 1983</td>
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<td>Jennifer Kelly</td>
<td>MS Education/Exceptional Student Education/Reading, Miami, Florida, 2007&lt;br&gt;BS in Pre-K Primary Education with ESOL Endorsement, Barry University, FL, 2004</td>
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<td>Jesús Martí</td>
<td>Juris Doctor, School of Law, Universidad Interamericana de Puerto Rico, 1982&lt;br&gt;BA in Psychology, Universidad de</td>
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| Jimmy Soto         | Juris Doctor, Universidad Católica de Puerto Rico, Ponce, Puerto Rico, 1984  
|                    | BBA in Accounting Universidad de Puerto Rico, Cayey, Puerto Rico, 1979                                                    | Metro Orlando Campus     |
| Johanna Jackson    | ED.S Curriculum and Instruction, Universidad Interamericana, Puerto Rico, 2003  
|                    | MA Criminal Justice, Universidad Interamericana de Puerto Rico, 1997  
|                    | BA Criminology University of South Florida, Florida, 1995                                                                  | Metro Orlando Campus     |
|                    | B.A. Human Resources Management, Universidad de Puerto Rico, 2001                                                            | Metro Orlando Campus     |
| José Alvarez       | MBA in Marketing, University of Phoenix, Puerto Rico, 1998  
|                    | BS in Biology, Universidad Interamericana de Puerto Rico, 1994                                                              | Metro Orlando Campus     |
| José Calcaño       | MS Statistics, Iowa State University, 1983  
|                    | BBA in Accounting, Universidad Interamericana de Puerto Rico, 1980                                                          | Metro Orlando Campus     |
| José Carrasquel    | Ph. D. Romance Linguistics, University of Washington, 1995  
|                    | MA Romance Languages, University of Oregon, 1990  
<p>|                    | BS Computer Science and Mathematics, University of Oregon 1988                                                              | South Florida Campus     |
| José Capote Cobián | MS Mathematics Education, Nova Southeastern University, 2006                                                                | South Florida Campus     |</p>
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<td>José Echegaray</td>
<td>BS Chemical Engineering, University of Habana</td>
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<td>MS Public Health, Universidad de Puerto Rico, 1994</td>
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<td>José R. Ortega</td>
<td>Ph. D. Economics, Institute of Economics, Lithuania, 1987</td>
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<td>MS Mathematics, Nova Southeastern University, 2006</td>
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<td>U.S. Degrees of BA in Economics; Universidad Central de Las Villas, Cuba, 1978</td>
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<td>José Penso</td>
<td>Master in Media and Communication Management, Webster University, FL, 2006</td>
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<td>BBA Universidad Autonomía, Barranquilla, Colombia, 1999</td>
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<td>José Pérez- Valentín</td>
<td>MA. in Education TESOL Universidad del Turabo, Orlando, FL, 2006</td>
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<td>José C. Vilasuso</td>
<td>MS Information Technology, Capella University, Minneapolis, MN, 2007</td>
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<td>BS Computer Information Systems, Jones College, Jacksonville, FL</td>
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<td>Josefina Henricy</td>
<td>Master in Education in Administration and Supervision of Schools, Universidad Interamericana de Puerto Rico, 2000</td>
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<td>Joslyn Hernández</td>
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<td>Juan Carlos Arias</td>
<td>JD, Stetson University College of Law, FL, 1995</td>
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<td>BS Political Science, Dickinson College, PA, 1993</td>
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<td>Juanita Pérez</td>
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<td>B.A. of Science in Secondary Education, Pontificia Universidad Católica de Puerto Rico, Ponce, 1971</td>
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<td>Judith Cancel</td>
<td>Ph.D. Bilingual &amp; Bicultural Studies, University of Connecticut, 1987</td>
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<td>MA in Education Curriculum &amp; Administration, University of Connecticut, 1982</td>
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<td>Julie Carrión</td>
<td>MS Psychology, Marriage and Family Therapy, Carlos Albizu University, FL, 2003</td>
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<td>BA Interpersonal &amp; Group Communications, Trinity International University, 2001</td>
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<td>Karina Ledesma</td>
<td>MS Management Information Systems, University of Central Florida, FL, 2004</td>
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<td>Computer Science Engineer, Universidad Femenina del Sagrado Corazón, Perú, 1993</td>
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<td>Katia Nuñez</td>
<td>MA Library &amp; Information Sciences, University of South Florida, 2008</td>
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<td>BA Spanish Literature, Florida International University, 2004</td>
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<td>Lee Newball</td>
<td>Master of Science in Nursing, University of Phoenix, 2006&lt;br&gt;BS Administration, Universidad Interamericana de Puerto Rico, 1990&lt;br&gt;Associate Degree in Nursing, Valencia Community College, 2000</td>
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<tr>
<td>Kneele Bisram</td>
<td>MA Latin American and Caribbean Studies International Relations, Florida International University, 2007&lt;br&gt;BS International Business, Florida Metropolitan University, 1999&lt;br&gt;BA French, Spanish and Portuguese University of the West Indies, 1996</td>
<td>South Florida Campus</td>
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<td>Kety López</td>
<td>MS Counselor Education University of Florida, 2006&lt;br&gt;BS Psychology, Florida International University, 2003</td>
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<td>Lázara Ramirez</td>
<td>Ph.D. Education, Nova Southeastern University, 2008&lt;br&gt;MS TESOL, Nova Southeastern University, 2005&lt;br&gt;MS Educational Leadership, 2009&lt;br&gt;BA Elementary Education, Saint Thomas University, 2003</td>
<td>South Florida Campus</td>
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<td>Leonel Wise</td>
<td>Master in Business Administration, Kaplan University, 2008&lt;br&gt;BA Management, Florida Atlantic University, 2003</td>
<td>South Florida Campus</td>
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<td>Lillian J. Panagiotópoulos</td>
<td>M Ed. Curriculum &amp; Instruction, University of Florida, 1982&lt;br&gt;BS TESOL, Universidad Pedagógica, Venezuela, 1976</td>
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<td>Lillibets Luna</td>
<td>MA TESOL, Universidad del Turabo, Puerto Rico, 2003&lt;br&gt;BA ESL, Universidad Interamericana de Puerto Rico, 1997</td>
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| Limarys Mercado | MA Global Management, University of Phoenix, Florida, 2007  
                  | BS Hotel and Restaurant Administration, Universidad de Puerto Rico, Puerto Rico, 1999         | Metro Orlando Campus        |
| Lissette Bedú  | MBA, Management and Marketing Jacksonville University, FL, 1983  
                  | BS in Business Administration Universidad de Mayagüez, Puerto Rico, 1981                      | South Florida Campus        |
| Lorine Guzmán  | MA in Administration and Supervision, Mercy College, New York, 2004  
<pre><code>              | M. Ed. Guidance and Counseling, College of New Rochelle, New York, 1996                      | Metro Orlando Campus        |
</code></pre>
<p>|                 | BA in Sociology Education, Lehman College, New York, 1992                                      |                            |
| Lucette Cardona | Juris Doctor, Universidad Interamericana de Puerto Rico, School of Law, 2005                    | Metro Orlando Campus        |
|                 | MA Public Relations, Michigan State University, MI, 1996                                        |                            |
|                 | BA Communications Advertising, Universidad del Sagrado Corazón, Puerto Rico, 1993             |                            |
| Lucía Aloyo     | M.ED Guidance and Counseling, Sistema Universitario Ana G. Méndez, Florida, 2007              | Metro Orlando Campus        |
|                 | MA Rehabilitation Counseling, Universidad de Puerto Rico, Puerto Rico, 1993                   |                            |
|                 | BA Social Sciences, Social Work, Universidad de Puerto Rico, 1986                          |                            |</p>
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<td>Luis A. Burgos</td>
<td>Ed.D in Educational Administration, Universidad Interamericana de Puerto Rico, 1996&lt;br&gt; MAB in Industrial &amp; Interpersonal Relations, Universidad Interamericana de Puerto Rico, 1983&lt;br&gt; BBA in Human Resources, Universidad Interamericana de Puerto Rico, 1978</td>
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<td>Luis D. Ramírez</td>
<td>MBA Business Admin.; University of South Carolina, SC 1993&lt;br&gt; Mechanical Engineer, Universidad Simón Bolívar, Venezuela, 1980</td>
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<td>Luis E. Morales</td>
<td>MA Curriculum and Instruction, University of Texas, 1985&lt;br&gt; BA Education, Universidad Católica Andrés Bello, Caracas, Venezuela, 1978&lt;br&gt; BS in Military Sciences, Escuela de Formación de Oficiales de la Guardia Nacional, 1969</td>
<td>South Florida Campus</td>
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<td>Luis R. Morales</td>
<td>MS Computing in Open Information, Universidad Interamericana, Puerto Rico, 2006&lt;br&gt; BS Computer Science, Universidad de Puerto Rico, Puerto Rico, 2003</td>
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<td>Luis E. Ramos-Roque</td>
<td>Doctor in Medicine, Universidad de Puerto Rico, 1986&lt;br&gt; BS in Chemistry, Universidad de Puerto Rico, 1982</td>
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<td>Luis Hernández</td>
<td>MA International Business, Florida International University, FL, 2003&lt;br&gt; 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&lt;br&gt; BA in Communications, Universidad del Sagrado Corazón, Puerto Rico, 1999</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>BS in Natural Sciences, Mathematics, Universidad de Puerto Rico, 1991</td>
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<td>Luz Mariella Sullivan</td>
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<td>BA in TESOL, Instituto Pedagógico Nacional Monterrico, Perú, 1986</td>
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<td>Magaly Pacheco</td>
<td>Ed. D. in Counseling &amp; Guidance, Universidad Interamericana de Puerto Rico, 1994</td>
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<td>Manuel J. Aragones</td>
<td>MS Computer Information Systems, Nova Southeastern University, 2003</td>
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<td>BS in Mathematics and Computer Science, 2000</td>
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<td>MBA Business Administration, Instituto de Estudios Superiores de Administración, Venezuela, 1988</td>
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<td>Manuel Laureano-Vega</td>
<td>Universidad Simón Bolívar, Venezuela, 1977&lt;br&gt;Doctorate in Medicine Universidad Central del Este San Pedro, DR&lt;br&gt;MS in Biology Universidad de Puerto Rico, 1981&lt;br&gt;BS in Biology, University of Tampa, FL, 1978</td>
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<td>Marcel Andino</td>
<td>Ph. D. Information Technology, Universidad de la Habana, Cuba, 1981&lt;br&gt;MS Automatic Control, Universidad de la Habana, Cuba, 1974&lt;br&gt;BS Industrial Engineering Universidad de la Habana, Cuba, 1967</td>
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<td>Mareitssa Griggs</td>
<td>MS in ESOL, Nova Southeastern University, FL, 2004&lt;br&gt;BA in History, Meredith College, NC, 1989</td>
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<td>Margarita David</td>
<td>MS Documents Management Systems, Universidad La Salle, Colombia, 1998&lt;br&gt;BS in Library Science, Universidad La Salle, Colombia, 1989</td>
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<td>Margarita O’Ferral</td>
<td>MS in Urban Education, Chicago State University, IL, 1978&lt;br&gt;BA in Secondary Education, Universidad de Puerto Rico, 1968</td>
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<td>María Arana</td>
<td>Ph.D. Psychology, Clinical Psychology, Carlos Albizu University, FL, 2007&lt;br&gt;MS Mental Health Counseling, Carlos Albizu University, FL, 2003&lt;br&gt;BA International Studies, Fairleigh Dickinson University, 1990</td>
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<td>María Cecilia Cabal</td>
<td>MS Mass Communication / Spanish Language Journalism, Florida International University, FL, 2006</td>
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<td>María González</td>
<td>BA Journalism &amp; Mass Communication, Florida International University, FL, 2004</td>
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<td>Doctorate in Humanities and Social Sciences, Family Therapy, Nova Southeastern, 1991</td>
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<td>MS Spanish Language Education, Nova Southeastern University, 2008</td>
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<td>MS Social Work, Columbia University, 1993</td>
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<td>María Renee Dávila</td>
<td>MBA Marketing, American Intercontinental University, 2007</td>
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<td>MBA in Material Management and Production Control, Universidad del Turabo, Puerto Rico, 2000</td>
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<td>MBA in Business, Pontificia Universidad Católica, Puerto Rico, 1987</td>
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<td>Marta González</td>
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<td>Martha Rodríguez</td>
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<td>Mauricio Cárdenas</td>
<td>MA Technology and Modernization/International Studies, University of Denver, 1983</td>
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<td>MA Latin American Studies, Ohio University, OH, 1982</td>
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<td>Michael McCarthy</td>
<td>Universidad de Los Andes, Colombia, 1980</td>
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<td>Master in Business Administration, Instituto Central de Administración de Empresas, Nicaragua, 1977</td>
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<td>Miguel Herrera</td>
<td>MA Social Work, Temple University, 2004</td>
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<td>Miguel A. Rivera</td>
<td>Ph.D. Accounting, Argosy University, Florida, 2007</td>
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<td>MBA, Major in Finance, Universidad Interamericana de Puerto Rico, San Germán, Puerto Rico, 2000</td>
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<td>BS Accounting, George University, Oregon, 1991</td>
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<td>Milagros Font</td>
<td>Master in Education TESOL, Florida International University, FL, 2001</td>
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<td>MS Computer Education, Nova Southeastern University, FL, 1991</td>
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<td>Milagros Sisco</td>
<td>MS Educational Leadership, Universidad Del Este, Metro Orlando Campus, 2006</td>
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<td>Milka I. Colón</td>
<td>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1996</td>
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<td>BA in Tourism, Universidad del Sagrado Corazón, Puerto Rico, 1993</td>
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<td>Milton Rivera</td>
<td>MBA Sistema Universitario Ana G. Méndez, FL, 2008</td>
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<td>Mireya Pabón</td>
<td>University of Central Florida, 1996</td>
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<td>MA English, University of Central Florida, Florida, 1993</td>
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<td>Nancy Arcelay Vargas</td>
<td>M. Ed. Instructional Technology, American Intercontinental University, 2004</td>
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<td>Nancy Sharifi</td>
<td>MPA Public Administration, University of Central Florida, Florida 1992</td>
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<td>Nayda Nuñez</td>
<td>Dr. Chiropractor</td>
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<td>New York Chiropractic College, NY, 2007</td>
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| Nelson Torres | Ed. D. in Educational Leadership, UCF, 2006  
M.Ed. In Elementary Education, Marymount University, Virginia, 1993  
M.A. in Educational Psychology, Ball State University, Indiana, 1977  
M.B.A. in Logistics Management, Florida Institute of Technology, 1980 | Metro Orlando Campus  |
| Nereida A. Oliveras | Juris Doctor, Universidad Interamericana de Puerto Rico, 1998  
MA in Music, Roosevelt University, IL, 1980  
BA in Music, Indiana University, IN, 1978 | Metro Orlando Campus  |
| Noemí Rivera | M. A. E. Multilingual Services/ESOL Endorsement/Bilingual Education Florida State University, Tallahassee, FL  
BA Education, Universidad Interamericana de Puerto Rico | Metro Orlando Campus  |
| Nora Colón | ED. S. in Bilingual and Bicultural Education, Seton Hall University, South Orange, New Jersey, 1997  
MA in Teaching, Curriculum and Learning Environment, Harvard University, 1991  
BA in Elementary Education, Universidad de Puerto Rico, Puerto Rico, 1988 | Metro Orlando Campus  |
| Norma I. Faría | MS Educational Technology National University, 2007  
BS Biology, Universidad Interamericana de Puerto Rico, 1988 | Metro Orlando Campus  |
| Norma Rivera | MA Guidance and Counseling Sistema Universitario Ana G. Méndez, 2008  
BA, Elementary Education, Universidad de Puerto Rico, 1976 | Metro Orlando Campus  |
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| Nuvia Abigantus         | Master in Business Administration, University of Miami, FL, 2000  
                          | BA Marketing and Finance, University of Texas, TX, 1995                                               | South Florida Campus            |
| Nydelis Morales         | Master in Business Administration, University of Phoenix, 2006  
                          | BA Organizational Management/Finance, Warner College, 2004                                              | Metro Orlando Campus            |
| Odette Martínez         | MA in Art Education, Universidad del Turabo, Puerto Rico, 2004  
                          | BA in Plastics Arts, Universidad de Puerto Rico, Puerto Rico, 2001                                       | South Florida Campus            |
| Olga Carballo           | MS Mental Health Counseling, Nova Southeastern University, 2008  
                          | BS Exceptional Student Education, Barry University, 2000                                                  | South Florida Campus            |
| Olga Vanessa Túa        | MBA Human Resources, Universidad Metropolitana, Puerto Rico, 2003  
<pre><code>                      | BA Public Communication, Universidad de Puerto Rico, 2000                                                  | South Florida Campus            |
</code></pre>
<p>| Omayra Rosario          | MBA, Universidad Metropolitana, Orlando, FL, 2007                                                   | Metro Orlando Campus            |
|                         | BA in Business Administration, Major in Accounting, Universidad de Puerto Rico, 1994                |                                  |
| Osmond Duffis-Sjogren   | MA Linguistics, Northeastern Illinois University, 1984                                              | South Florida Campus            |
|                         | BS Commerce/Accounting, De Paul University, 1983                                                     |                                  |
|                         | BA English, Education and Philosophy, Universidad de Panama, 1973                                     |                                  |
| Osvaldo Santana         | MBA Human Resources, Universidad Del Este, 2004                                                       | South Florida Campus            |
|                         | Bachelor in Business Administration, Accounting, Caribbean University                                |                                  |
| Otto Rodríguez          | MS Agriculture Education, Oklahoma State University, 1988                                             | South Florida Campus            |
|                         | BS Agronomy,                                                                                         |                                  |</p>
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<td>Pablo F. Andrade</td>
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<td>Pablo Simón</td>
<td>MA History, University of Miami, FL, 2005&lt;br&gt;MSM Accounting, Florida International University, 1981&lt;br&gt;BA Accounting and Business Administration, Universidad Interamericana de Puerto Rico, 1979</td>
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<td>Pedro E. Nuñez</td>
<td>MBA Finance, University of Denver, CO, 1984&lt;br&gt;Systems Engineering Degree, Universidad Metropolitana Venezuela, 1979</td>
<td>South Florida Campus</td>
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<td>Rafael Caballero</td>
<td>M. S. E. Guidance/Counseling, Brooklyn College, New York, 1993&lt;br&gt;BA Sociology, Minor in Psychology, Hunter College, New York, 1990</td>
<td>Metro Orlando Campus</td>
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<td>Rafael García</td>
<td>M.B.A. of Human Resources Management, Florida Metropolitan University, 2005&lt;br&gt;B.A. of Arts University of NY, Math and Science, 1994</td>
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<tr>
<td>Ramón Rondón</td>
<td>M. B. A, Saint Thomas University, FL, 2003&lt;br&gt;BS Electrical Engineering, Universidad Rafael Urdaneta, Venezuela, 1985</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
<td>Campus</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| Rebecca Millán    | Ph. D. in Christian Counseling, Doxa International University, 1996  
                        MA in School Counseling,  
                        University of Phoenix, 2000  
                        Bachelor of Arts, Universidad de Puerto Rico, Puerto Rico, 1989 | Metro Orlando Campus       |
| Ricardo Castro    | MBA in Marketing, University of Phoenix, Puerto Rico, 2001  
                        BBA in Management, Universidad de Puerto Rico, Puerto Rico, 1978 | Metro Orlando Campus       |
| Ricardo Ortolaza  | Ed.D in Curriculum and Instruction,  
                        Argosy University, FL, 2005  
                        Educational Specialist in Curriculum and Instruction Argosy University, FL 2005  
                        MA in ESL Secondary Education  
                        Universidad Católica de Puerto Rico, 2000  
                        BA in Secondary Education in ESL  
                        Universidad Católica de Puerto Rico, 1997 | Metro Orlando Campus       |
| Ricardo Zaurín    | MS in Information Management  
                        Universidad de Oriente, Venezuela, 1994  
                        Civil Engineer, Universidad de Oriente, Venezuela, 1985 | Metro Orlando Campus       |
| Richard Flores    | MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1995  
                        BS in Natural Sciences/Mathematics, Universidad de Puerto Rico, 1988 | Metro Orlando Campus       |
| Rita Hernández    | MS in Nursing, Universidad de Puerto Rico, 1997  
                        BS in Nursing, Universidad de Puerto Rico, 1988  
                        AD in Nursing, Universidad de Puerto Rico, 1980 | Metro Orlando Campus       |
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberto Rivera</td>
<td>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1989&lt;br&gt;BA in Mathematics, Universidad de Puerto Rico, 1975</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Rosa Arjona</td>
<td>MS Criminal Justice, Florida International University, 2006</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Rosario Rivera</td>
<td>MA in TESOL, Adelphi University, N.Y., 1996&lt;br&gt;MA in Bilingual, Bicultural Education, University of Phoenix, Puerto Rico, 1990&lt;br&gt;BBA in Accounting and Economics, Universidad Interamericana de Puerto Rico, 1984</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Roxana Arias</td>
<td>MA in Counseling &amp; Psychology, Troy State University, FL, 2003&lt;br&gt;BA in Education &amp; Health, University of Central Florida, 2002</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Saidi Porta</td>
<td>MBA Finance, Nova Southeastern University, 2004</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Samuel Torres</td>
<td>M. D.-Ph. D. Consejería Pastoral, Christian Mizpa University, 2006&lt;br&gt;MA Christian Counseling, Christian Mizpa University, 2002</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Sandra N. Ríos</td>
<td>Master in Education, Administration and Supervision, Universidad Católica de Puerto Rico, 1986&lt;br&gt;BA in Nursing, Universidad Católica de Puerto Rico, 1980</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Sandra Martínez</td>
<td>MA in Curriculum and Instruction, National Louis University, FL, 2003&lt;br&gt;BA in Education, Universidad del Turabo, Puerto Rico, 1981</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Santiago Buxeda</td>
<td>Master in Business Administration, University of Phoenix, 2007&lt;br&gt;BA Marketing, Universidad de Puerto Rico, 1994</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Name</td>
<td>Academic Credentials, Institution granting degree and date</td>
<td>Campus</td>
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<tr>
<td>Sara Castro</td>
<td>Doctorate in Theological Studies, Vision International University, California, Kissimmee, 2007</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>MS Educational Leadership, Universidad Del Este, Florida, 2006</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA Elementary Education, Caribbean University, Puerto Rico, 1980</td>
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<tr>
<td>Sara Lugo</td>
<td>M.A. Business Administration, University of Phoenix, Florida, 2005</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>B.A. Business Administration, Universidad Católica de Puerto Rico, 1998</td>
<td></td>
</tr>
<tr>
<td>Silquia Vélez</td>
<td>MBA in Human Resources, Universidad del Turabo, Puerto Rico, 1997</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td></td>
<td>BS in Secretarial Sciences, Universidad del Turabo, Puerto Rico, 1984</td>
<td></td>
</tr>
<tr>
<td>Silvia Sauve</td>
<td>MS in Finance, Universidad Santa Maria, Venezuela, 2002</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>BS Electronic Engineering, Metropolitan State College Denver, Colorado, 1985</td>
<td></td>
</tr>
<tr>
<td>Somáliz Dávila</td>
<td>MA in Education, Major in Guidance and Counseling, Pontificia Universidad Católica, Puerto Rico, 2002</td>
<td>Metro Orlando Campus</td>
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<tr>
<td></td>
<td>BA in Education, Primary Education, Pontificia Universidad Católica de Puerto Rico, Puerto Rico, 1999</td>
<td></td>
</tr>
<tr>
<td>Sonia Báez-Hernández</td>
<td>ABD, Cultural Studies, European Graduate School, 2004</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td></td>
<td>MS Fine Arts, The School of The Art, Institute of Chicago, 1998</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS Sociology, University of California, 1992</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA Social Sciences, Universidad de Puerto Rico, 1983</td>
<td></td>
</tr>
<tr>
<td>Name</td>
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<td>Campus</td>
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<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Sonia Troche             | Ph. D. Industrial Psychology, Universidad Católica de Puerto Rico, 2009  
                          | MS Education- Guidance and Counseling, Universidad Católica, Puerto Rico, 1996  
                          | BA Social Work, Universidad Católica, Puerto Rico, 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 M. Pabón          | M. Ed ESOL, Universidad del Turabo, Orlando, FL, 2005  
                          | Bachelor in Secretarial Sciences, Universidad de Puerto Rico, Puerto Rico, 1988                                           | Metro Orlando Campus       |
| Sylvia T. Cáceres        | Ph. D. in Educational Organization, University of Buffalo, NY, 1997  
                          | MBA in Interpersonal Relations and Marketing, Universidad Interamericana de Puerto Rico, 1976  
                          | BA in Social Sciences, Universidad de Puerto Rico, Puerto Rico, 1966                                                  | Metro Orlando Campus       |
| Syndia Nazario           | MS Child and Youth Care Administration, Nova Southeastern University, 2001  
                          | BA Psychology, Universidad de Puerto Rico, 1989                                                                             | South Florida Campus       |
| Tatiana Parker Ramos     | Ph. D. Social Communication Universidad de la Laguna, Spain 1999  
                          | BS Social Communication, Universidad Católica Andrés Bello, Venezuela, 1989                                                   | South Florida Campus       |
| Tere Rodríguez-Báez      | MA in Bilingual and Special Education, Governor’s State University, IL, 1986  
<pre><code>                      | Bachelor in Elementary Education, Special Education, Loyola University, Chicago, IL, 1983                                  | Metro Orlando Campus       |
</code></pre>
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Credentials, Institution granting degree and date</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Di Serio</td>
<td>MA Communication, Saint Thomas University, 2009&lt;br&gt;BA in Teaching Spanish and Latin, Universidad Centro de Altos Estudios en Ciencias Exactas, Argentina, 2001</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Victor Santiago</td>
<td>M. Ed in Computer Engineering, Widener University, PA, 1998&lt;br&gt;BS in Computer Sciences, Universidad Interamericana de Puerto Rico, 1987</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Vielka Quintero</td>
<td>MBA Management, Kaplan University, 2008&lt;br&gt;BS Computers/ Statistics 1990</td>
<td>South Florida Campus</td>
</tr>
<tr>
<td>Vilma Meléndez</td>
<td>MA in Administration and Supervision, University of Phoenix, Puerto Rico, 1994&lt;br&gt;BA in Spanish, Universidad Metropolitana, Puerto Rico, 1990</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>William Torres</td>
<td>MA Education/Mathematics Curriculum, University of Phoenix, Puerto Rico, 1997&lt;br&gt;BA Education/Mathematics, Universidad de Puerto Rico, Puerto Rico 1994</td>
<td>Metro Orlando Campus</td>
</tr>
<tr>
<td>Yaremis López</td>
<td>Executive Masters of Taxation, Florida International University, 2006&lt;br&gt;BA Accounting, Florida International University 2003</td>
<td>South Florida Campus</td>
</tr>
</tbody>
</table>
Physical Facilities:

The Metro Orlando Campus is located at 5601 South Semoran Boulevard, Orlando, Florida. The Campus has 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 has 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 has 6 classrooms, one 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 Florida Campuses:

**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 201101

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E02</th>
<th>E03</th>
<th>E04</th>
<th>E05</th>
<th>E06</th>
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<tbody>
<tr>
<td></td>
<td>AUGUST 29 TO</td>
<td>OCTOBER 3 TO</td>
<td>NOVEMBER 7 TO</td>
<td>AUGUST 29 TO</td>
<td>OCTOBER 24 TO</td>
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<tr>
<td></td>
<td>OCTOBER 2, 2010</td>
<td>NOVEMBER 6, 2010</td>
<td>DECEMBER 18, 2010</td>
<td>OCTOBER 23, 2010</td>
<td>DECEMBER 18, 2010</td>
</tr>
<tr>
<td>Last Day for Registration</td>
<td>August 27, 2010</td>
<td>October 1, 2010</td>
<td>November 5, 2010</td>
<td>August 27, 2010</td>
<td>October 22, 2010</td>
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<tr>
<td>Withdrawal with partial return (12% “WP”)</td>
<td>August 29 to 31, 2010</td>
<td>October 3 to 5, 2010</td>
<td>November 7 to 9, 2010</td>
<td>August 29 to 31, 2010</td>
<td>October 24 to 26, 2010</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on December 2010</td>
<td>October 30, 2010</td>
<td>October 30, 2010</td>
<td>October 30, 2010</td>
<td>October 30, 2010</td>
<td>October 30, 2010</td>
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<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201002, 201003 &amp; 201000</td>
<td>September 29, 2010</td>
<td>September 29, 2010</td>
<td>September 29, 2010</td>
<td>September 29, 2010</td>
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<tr>
<td>Last Day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>October 4, 2010</td>
<td>October 4, 2010</td>
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<td>October 4, 2010</td>
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<tr>
<td>Attendance Rosters and No official Reports to Facilitators (NA)</td>
<td>September 12 to 18, 2010</td>
<td>October 17 to 23, 2010</td>
<td>November 28 to December 4, 2010</td>
<td>September 12 to 18, 2010</td>
<td>November 28 to December 4, 2010</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>E02 AUGUST 29 TO OCTOBER 2, 2010</td>
<td>E03 OCTOBER 3 TO NOVEMBER 6, 2010</td>
<td>E04 NOVEMBER 7 TO DECEMBER 18, 2010</td>
<td>E05 AUGUST 30 TO OCTOBER 24, 2010</td>
<td>E06 OCTOBER 25 TO DECEMBER 19, 2010</td>
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<tr>
<td>Attendance Rosters Due at Registrar's Office</td>
<td>September 21, 2010</td>
<td>October 26, 2010</td>
<td>December 7, 2010</td>
<td>September 21, 2010</td>
<td>December 7, 2010</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending &quot;NA&quot;</td>
<td>September 25, 2010</td>
<td>October 30, 2010</td>
<td>December 11, 2010</td>
<td>September 25, 2010</td>
<td>December 11, 2010</td>
</tr>
<tr>
<td>Last day for: Partial Withdrawal (&quot;W&quot;)</td>
<td>October 2, 2010</td>
<td>November 6, 2010</td>
<td>December 18, 2010</td>
<td>October 23, 2010</td>
<td>December 18, 2010</td>
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<tr>
<td>Total Withdrawal (&quot;WT&quot;)</td>
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<td></td>
<td></td>
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<tr>
<td>Last Week of Classes</td>
<td>September 26 to October 2, 2010</td>
<td>October 31 to November 6, 2010</td>
<td>December 12 to 18, 2010</td>
<td>October 17 to 23, 2010</td>
<td>December 12 to 18, 2010</td>
</tr>
<tr>
<td>Grade Rosters to Facilitators</td>
<td>September 24, 2010</td>
<td>October 29, 2010</td>
<td>December 10, 2010</td>
<td>October 15, 2010</td>
<td>December 10, 2010</td>
</tr>
<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>October 5, 2010</td>
<td>November 9, 2010</td>
<td>December 20, 2010</td>
<td>October 26, 2010</td>
<td>December 20, 2010</td>
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</tbody>
</table>

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*
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>E02</th>
<th>E03</th>
<th>E04</th>
<th>E08</th>
<th>E09</th>
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</thead>
<tbody>
<tr>
<td>Withdrawal with partial return (12% &quot;WP&quot;)</td>
<td>January 23 to 25, 2011</td>
<td>February 27 to March 1, 2011</td>
<td>April 3 to 5, 2011</td>
<td>January 16 to 18, 2011</td>
<td>March 13 to 15, 2011</td>
</tr>
<tr>
<td>Last day to request graduation for students who complete requirements on May 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
</tr>
<tr>
<td>Last day for Students to Remove Incompletes and/or Grade Change Request from 201101</td>
<td>February 23, 2011</td>
<td>February 23, 2011</td>
<td>February 23, 2011</td>
<td>February 23, 2011</td>
<td>February 23, 2011</td>
</tr>
<tr>
<td>Last day for Facilitators to Remove Incompletes and/or Grades Changes</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
<td>February 26, 2011</td>
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<tr>
<td>Holy Week Recess*</td>
<td>-----------</td>
<td>------------</td>
<td>April 17 to 23, 2011</td>
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</tbody>
</table>
### ACTIVITIES

<table>
<thead>
<tr>
<th>E02</th>
<th>E03</th>
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<tbody>
<tr>
<td><strong>JANUARY 23 TO FEBRUARY 26, 2011</strong></td>
<td><strong>FEBRUARY 27 TO APRIL 2, 2011</strong></td>
<td><strong>APRIL 3 TO MAY 14, 2011</strong></td>
<td><strong>JANUARY 16 TO MARCH 12, 2011</strong></td>
<td><strong>MARCH 13 TO MAY 7, 2011</strong></td>
</tr>
<tr>
<td>Attendance Rosters and No official Reports to Facilitators (NA)</td>
<td>February 6 to 12, 2011</td>
<td>March 13-19, 2011</td>
<td>April 24 to 30, 2011</td>
<td>February 6 to 12, 2011</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending “NA”</td>
<td>February 19, 2011</td>
<td>March 26, 2011</td>
<td>May 7, 2011</td>
<td>February 19, 2011</td>
</tr>
<tr>
<td>Last Week of Classes</td>
<td>February 20 to 26, 2011</td>
<td>March 27 to April 2, 2011</td>
<td>May 8 to 14, 2011</td>
<td>March 6 to 12, 2011</td>
</tr>
<tr>
<td>Grade Rosters to Facilitators</td>
<td>February 18, 2011</td>
<td>March 25, 2011</td>
<td>May 6, 2011</td>
<td>March 4, 2011</td>
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<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar’s Office</td>
<td>March 1, 2011</td>
<td>April 5, 2011</td>
<td>May 17, 2011</td>
<td>March 15, 2011</td>
</tr>
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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*
# Academic Calendar

## Summer Semester 2011-201200

<table>
<thead>
<tr>
<th>Activities</th>
<th>PT E02</th>
<th>PT E03</th>
<th>PT E04</th>
<th>E08</th>
<th>E09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Withdrawal with partial return</strong> (12% “WP” or “WT”)</td>
<td>May 15 to 17, 2011</td>
<td>June 19 to 21, 2011</td>
<td>July 24 to 26, 2011</td>
<td>May 8 to 10, 2011</td>
<td>July 3 to 5, 2011</td>
</tr>
<tr>
<td><strong>Last day to request graduation for students who complete requirements during Summer 2011</strong></td>
<td>July 2, 2011</td>
<td>July 2, 2011</td>
<td>July 2, 2011</td>
<td>July 2, 2011</td>
<td>July 2, 2011</td>
</tr>
<tr>
<td><strong>Official Attendance Rosters to Facilitators (NA)</strong></td>
<td>May 29 to June 4, 2011</td>
<td>July 3 to 9, 2011</td>
<td>August 7 to 13, 2011</td>
<td>May 29 to June 4, 2011</td>
<td>July 24 to 30, 2011</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>PT E02</td>
<td>PT E03</td>
<td>PT E04</td>
<td>E08</td>
<td>E09</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Last day for students to claim courses reported as Not Attending &quot;NA&quot;</td>
<td>June 11, 2011</td>
<td>July 16, 2011</td>
<td>August 20, 2011</td>
<td>June 11, 2011</td>
<td>August 6, 2011</td>
</tr>
<tr>
<td>Total Withdrawal (&quot;WE&quot;)</td>
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<td></td>
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<tr>
<td>Grades due in Web for Faculty and Grade Rosters at Registrar's Office</td>
<td>June 21, 2011</td>
<td>July 26, 2011</td>
<td>August 30, 2011</td>
<td>July 5, 2011</td>
<td>August 30, 2011</td>
</tr>
</tbody>
</table>

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

1. The applicant must have a minimum of 24 attempted credits or its equivalent from an accredited institution of postsecondary education.
2. The applicant must be 23 years of age or older.
3. The applicant must provide evidence for 3 years of work experience.

Applicants that do not meet one or more of the above-mentioned requirements 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 programs as a conditioned admission or enroll in a bridge program designed specifically to help the applicant acquire the needed skills to be successful in the regular accelerated program.

Admissions Process – all applicants are required to:
1. Attend an orientation 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 the SUAGM institutions in the State of Florida can demonstrate compliance with the admissions requirements related to prior academic experience and/or academic achievement by presenting the original of any of the following documents:
- transcript of previous credits, courses or studies documenting graduation from secondary school
- a General Education Diploma (GED) or other diploma or graduation document
• certification prepared by a secondary institution or appropriate government agency, board, etc. confirming completion of secondary school or equivalency
• 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, to the best of his 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 extreme meritorious cases, the Campus Director may consider the admission of applicants who cannot present the evidence of required documents or academic achievement, as described above, but meet the following requirements:
1. The applicant demonstrates that he/she has no reasonable access to appropriate documentation.
2. The applicant presents a notarized declaration in which the applicant certifies that he meets the requirement of prior studies.
3. The applicant takes the 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 completes an interview with the Campus Director to evaluate compliance with the previous requirements (Graduate Studies).
5. The applicant participates in an Admission Interview. (Graduate Studies and Bridge Program)
6. The applicant takes the required placement tests in English, Spanish, and Mathematics. (Students who completed a bachelor’s degree at any of the SUAGM Florida campuses will be exempt from this requirement).

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

General Requirements for Admission

1. Applicant must be 23 years of age or older.
2. Applicant must provide evidence for 3 years of work experience.
3. Applicant must have a bachelor’s degree with a minimum of 2.75 GPA or 2.75 in the last 60 credits.
4. Applicant must submit 3 recommendation letters (Students who completed a bachelor’s degree at any of the SUAGM Florida campuses will be exempt from this requirement).
5. Applicant must participate in the admission interview

Admissions Process – all applicants are required to:

1. Attend an orientation session where the structure, policies, and procedures of the programs are discussed.
2. Submit an admission application.
3. Submit an official academic transcript from the university where the bachelor’s degree was awarded.
4. Submit 3 recommendation letters from employer or supervisor. A form letter is provided to applicants.
5. Participate in the admission interview.
6. Take the placement and assessment tests. (Spanish, English, and Math)

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, as applicable to the campus, for the specific requirements of their chosen program. Students must attend the orientation session offered at the campus.
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 Monday through Friday. Morning sessions are from 8:30am – 12:30pm. Evening sessions are from 6:00pm - 10:00pm. Saturday classes are scheduled from 8:00am - 12:00pm and 1:00pm – 5:00pm. Sunday classes are scheduled from 1:00pm – 5:00pm.

The South Florida Campus classes meet once a week for four hours Monday through Friday. Morning sessions are from 8:30am – 12:30pm. Evening sessions are from 6:00pm - 10:00pm. Saturday sessions are from 8:30am - 12:30pm and from 1:30pm – 5:30pm. Sunday sessions are 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 Tampa Bay Campus classes meet once a week for four hours Monday through Friday. Morning sessions are from 8:30am – 12:30pm. Evening sessions are from 6:00pm - 10:00pm. Saturday sessions are from 8:30am - 12:30pm and from 1:30pm – 5:30pm. Sunday sessions are 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 Monday through Friday. Morning sessions are from 8:30am – 12:30pm. Evening sessions are from 6:00pm - 10:00pm and Saturday sessions are from 8:00am - 12:00pm and 1:00pm – 5:00pm.

South Florida Campus classes meet once a week for four hours Monday through Friday. Morning sessions are from 8:30am – 12:30pm. Evening sessions are from 6:00pm - 10:00pm. Saturday sessions are from 8:30am - 12:30pm and
1:30pm – 5:30pm. A similar schedule is offered at the Tampa Bay Campus. Five eight-week sessions are offered throughout the academic year. The students will be required a minimum of 10 hours of individual or team work outside the classroom per week. 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 a course on introduction to 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 based on test results. Applicants, who do not demonstrate basic knowledge in English or Spanish, as determined by test results, must complete additional language courses.

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

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 request from the student any information needed to evaluate the appeal.

Transfer Students from other Programs or Universities

Requirements

1. Students from other fully accredited universities may be admitted if they fulfill the following requirements:
   a. Have 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. Be 23 years of age or older
   c. Provide evidence for 3 years of work experience
   d. Attend an orientation session in order to apply to the 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 who transfers to the Accelerated Studies Programs must observe the following rules to establish residency and be eligible for graduation.
   a. Complete a minimum of thirty (30) credits, six (6) of which must be in the major or concentration courses of the bachelor degree programs offered at the University.
   b. A maximum of (12) credits may be transferred from other institutions at the Master’s level.

Validation of Transfer Credit for Courses

1. Validating transfer credits assumes that the student was admitted to the university as a transferred student.
2. The validation will take into consideration each of the classes approved and their equivalency with a corresponding subject offered at the University.
3. Undergraduate courses approved with a grade or equivalent of “C” or higher at the other institution will be considered for transfer credit. Nevertheless, students admitted to the Graduate programs, must comply with the specific requirements for each of the master’s programs.
4. The maximum amount of credits that can be accepted will be in accordance with the institution’s Academic Norms, Regulations, and Procedures.
5. The Registrar, Associate Registrar or the Student and Registrar Services Coordinator will establish equivalencies for the courses, consulting with the faculty member specialized in the area and using the transferring institution’s catalog and official course description as a base.
6. The Office of the Registrar, 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 for 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.

Readmission

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

1. Have a cumulative GPA that meets the retention index,
2. Complete the required percentage of credits of the total attempted credits,
3. Have completed the period of suspension due to academic reasons, accumulated credits or for disciplinary reasons, if applicable, AND
4. Fulfill the academic requirements of the program of study applied to and all other general admissions requirements that apply.

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

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

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

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

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

5. If the documentation is not received within the semester for which the application is submitted, the Institution may invalidate the student’s provisional admission and cancel his or her registration.

**METHOD OF INSTRUCTION**

**Placement**

A placement test in English, 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 and math level. Second, it identifies students who require certain developmental skills in language and math while enrolled in a degree program. Finally, it identifies students who do not possess an adequate threshold in the language or in math and must enroll in a full-immersion language and/or math 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 focuses on the development of English and Spanish language skills while equally exposing all students to the general education and professional content in both languages. The model seeks to develop students who can function professionally in both English and Spanish.

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

Modules are prepared by the faculty community. In order to prepare modules, faculty must be trained and certified as Module Developer Specialist and Dual Language Professional. All modules are available to students and faculty electronically through the Course Management System: Blackboard®, which can be accessed remotely through the Internet.

Modules for the Metro Orlando, South Florida, and Tampa Bay campuses also determine the percentages of English and Spanish used each week, ensuring equal exposure to both languages in the content area. Content courses are taught in the proposed dual-language format. Each lesson within a module contains specifics about the instructional language to be used. This can be controlled, for example, by specifically listing reading for a specific week in English, while assignments and/or student presentations are required in Spanish.

Modules include texts, references, and hyperlinks in both languages and students will be engaged in classroom activities in both languages. The modules developed allow the students to be exposed and to facilitate their use of both languages in order to promote the development of bilingual professionals. All modules are presented with the bilingual format, except English and Spanish courses that are entirely in the corresponding language.

<table>
<thead>
<tr>
<th>Language Support</th>
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<tbody>
<tr>
<td>A Language Lab that provides students with the means to improve their proficiency in the native language and in their second language is available to support students in order for them to reach the desired level of bilingualism. 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 rigorous and challenging software programs are used. Tutoring services are also available in both English and Spanish.</td>
</tr>
</tbody>
</table>
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 during the specified late registration period set and noted on the academic calendar.
4. Each course the student registers in during regular or late registration will become part of his or her permanent academic record.

Maintaining the Academic Offering: Programming of Courses, Closing, and Eliminating Sections

The Institution will follow the SUAGM Manual of Norms and Procedures for Programming, Closing, and Elimination of Courses for maintaining academic offerings, programming of courses, closing, and elimination of sections. This manual is available at each Campus.

Credit for Prior Learning: Challenge Examination or Portfolio

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

The following policies and procedures will apply:

1. The student must be registered (full or part time) and must have demonstrated consistent satisfactory academic progress during his or her studies. The student must receive academic advisement as to the process that is required by a student services staff.
2. For the **Challenge Examination Option**
   a. The student must obtain related documents from the Integrated Services Office. The student will receive a general orientation and will complete related documents. Documents will be referred to the Director of Faculty and Curriculum for initial screening before referring them to a subject academic specialist for final analysis.
   b. Upon approval, the student will be notified as to the corresponding payment to be made. The Director of Faculty and 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 test results. Appropriate documentation will be submitted to the Registrar, Associate Registrar or the Student and Registrar Services Coordinator, as applicable to the campus.

3. For the **Portfolio Option**
   a. The student must obtain the related documentation from the Integrated Services Office or the Students and Registrar Services Coordinator, as applicable to the campus. 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, as applicable to the campus.
4. No more than 25% of total program credits may be awarded for prior learning. Credit awarded through challenge examinations or portfolio cannot be counted towards meeting residency requirements.

Transferability of Institutional Credits

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

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.

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

Withdrawals without Reimbursements: When students request a partial or total withdrawal from a course, after the established due date specified at the academic calendar by the Institution for withdrawals with reimbursement, the student’s academic progress will be affected.
The Institution may drop a student on the recommendation of the Discipline Committee or the Campus Director, following the provisions established in the Student Handbook.

### Special Permits

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

2. To apply for a special permit, the student will submit the corresponding application form to the Office of Integrated Services or Registrar 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 the 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 term (PT).

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

2. For an academic load of more than eighteen (18) credits per semester, or enrollment in more than eight credits per term, the student will need authorization from the Director of Faculty and Curriculum or Campus Director.
<table>
<thead>
<tr>
<th>Class Attendance</th>
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<tbody>
<tr>
<td><strong>Admission to the classroom</strong></td>
</tr>
<tr>
<td>1. The professors must verify that each student is officially registered, confirming this on the Invoice Schedule (Student’s Program).</td>
</tr>
<tr>
<td>2. Students who are not officially registered in the corresponding section will not be admitted to the classroom.</td>
</tr>
<tr>
<td><strong>Compulsory Attendance</strong></td>
</tr>
<tr>
<td>1. Attendance to class will be compulsory. Students will be responsible for the academic work covered during their absences.</td>
</tr>
<tr>
<td>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 who never attended classes, using the Official Attendance Lists provided during the third week after the first day of classes.</td>
</tr>
<tr>
<td>3. No attendance cases identified by the professors for the first three weeks of class will appear with a grade of <strong>WN</strong> on their academic record, once the term has ended.</td>
</tr>
<tr>
<td>4. Attendance at all class sessions is mandatory. A student who 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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>6. If a student is absent to more than one workshop the facilitator will have the following options:</td>
</tr>
<tr>
<td>a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.</td>
</tr>
<tr>
<td>b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.</td>
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</tbody>
</table>
| 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>
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<tr>
<th>Evaluation System</th>
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<tr>
<td><strong>Credit value</strong></td>
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One semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course module under the guidance of a qualified instructor.

**Partial and final evaluations**

1. In each part of term (PT), professors will evaluate students based on four evaluative competencies where there will be at least a partial evaluation and a final evaluation.

2. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities in the best judgment of the professors and considering the nature of the course.

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

4. If the student has been absent for justified reasons, the professors may give the student an opportunity for make-up exams or other means of evaluation.

5. Students must complete the work required for the evaluations by the last day of class as established in the academic calendar. Otherwise, they will receive zero (0) for each work not completed.
Responsibility of Professors

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

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

Grade system

Letter grade system and grade points per credit:

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

   \[\begin{array}{ccc}
   A & (90 - 100) & - & 4.00 & \text{excellent} \\
   B & (80 - 89) & - & 3.00 & \text{good} \\
   C & (70 - 79) & - & 2.00 & \text{satisfactory} \\
   D & (60 - 69) & - & 1.00 & \text{deficient} \\
   F & (0 - 59) & - & 0.00 & \text{failure (no grade credit)} \\
   \end{array}\]

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.

\[
\begin{align*}
W &= \text{Official withdrawal} \\
I &= \text{Incomplete} \\
IP &= \text{Incomplete in progress} \\
P &= \text{Passed course that does not affect the GPA} \\
NP &= \text{Not passed} \\
NR &= \text{Grade not reported} \\
* &= \text{Repeated course} \\
WN &= \text{Administrative withdrawal, Student registered but did not attend classes on the first day, (no grade points)} \\
WA &= \text{Administrative withdrawal, the Vice chancellor of Student Affairs approves a student withdrawal due to certain reasons.} \\
T &= \text{Transfer course}
\end{align*}
\]
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 on the student’s official transcript. Nevertheless, a student has the right to appeal his/her grade to the Appeals Committee.
Changes, Grade Objections, and Additions

1. In the event of a student grade objection, the student is obligated to present the objection at the Integrated Services Office, or Registrar 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 will submit the form to the Registrar, Associate Registrar, or Students and Registrar Services Coordinator, as applicable to the campus, who will be responsible for making the change or addition in the Official Grade Register.

3. Changes made outside the established calendar must be justified in writing and approved by the 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 Campus Director will authorize grade changes. The Committee will make its decisions within 30 calendar days of the date the student’s objection was submitted.

Incompletes

Conditions

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

2. The final exam will be offered or the final work will be accepted only for students who have the opportunity of obtaining a minimum final grade of “D”.

3. It will be the student’s responsibility to make the necessary arrangements with the Professor and the Director of Faculty 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 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. When completing the Grade Register, the professor will specify the partial grades received by the student. In those cases where the student did not complete the academic work during the established period, the Registrar 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.
1. A student who wishes to repeat a course will have the liberty to do so. When a student obtains a D, F, or W in core professional, major and/or concentration courses that are required for graduation at the undergraduate level that must be passed with a minimum of C, it will be compulsory to repeat the course (as it applies to specific programs, make reference to program outline).
   a. It is recommended that all graduate courses be passed with a minimum of B; and that students maintain a grade point average of 3.0.
   b. If a student obtains a final grade of C and it lowers the GPA to less than 3.0 it will be compulsory to repeat the course(s).
   c. At the same time students who obtain a final grade of D, F or W at the graduate level must repeat such course(s).

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

3. Students who repeat a course will receive the 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

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

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

The Director of Faculty 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, 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 who reaches 150% of the total credits in his or her program of study may continue studying in his or her present status, but will not be eligible for federal or state aid administered by the Office of Financial Aid to finance the studies.

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.
Suspending

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

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

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

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

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

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

Appeals

Right to Appeal

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

2. The Institution will consider the following crisis situations to accept an appeal and exempt the student from the norm of academic progress:
   a. an illness of the student or a dependent,
   b. an illness of the head of the household that created an economic crisis,
   c. natural disasters, divorce of the parents/student
   d. death of a parent, mother, spouse or child,
e. a problem where there was an alteration in the family nucleus that in good judgment reasonably hindered the progress of the student

Appeals Committee

The Appeals Committee will be composed of a representative of the following offices: 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 who believes that his or her academic status is a result of a crisis situation may submit an Application for Appeal accompanied by the necessary documentary evidence.

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

Reestablishing Financial Aid

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

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

Eligibility to Obtain an Academic Degree

1. Students must have completed the courses required for the degree as established by the Institution.
2. Students must have completed the total number of credits required for the degree with a minimum GPA of 2.00 for undergraduate programs and 3.00 for the graduate programs.
3. For Master’s Degrees, students must complete the degree’s final requirements.
4. Transfer students must meet residency requirements.
5. When calculating the GPA for graduation, only the courses approved and required for obtaining the degree will be considered.
6. All students admitted to the Institution will be subject to the graduation requirements in effect the year of their admission. Nevertheless, when the curricula of the programs have been modified, the student may opt to take the program in effect at the time of graduation, but never a combination of both.
7. Students have submitted an Application for Graduation to the Integrated Services Office, Registrar at the Metro Orlando Campus, Associate Registrar at the South Florida Campus or the Student and Registrar Services Coordinator at the Tampa Bay Campus by the date established in the academic calendar.
8. No document will be given certifying that the student has completed the graduation requirements until evidence of having no financial debts with the Institution have been presented.
9. All students applying for readmission to the Institution will be subject to the graduation requirements in effect the year they are readmitted.
10. Commencement will be held only once a year, at the end of the second academic semester. Students who fulfill their graduation requirements at the end of the first semester or during summer may apply and obtain a certification of completion of graduation requirements from the Integrated Services Office, Registrar at the Metro Orlando Campus, Associate Registrar at the South Florida Campus or the Student and Registrar Services Coordinator at the 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

<table>
<thead>
<tr>
<th>Fees and Tuition Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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 $322.00 at the undergraduate level, and $375.00 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 who requests a total withdrawal of courses on or prior to 60% of the part of term registered will be reimbursed according to the following formula:

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

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

Partial withdrawal: Course Drop/Add Period
Students may cancel a course before the first day of the part of term without costs or charges.
Students who withdraw partially within the first week beginning with the first day of class of each part of term will be reimbursed 88% of the total tuition. After this time, the student who drops a course is responsible of 100% course charges.

**Non-attendance**

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

**Identifications**

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

**Copies of credit transcripts**

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

**Financial Aid**

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 Officer.

Federal Supplemental Educational Opportunity Grant (SEOG)
This grant helps undergraduate students with exceptional financial need. The amount of the awards is contingent to availability of funds.

Academic Competitiveness Grant (ACG)
This is a grant given to first and second year students who 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 a 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: Complete and submit the 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 4.0.

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**
The grant provides a $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 and South Florida Campuses are approved for Veteran’s Training. Approval needs to be secured for the Tampa Bay Campus.
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.

Students may also apply for financial aid on the internet through www.fafsa.ed.org.

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.
- have 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 Notice:

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 and customer friendly 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 provides an extended schedule to accommodate the demands of working adults:

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

### Academic Advising

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

### Student feedback and complaints

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

Students may also submit a Request for Service or Complaint by filling out the appropriate form in Campus. They may also e-mail the Campus staff with service requests or complaints. These requests will be reviewed at least every week by the Director of Integrated Services or the Student and Registrar Services Coordinator for referral or resolution. In the event of any unresolved conflict, students can contact the 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 must be familiar with the institutional policies regarding plagiarism. Also, course work cannot be used to complete the requirement of more than one course. Any violation of discipline will be referred to the Dean of the School 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 Notice:

Due to the importance of the Disciplinary Regulations, each student is required to obtain a copy of the Student’s Handbook from the Integrated Services Office, Registrar at Metro Orlando Campus, Associate Registrar at South Florida Campus, and the Student and Registrar Services Coordinator at the Tampa Bay Campus. The student must sign a receipt for the handbook, and commit himself to read and become familiar with the Handbook’s contents and the Student’s Regulations. These requirements cannot be waived or omitted under any circumstances.

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, COMP – Computer Information System
CRIM – Criminal Justice
ECED – Education
ECON – Economy
ENTR – Entrepreneurship
EDUG – EDAG – Graduate Education Courses
ENGL – English
FINA - Finance
HESM – Health Services Management
HIST – History
HUMA – Humanities
ITHM – International Tourism and Hospitality Management
LIAR – Liberal Arts
MANA – Management
MARK – Marketing
MATH – Mathematics
NURS - Nursing
OFAS – Office Systems
PALE – Paralegal
POSC – Political Science
PSYC – Psychology
PUHE – Public Health
SCIE – Integrated Sciences
SOCI – Sociology
SOSC – Social Sciences
SPAN – Spanish
SPED – Special Education
STMG – Strategic Management
Separateness
The provisions of this document are separable; declaring one or more void will not affect the other provisions that may be applied independently of those voided.

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

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

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

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

Institution’s Responsibility
This Institution does not exclude participation, does not deny benefits, nor does it discriminate against any person by race, sex, color, birth, social origin or condition, 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 (BS)
Major in Health Services Management
126 Credits
Offered at the Metro Orlando and South Florida Campuses

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

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

- a professional academically prepared and capable of performing in his work environment to contribute favorably to the development of society; who cares for the improvement of health as the highest priority of the organization in which he serves; who has direct involvement in patient services of excellence; who in his competence contributes to the quality of life of the communities; who utilizes the tools of cost control to maintain cost-effectiveness, without affecting services;

- a leader in primary and intermediate health service management, where he applies his knowledge and initiative to guarantee the public access to quality health services without distinction or barriers;

- Knowledgeable of organizational policies, norms, regulations, and conduct and their relation to public health;
• a facilitator who provides a collaborative environment so that the human resources of the organization may reach their highest potential in the delivery of health services;

• a visionary of processes and results that he plans proactively in order to reach them.

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

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

Conceptual:

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

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

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

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

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

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

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

Affective:

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

Major Component

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

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

Conceptual

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

Technical-Motor

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

Affective

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

Curricular Sequence

| General Education Courses | 54 |
| Core/Professional Courses | 36 |
| Major Courses | 36 |

**TOTAL** 126
Language skills will be assessed with a placement test. Additional language courses may be needed according to the student’s proficiency. If students qualify for Immersion Language courses, the student must enroll in the course immediately to improve language skills.

**QYLE 110-O must be taken within first term of enrollment.**

REVISED 2/2010
BACHELOR OF SCIENCE IN OFFICE SYSTEMS (BS)
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 bilingual 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 program 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.

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.

Major Component

The graduate of the Bachelor in Office Systems at UNE is a bilingual 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.

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>
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<th>Credits</th>
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**SISTEMA UNIVERSITARIO ANA G. MENDEZ**
**UNIVERSIDAD DEL ESTE**
**SCHOOL FOR PROFESSIONAL STUDIES**
**PROGRAM TITLE: ADMINISTRATIVE SECRETARY**
**CREDENTIAL ISSUED: BACHELOR OF SCIENCE IN OFFICE SYSTEMS (BS)**

### DEGREE REQUIREMENTS

#### GENERAL EDUCATION COURSES (42 CREDITS)

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**Free Elective Courses (6 Credits)**

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**Total Number of Credits** 125

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student's proficiency level. 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 (BS)
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 bilingual 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
Upon 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, 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.
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**SISTEMA UNIVERSITARIO ANA G. MENDEZ**  
UNIVERSIDAD DEL ESTE  
SCHOOL FOR PROFESSIONAL SCHOOL  
PROGRAM TITLE: PARALEGAL STUDIES  
CREDENTIAL ISSUED: BACHELOR IN SOCIAL SCIENCE (BS)  
DEGREE REQUIREMENTS

### GENERAL EDUCATION COURSES (57 CREDITS)

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### MAJOR COURSES** (39 CREDITS)

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</table>

**TOTAL CREDITS**: 129

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. **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
117 Credits
Offered at the Metro Orlando, South Florida, and Tampa Bay Campuses

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

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

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

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

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

**Requirements for the Major**

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

**Conceptual skills**

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

**Technical and motor skills**

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

**Emotional skills**

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

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
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<tr>
<td>General Education Courses</td>
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<td>Core/Professional Courses</td>
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<tr>
<td>Major Courses</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td>COURSE</td>
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<tr>
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</tr>
<tr>
<td>COMP 110 Introduction to Computer and Software</td>
</tr>
<tr>
<td>ENGL 115-O College Reading and Writing I</td>
</tr>
<tr>
<td>ENGL 231-O Research and Writing</td>
</tr>
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<td>HUMA 101-O World Cultures I</td>
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<td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td>
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<tr>
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</tr>
<tr>
<td>MATH 111 Intermediate Algebra I</td>
</tr>
</tbody>
</table>

**Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If students qualify for Immersion Language courses, the student must enroll immediately in order to improve language skills.**

**QYLE 110-O must be taken within the first term of enrollment.**

REVISED 2/2010
BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM & HOSPITALITY MANAGEMENT (BS)
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 bilingual professional prepared to perform successfully in the areas of tourism and hotel management. What sets these professionals apart is their knowledge in the field of tourism and hotel management. The graduate of this academic offer will be a:

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

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

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

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

**Conceptual**

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

**Technical-Motor**

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

**Affective**

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

**Professional Component**

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

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

**Conceptual**

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

**Technical-Motor**

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

**Affective**

- Exhibit a proactive attitude when faced with challenges.
- Demonstrate leadership in co-curricular, extracurricular, and professional activities.
- Express an interest and desire for professional and personal improvement.
- Manifest a desire and satisfaction in working in his professional area.
- Demonstrate sensibility and empathy when considering the needs of the tourism and hotel industry.
- Demonstrate effective and efficient integration when carrying out collaborative work.
Major Component:
The graduate of the Bachelor of Science Program in International Tourism and Hotel Management with a major in Hotel Management at UNE is a bilingual professional having direct involvement with the tourism and hotel industry. The professional in this area’s chief performance is one of service. The first-level and intermediate manager is responsible for collaborating so the public has appropriate access to high quality services.

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

Conceptual

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

Technical-Motor

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

Affective

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Core/Professional Courses</td>
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<td>Major Courses</td>
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<td>Electives</td>
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CREDENTIAL ISSUED: BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT (BS)

GENERAL EDUCATION COURSES (54 CREDITS)

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<tr>
<th>COURSE</th>
<th>CRS</th>
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<tr>
<td>SCIE 111-O Integrated Science I</td>
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<td>ENGL 115-O College Reading and Writing I</td>
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<td>ENGL 231-O Research and Writing</td>
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<td>ENGL 331-O Public Speaking</td>
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<td>HUMA 101-O World Cultures I</td>
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<td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td>
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<tr>
<td>COMP 110 Introduction to Computer and Software</td>
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<td>HIST 273 History of the United States of America</td>
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CORE/PROFESSIONAL COURSES (40 CREDITS)

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<td>MANA 213 Personnel Management</td>
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<td>ITHM 101 Introduction to the Hospitality Industry</td>
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<td>MANA 217 International Relations</td>
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<td>ITHM 102 Introduction to Management in Hospitality</td>
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<td>ITHM 101 ITHM 105 Tourism System</td>
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<td>ITHM 290 Spreadsheets and Database Applications</td>
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<td>COMP 110 ITHM 280 Guest Services</td>
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<td>ITHM 360 Hospitality Accounting</td>
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<td>ACCO 111 ITHM 290 ITHM 365 Labor and Hospitality Laws</td>
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<td>ITHM 370 Hospitality Sales and Marketing</td>
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<td>ITHM 102 ITHM 250 Internship I</td>
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<td>QYLE 110-O Attitude Development and University Adaptation. (Must be taken within the 1st term of enrollment.)</td>
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MAJOR COURSES (18 CREDITS)

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<tbody>
<tr>
<td>ITHM 300 Rooms Division</td>
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<td>ITHM 101 ITHM 306 Casino Operations</td>
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<td>ITHM 102</td>
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<tr>
<td>ITHM 400 Revenue Management for Hotel Operations</td>
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<td>ITHM 250 ITHM 250 Advanced Internship in Hotel Operations</td>
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<td>ITHM 402 Organizational Behavior in the Hospitality Industry</td>
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<td>ITHM 102 ITHM 460 Capstone Course</td>
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ELECTIVE COURSES (9 CREDITS)

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</table>

Total Number of Credits: 121

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student's proficiency level. If students qualify for Immersion Language Course, the student must enroll immediately in order to improve language skills.

QYLE 110-O must be taken within first term of enrollment.

REVISED 2/2010
BACHELOR OF ARTS IN EDUCATION (BA)
Major in Prekindergarten/Primary Education
Offered at Metro Orlando and South Florida Campuses
132 credits

PROGRAM DESCRIPTION:
This program is designed to prepare students to become effective bilingual early childhood/primary education teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations for grades pre K-3. Students in this program are prepared to teach in diverse and inclusive environments, including homes, schools, and other community settings, which serve children from age 4 and to grade 3. The program includes instruction in the subject matter content standards specified by the Education Standards Commission and the educator accomplished practices to meet Florida Requirements. Program graduates are required to demonstrate the Educator Accomplished Practices and Subject and Competences.

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

Students develop application skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement. All education programs integrate coursework which leads to the ESOL Endorsement (15 semester hours, or the equivalent, which thoroughly address the ESOL Performance Standards and the 5 ESOL areas specified in the certification rule for the ESOL Endorsement).

Child-centered, culturally and socially sensitive practices are emphasized throughout the program. Implementation of multiple methods of instruction will be used to accommodate a variety of learners, recognizing the context of understanding children's development and learning in context. The program Bachelor of Arts in Education: Major in Prekindergarten/Primary Education emphasizes collaboration with the community and other professionals involved in the development of young children. Students in this
program participate in field experiences, which serve as an effective method in which theories about early development, learning and curriculum in the early childhood setting are applied. The practicum in teaching 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 and constructivist pedagogy. Upon completion of this program students will be able to work in an educational setting that meets the needs of young children. The program emphasizes literacy as the foremost groundwork necessary to develop phonological awareness with specific activities, lessons, and alternative assessment. It extends to other systems that include writing, art, mathematics, music, and others. All of the areas are supported by theory, research, and experience. The program enables students to acquire competence in these areas and the knowledge, skills, and dispositions necessary to nurture growth and development in all young children.

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

1. Child Growth and Development
2. Historical, Philosophical, and Sociological Perspectives in Early Childhood Education
3. The Exceptional Child
4. Issues in Family and Community Involvement
5. Health, Nutrition, and Safety
6. Curriculum Development
7. Observation, Planning, and Evaluation
8. Creative Expression of Children
9. Development of Language and Literacy
10. Cultural and Family Systems
11. Classroom Management
12. ESOL
Courses and experiences include instruction, observation, and practice and competency demonstration in the following state mandated areas:

- Instructional strategies that address various learning styles, exceptionalities, and achievement levels.
- Assessment of student learning
- Appropriate use of technology in instruction and record keeping.
- Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree of 1990 for instructional personnel who teach LEP students in Florida.

The inclusion of 45 hours in these areas 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).

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

PROGRAM OBJECTIVES:

- Understand the importance of the social, personal, and academic mission of 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 student’s 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. 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 bachelor’s degree program.

Curricular Sequence

<table>
<thead>
<tr>
<th>Course Type</th>
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<tbody>
<tr>
<td>General Education Courses</td>
<td>54</td>
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<tr>
<td>Core/Professional Courses</td>
<td>45</td>
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<tr>
<td>Major Courses</td>
<td>33</td>
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<tr>
<td>TOTAL</td>
<td>132</td>
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</table>
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.

QYLE 110-O must be taken within first term of enrollment. REVISED 2/2010

Course must be completed with a passing grade before registering for ECED 443.

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

their coursework, take TESL 222-O and TESL 223-O and complete all ESOL accomplished practices through the internship (ECED 443). 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.

*Course must be completed with a passing grade before registering for ECED 443.
BACHELOR OF ARTS IN EDUCATION (BA)
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 bilingual special education teachers who are capable of working with children and youth who have a variety of disabilities. Students in this program are prepared to play a vital role in developing their student's capacities to lead lives that are productive and independent. They will be prepared to work at every grade and developmental level, and in a variety of settings such as public school system, in special residential facilities, and other settings working with infants, toddlers, and pre-school age children.

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

The program includes instruction in the subject matter content standards specified by the Education Standards Commission and the educator accomplished practices to meet Florida Requirements. Program graduates are required to demonstrate the Educator Accomplished Practices and Subject and Competences.

The program integrates a clinical field experience project in the main focus of the education course. The curriculum integrates instructional practices in understanding the reading process, beginning reading and instruction, assessment, problem identification, and prescription and teaching reading across the content areas for primary and intermediate grades.

The program also integrates instructional requirements in Florida in the areas of classroom management, school safety, professional ethics, and educational law. Students develop application skills to evaluate understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement.
All education programs integrate coursework which leads to the ESOL Endorsement (15 semester hours, or the equivalent, which thoroughly address the ESOL Performance Standards and the 5 ESOL areas specified in the certification rule for the ESOL Endorsement in Florida).

The program supports the belief that as schools become more inclusive, special education teachers and general education teachers must work together in general education classrooms. Special education teachers also help general educators adapt curriculum materials and teaching techniques to meet the needs of students with disabilities. They also assist to develop the Individualized Education Program (IEP) for each student. 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

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

1. Instructional strategies that address various learning styles, exceptionalities, and achievement levels.
2. Assessment of student learning
3. Appropriate use of technology in instruction and record keeping.
4. Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree of 1990 for instructional personnel who teach LEP students in Florida.

The inclusion of 41 hours in these areas 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. To be dully certified in the state of Florida all education students must achieve a passing score on the professional knowledge and subject area tests, as appropriate. Students must also demonstrate proficiency of the Educator Accomplished Practices at the professional level.

**PROGRAM OBJECTIVES:**

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. Students must take two stand alone courses (TESL 222-O and TESL 223-O). This will allow students to have completed all ESOL endorsement requirements upon completion of their programs.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>General Education Courses</td>
</tr>
<tr>
<td>Core/Professional Courses</td>
</tr>
<tr>
<td>Major Courses</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
Coursework, take TESL 222-O and TESL 223-O and complete all ESOL accomplished practices through the internship (SPED 405). Both TIP Sheets and Accomplished courses are taken prior to SPED 405: Practice in Teaching. Students completing ESOL Endorsement requirements must meet the 25 ESOL standards throughout their coursework.

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

*Course must be completed with a passing grade before registering for SPED 405.

QYLE 110-O must be taken within first term of enrollment.

REVISED 2/2010
MASTER’S DEGREES

MASTER OF SCIENCE (MS)
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 bilingual 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. *This specialization is for education certified students with experience in the field only.

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, TESL 522-O has been added to the curriculum.
### Curricular Sequence

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization courses</td>
<td>30</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>Elective courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td>COURSES</td>
<td>CRS</td>
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<tr>
<td>-----------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>EDUG 605 Public School Curriculum And Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 650 Human Relations, Organizational Climate And Culture In Educational Institutions</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 657 Human Resources Management and Development in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 640 Development of Leadership in Education, Theories and Application</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 641 The Leader and the Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 643 Effective Communication for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 644 Technology for School Administrators</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 651 Legal Aspects and Labor Relations in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAG 652 Budget and Financial Systems in Educational Organizations at the School Level</td>
<td>3</td>
</tr>
<tr>
<td>EDUG 535 Action Research Evaluation</td>
<td>3</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>
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</thead>
<tbody>
<tr>
<td>EDAG 670 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>
<td></td>
<td></td>
<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>
<td></td>
<td></td>
<td>Completed all courses and Institution or Internship Coordinator’s Approval</td>
</tr>
</tbody>
</table>

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

<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 662 Multicultural Education for School Administrators</td>
<td>3</td>
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<tr>
<td>EDAG 663 Conflict Resolution for Educational Leaders</td>
<td>3</td>
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<tr>
<td>*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools</td>
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**TOTAL NUMBER OF CREDITS**

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<tr>
<th>COURSES</th>
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<th>UM</th>
<th>PRE-REQUISITE</th>
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<tbody>
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<td>36</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTES:**

1. It is strongly recommended that students review and become aware of the Educational Leadership certification requirements established by the State of Florida, or any other state in which they intend to seek employment as an administrator. Students in this program must have educational experience.

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

* TESL 522-O is a course that is required for students in the area of educational leadership to comply with Florida state ESOL requirements.
MASTER IN PUBLIC ADMINISTRATION (MPA)
SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT
36 CREDITS

Offered at the Metro Orlando and South Florida Campuses

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

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

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

There is also a Capstone Course (3 credit hours)

PROGRAM OBJECTIVES:
- Satisfy the need for sophisticated managers with organizational acumen, technical skills, and an in-depth understanding of what it means to work in the both public and nonprofit world.
- Provide excellent graduate professional education for individuals preparing for, or already in, public service or non-profit careers.
- Create the academic environment for students to develop competencies necessary to manage information, people and money in an environment driven
by the desire to make a difference in their communities, their nation, and their world.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>Core/Professional Courses</td>
</tr>
<tr>
<td>Specialization courses</td>
</tr>
<tr>
<td>Capstone courses</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tbody>
</table>
### PROGRAM TITLE: PUBLIC AND NON-PROFIT MANAGEMENT
### CREDENTIAL ISSUED: MASTER IN PUBLIC ADMINISTRATION (MPA)

### DEGREE REQUIREMENTS

#### CORE PROFESSIONAL COURSES (21 Credits)

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

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

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

**TOTAL NUMBER OF CREDITS**: 36

**IMPORTANT NOTIFICATION:**

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level test results. If students qualify for Immersion Courses, they must enroll immediately in order to improve language skills.
MASTER IN EDUCATION (M Ed)
SPECIALIZATION IN BILINGUAL EDUCATION
36 CREDITS
Offered at the South Florida Campus

PROGRAM DESCRIPTION:

This Master’s 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’s 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’s 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 Master’s Degree 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 Master’s Degree 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.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Foundation Courses</td>
<td>6</td>
</tr>
<tr>
<td>Specialization courses</td>
<td>21</td>
</tr>
<tr>
<td>Research courses</td>
<td>6</td>
</tr>
<tr>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
</tr>
</tbody>
</table>
## PROGRAM TITLE: BILINGUAL EDUCATION

### CREDENTIAL ISSUED: MASTER IN EDUCATION (MED)

## DEGREE REQUIREMENTS

### SOCIAL FOUNDATIONS COURSES (6 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
<th>CRS</th>
<th>TR</th>
<th>UNE</th>
<th>PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCFG 508 Education and Society</td>
<td>3</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>
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<tr>
<td>SCFG 506 Human Development and Learning: Secondary</td>
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</tbody>
</table>

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

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

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

### FIELD EXPERIENCE HOURS (3 CREDITS)

<table>
<thead>
<tr>
<th>COURSES DESCRIPTIONS</th>
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<th>TR</th>
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<tbody>
<tr>
<td>EDBE 697 Field Experiences in Bilingual and Second Language Education*</td>
<td>3</td>
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</tbody>
</table>

### TOTAL NUMBER OF CREDITS

**36**

### IMPORTANT NOTIFICATION:

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If the student qualifies for Immersion Courses, the student must enroll immediately to improve language skills.

* 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 is offered at the South Florida Campus only.*
MASTER OF SCIENCE (MS)
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:
Upon completion of the program, students will develop:

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

Curricular Sequence

<table>
<thead>
<tr>
<th>Core/Professional</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Specialization courses</td>
<td>18</td>
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<tr>
<td>Research and Internship courses</td>
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TOTAL 36
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<tr>
<th>COURSES DESCRIPTIONS</th>
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<tr>
<td>EDAG 650 Human Relations, Organizational Climate, and</td>
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<tr>
<td>Culture In Educational Institutions</td>
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<td>EDAG 651 Legal Aspects and Labor Relations In Education</td>
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<td>EDAG 652 Budget and Finance Systems In Educational</td>
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<td>Organizations at the School Level</td>
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<td>EDAG 657 Human Resources Management and</td>
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<td>Development in Educational Leadership</td>
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<td>ADED 600 Adult Education: Foundations, Challenges, and</td>
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<tr>
<td>Controversies (issues)</td>
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<tr>
<td>ADED 610 The Adult Learner</td>
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<tr>
<td>ADED 620 Curriculum, Methods, and New Technologies in</td>
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<td>ADED 610</td>
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<tr>
<td>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-O Planning and Evaluation of Adult Education</td>
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<td>Programs</td>
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<td>ADED 642 Perspectives on Adults with Disabilities</td>
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<td>EDUG 535 Action Research Evaluation</td>
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<td>EDAG 680 Practice in Educational Administration: Adult</td>
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**TOTAL NUMBER OF CREDITS** 36

**IMPORTANT NOTIFICATION:**
Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If students qualify for Language Immersion Courses, they must enroll immediately in order to improve language skills.

* Program offered at the Metro Orlando Campus only

** Institution and Internship Coordinator's Approval
MASTER IN BUSINESS ADMINISTRATION (MBA)  
SPECIALIZATION IN STRATEGIC MANAGEMENT AND LEADERSHIP  
39 CREDITS  
Offered at the Metro Orlando and South Florida Campuses

PROGRAM DESCRIPTION:

This Master’s 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. 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’s 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 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 skilled 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.

<table>
<thead>
<tr>
<th>Curricular Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core/Professional</td>
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<tr>
<td>Specialization courses</td>
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## PROGRAM TITLE: STRATEGIC MANAGEMENT AND LEADERSHIP

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

### DEGREE REQUIREMENTS

#### CORE COMPONENT (18 CREDITS)

<table>
<thead>
<tr>
<th>COURSES/DESCRIPTIONS</th>
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<tr>
<td>MANA 501 Behavior and Organizational Development</td>
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<tr>
<td>BUSG 505 Research Techniques in Business Administration</td>
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<td>MARK 511 Marketing Management</td>
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<td>ACCO 515 Managerial Accounting</td>
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<tr>
<td>ECON 520 Business 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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<tr>
<td>STMG 600: Leadership and Entrepreneurial Vision</td>
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<td>STMG 601: Strategic Management</td>
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<tr>
<td>STMG 602: Technological Applications and Information Systems</td>
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<tr>
<td>STMG 603: Entrepreneurial Communication</td>
<td>3</td>
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<tr>
<td>BUSG 650: Action Research in Business*</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: Project Management I: Introduction to Project Management</td>
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<tr>
<td>PRMG 640: Project Management II: Project Planning</td>
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<tr>
<td>STMG 608: Strategies for change, professional and entrepreneurial development</td>
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<tr>
<td>STMG 604: Organizations in a Global Economy</td>
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### TOTAL NUMBER OF CREDITS

| TOTAL NUMBER OF CREDITS | 39 |

### IMPORTANT NOTIFICATION:

Language skills will be assessed with a placement test. Additional language courses may be needed based on the student’s proficiency level. If students qualify for Immersion Courses, they must enroll immediately in order to improve language skills.

*Students must receive academic advice from assigned facilitator to identify topic for the seminar.*
Course Descriptions

ACCO 111
Introduction to Accounting I
4 Credits

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

ACCO 112
Elementary Accounting II
4 credits

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

ACCO 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.

ADED 600
Adult Education: Foundations, Challenges, and Controversies (issues)
3 credits

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

ADED 610
The Adult Learner
3 credits

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

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

This course studies the principles and practices related to curriculum and teaching adult students. It covers the selection and use of instructional design strategies, learning experiences, and appropriate educational materials used in a variety of contexts, audiences, and situations in which adult education is offered. It also includes the selection, use, implementation, and evaluation of appropriate technologies to be used in the offering of educational opportunities for adult students. The course also includes an analysis of methods, traditional, and innovative approaches, preparation of lesson plans, use of learning evaluation techniques, and development of self-directed learning skills and competencies, and education in service.
Pre-Requisite: ADED 610
ADED 630
Leadership in Adult Education Programs
3 credits

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

ADED 640
Planning and Evaluation of Adult Education Programs
3 credits

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

ADED 642
Perspectives on Adults with Disabilities
3 credits

This course covers the study of the various perspectives of the employment, inclusion, and education of adults with disabilities; analyze factors/forces that impede solutions; and develop programs, curricula, materials, recruitment strategies, and evaluation designs.
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. Pre-Requisite: 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. Pre-Requisites: BIOL 101

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. Pre-Requisite: None

BUSG 505
Research Techniques in Business Administration
3 credits

This course focuses on the application of various research techniques in businesses and the relationship between investigation and practice. It also covers the examination of the utilization of data analysis and the statistical applications to solve business problems. Additionally, this course also includes the use quantitative and qualitative research designs.
BUSG 525
Fundamental Ethics in Business Administration
3 credits

This course covers the study of the conceptual and philosophical fundamentals 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
Action Research in Business
3 credits

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

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

COMP 110
Introduction to Computer and Software
3 Credits
This course studies the application and handling of basic computer concepts, productivity tools. Include the analysis and evaluation of different application software. The course emphasizes the creation and editing of documents and effective presentation of programs such as search engine, internet, electronic mail, word processor, and presentations. The course requires computer laboratory experiences and practice in the use of the Internet.
CRIM 203
Criminal and Juvenile Legislation in Florida
3 Credits

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

CRIM 208
Evidence, Case Preparation, and Testimony
3 Credits

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

CRIM 400
Criminal Procedure
3 Credits

This course studies the established procedures for the treatment of lawbreakers. This course also covers the criminal procedures to be followed in the investigation, arrest and the corrective measures that apply. Attention is also given to civil rights of citizens and important decisions of the Supreme Court. Pre-Requisite: CRIM 203
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. Pre-Requisite: None

ECED 173-O
Introduction to Early Childhood/Primary Education
3 credits

This course offers an overview of the field of early childhood and primary education. Aspects such as: history, state and federal legislation, public policy, philosophy, programs, curricula and the early childhood profession are analyzed. A proper understanding of the reasons, rationale, importance, and objectives of early childhood and primary education in contemporary society and in the next decades is addressed.

ECED 207-O
Theories of Child Development and Learning
3 Credits

The purpose of this course is to expose students to the theories, which represent the main standpoints of progressive education. Implications of child development and learning processes on teaching approaches are examined. Pre-Requisite: None

ECED 308-O
Management of the Early Childhood/Primary Education Environment
3 Credits

The purpose of this course is to provide a strong foundation on the design, management, and interpersonal relationships within the learning environment. Interaction between environment and significant learning is addressed. The course provides an overview of Florida laws and regulations as they relate to Early Childhood Education in the state.
ECED 310
Perceptual Motor- Development, Learning and the Brain
3 Credits

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

ECED 311
Cognitive and Logic – Mathematical Development
3 Credits

The purpose of this course is to provide future professionals with the knowledge and tools to understand the cognitive development – structures and processes - of preschool and primary education children, including logic-mathematical development. This course also provides the knowledge and skills for professionals in this field to facilitate development through the planning of appropriate curriculum. Pre-Requisites: None

ECED 322
Health, Nutrition and Preventive Medicine
3 Credits

This course concentrates on the study of related factors to conservation and health improvement. The course focuses on health environment analysis and its impact on the preschooler, elementary, and secondary students. Emphases on the factors that affect the teacher’s mental health as well as the student’s mental health are integrated in the course. Discussion about drug and alcohol use and abuse, and its impact on conduct is addressed. The study about the importance of nutrition, hygiene, and physical aptitude is integrated in the course. Evaluation of personal health habits and the relation with the individual performance is also studied in the course. Pre-Requisite: None
ECED 329-O

Nature and Needs of the Exceptional Child

3 Credits

This course covers the psychological, social, historical and philosophical foundations of early childhood education geared at satisfying areas that need to be strengthened in children with exceptional needs and capabilities. The following aspects are analyzed: nature and learning needs of preschoolers and primaries with exceptional needs and capabilities; procedures, techniques and instruments for diagnosis and intervention for this population; educational programs, models and teaching approaches; curricular development for an education of this nature.

Pre-Requisite: None

ECED 332-O

Integration and Participation of Family in Pre-K Care Centers

3 Credits

This course is design to develop awareness among future teachers on the importance of the family in the educational scenario of children. It also covers a self-reflection about the diversity concept of families (their beliefs acceptance degree, multiculturalism, gender, respect, socio-economical level, among others). It includes the design, administration and analysis of research instruments for pre-k centers and child development. Pre-Requisite: None

ECED 402-O

Creative Expression in Early Childhood/Primary Education

3 Credits

In this course students are exposed to experiences in creativity in order to develop an awareness of the need of aesthetic expression in the preschool and the primary education curriculum. Workshops include movement activities, plastic arts, music, and children's games.
ECED 403-O  
Curriculum Development in Preschool and Primary Education  
3 Credits

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

ECED 405-O  
Language Development in the Context of Reading/Writing  
3 Credits

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

ECED 410-O  
Emergent Reading  
3 Credits

This course covers the fundamentals of language development with emphasis on the development of reading skills and strategies. It focuses on the development of a comprehensive, balanced literacy program integrating reading, writing, listening, and speaking to enable students to meet 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. Pre-Requisite: 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. Pre-requisites: none.

ECED 442-O
Practice Seminar in Early Childhood and Primary Education
1 Credit

This course covers a discussion, analysis and evaluation of the responsibilities and situations arising in Early Childhood Education and primary education student/teaching practice. It is designed to enrich and complement the day-to-day practicum experience as required in Florida. Pre-Requisite: be a fourth year student; Concurrent with ECED 443

ECED 443
Practicum in Early Childhood and Primary Education
5 Credits

This course is the final requirement in the early childhood and primary teacher education program. It is the field experience in which the candidate assumes the duties and responsibilities a teacher performs in a preschool and the primary education environment, as required in Florida. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies. The practicum in teaching lasts 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. Pre-Requisite: All Courses, Concurrent with ECED 442-O
ECON 123-O

Economics Compendium

3 Credits

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

ECON 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.

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. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The study of the current concepts of leadership is incorporated in the course. It covers the study the differences between various leadership styles. It also covers the importance of communication, motivation and teamwork. Strengthen leadership by standards and of work plans. Requisite: 6 credits of prior courses
EDAG 641
The Leader and the Learning Communities
3 credits

This course is an analysis of the formation and development of leaders in learning communities of education. It also covers a discussion of the theories and current models of leadership and supervision. It includes a comparison and contrast of theoretic framework. Emphasis on change, interpersonal relationships, collaborating with problem solving and decision-making is incorporated and applied to real life scenarios. Students will be involved in the development of a shared educational vision. Students will also develop a leadership theme in consensus with the professor with direct application to education. Students will be involved in case studies and clinical field experiences projects. Pre-Requisite: EDAG 640

EDAG 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. Applications of critical issues in the environment of education are addressed in the course. Pre-Requisite: None

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 Florida and the United States. Topics are framed in the context of the history of education in Florida. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are incorporated in the course. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Florida as well as in the United States are addressed. Pre-Requisite: None
EDAG 652
Budget and Finance Systems in Educational Organizations at the School Level
3 credits level

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

EDAG 657
Human Resources Management and Development in Educational Leadership
3 credits

This course is designed to introduce students to the area of school personnel administration. The course emphasizes reflective thinking that would help the students in making ethical decisions and a planning recruitment selection retention evaluation and termination within the school climate. Pre-Requisite: None

EDAG 662
Multicultural Education for School Administrators
3 credits

This course explores the cultural biases in the existing theories and current research in the area of multiculturalism. Students will actively participate in experiential approaches designed to develop a higher skill base when working with individuals from different cultural/ethnic and religious backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations within the school climate. Pre-Requisite: None
EDAG 663
Conflict Resolution for Educational Leaders
3 credits

This course assesses the issues involved with problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to conflict resolution within the operation of a school. It also examines the systemic issues involved in interpersonal and organizational change. Pre-Requisite: None

EDAG 670
Internship-Practice in Educational Administration Leadership: The Director of Grades K-6 (Elementary)
3 credits

This course covers the application of the knowledge, skills and values in an environment of real practice for leaders in education at level K - 6. Design of organizational structures is studied in the course. Discussion for the development of a portfolio and other evaluative instruments is a critical component of the course. This course requires mentoring by an educational administrator duly qualified by the Department of Education and a faculty member of the Graduate Program. It also studies the surrounding geographic-community conditions that affect learning. It requires a discussion between the professor and the student of a structured plan for practice.
Pre-Requisite: Completed all courses and Institution or Internship Coordinator’s Approval

EDAG 671
Internship-Practice in Educational Administration Leadership: The Director of Grades 7-12 (Secondary)
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. The study of
the surrounding geographic-community conditions that affect learning are critically studied in the course. 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. Pre-Requisite: Completed all courses and Institution or Internship Coordinator’s Approval.

**EDAG 672**
*Internship-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. Pre-Requisite: Completed all courses and Institution or Internship Coordinator’s Approval

**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: Completed all courses and Institution or Internship Coordinator’s Approval
EDBE 502
Bilingual-Bicultural Curriculum Development
3 credits

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

EDBE 504
Language, Literacy, and Culture
3 credits

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

EDBE 506
Sociopolitical and Historical Perspectives in Bilingual Education
3 credits

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

EDBE 510
Introduction to Research: Purposes, Issues, and Methodologies
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
3 credits

This course introduces and develops research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectically diverse populations; emphasis on designing and carrying out a research project related to bilingual education and/or second language acquisition issues. The Research Methods in Bilingual & Bicultural Studies course will focus on research issues in bilingual-bicultural education. It will provide students with opportunities to develop research questions, establish methods, review research literature, and begin field work for the writing of their Masters theses or M.Ed. papers. Pre-Requisite: EDBE 510.

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

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

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

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

**EDBE 526**  
**Theoretical Foundations of Bilingual Education and ESOL**  
3 credits

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

**EDBE 566**  
**First and Second Language Acquisition**  
3 credits

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

EDBE 697
Field Experiences in Bilingual and Second Language Education
3 credits

Observations and 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. PRE-REQUISITE: 20 credits approved; including: EDBE 502, EDBE 525, & EDBE 566.

EDUC 135-O
Philosophical, Sociological, and Psychological Foundations in Education
3 Credits

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

EDUC 171-O
Human Growth and Development
3 Credits

In this course students are exposed to theoretical and empirical foundations of human development and growth from conception through adolescence. Analysis is conducted from a multidisciplinary perspective. Emphasis is given to the changes that occur in each of the stages of transition from childhood to adolescence and their implications for the educational process. Pre-Requisite: None
EDUC 202-O
Technology and Materials for Teaching and Learning
3 Credits
Through this course emphasis is placed in the systematic planning, preparation and use of media, and the evaluation of educational materials. This course encourages the integration of creativeness to the existing educational technology, and the consideration of the needs, interests, developmental stage, and the scope and sequence of the curriculum. Pre-Requisite: COMP 110

EDUC 204-O
Education for Children with Exceptional Needs and Inclusion
3 Credits
This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners, mainly those in high risk of not being adequately educated. Pre-Requisite: None

EDUC 205-O
Introduction to Assistive Technology
3 Credits
This course provides general knowledge about Assistive Technology for persons with disabilities. Analysis of legal foundations and theoretical considerations in which equipment availability and Assistive Technology services are the resources to promote the participation of independent living at home, school, or work or community. This course also covers the identification, description and classification of Assistive Technology equipment with the purpose of improving the functional capacities of these people in order to improve their quality of life. Field and laboratory experiences are required. Pre-Requisite: None
EDUC 305  
Sociological Foundations of Education  
3 Credits

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

EDUC 355-O  
Evaluation and Measurement of the Educational Process  
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. Pre-Requisite: EDUC 171-O, TESL 222-O

EDUC 410  
Teaching Math at the Primary Level  
3 Credits

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

This course focuses on the principles, foundation, and methods of teaching Science at the primary level. It incorporates the analysis of Science standards as required in the State of Florida. The course includes research-based practices to teach Science effectively to impact student achievement. The course incorporates the requirements for Science state assessment.

Pre-Requisites: SCIE 111-O, SCIE 112-O

EDUC 435
Interdisciplinary Seminar*
3 Credits

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

EDUC 436
Pedagogical Integration Seminar*
3 Credits

This course integrates academic and professional knowledge obtained throughout the course of study of future teachers. Innovations in education, methods, techniques and strategies are discussed and analyzed. A review of sociological, philosophical and psychological foundations of education will be included in this course as a preparation for the teacher’s certification examination requirements in Florida. Pre-Requisites: To be completed during the semester just preceding practice teaching. Pre-Requisites: All courses except ECED 442-0 or SPED 405. *Course must be completed with a passing grade before registering for ECED 442-0 or SPED 405.
EDUG 535
Action Research Evaluation
3 credits

This course explores the concept of “Action Research” as a form of evaluation to help improve class instruction. Students will conduct an Action Research in a school setting to gather results of their activities to improve instruction. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. Pre-requisites: All Courses except EDAG 670-O, EDAG 671, EDAG 672

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. Pre-Requisite: None

ENGL 050-O (Undergraduate Level Students Only who are not native speakers of English)
English Immersion
0 credits

This course is designed for beginning level students of English as a Second Language. It is a conversational/grammar based immersion course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students who score between 0-111 points in the Accuplacer English placement test must enroll in this course in the first term of enrollment. This course requires the use of e-lab or the language lab.
ENGL 101
Basic English I
3 Credits

This course is designed for students who score between 112-144 points on the Accuplacer English Placement Test. This is 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 constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s a laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required. Pre-Requisite: None

ENGL 102
Basic English II
3 Credits

This course is designed for students who score between 145-161 points on the Accuplacer English Placement Test. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and student’s roles in the communication process. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also emphasized. In both cases, students’ lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There’s laboratory practice where students will apply the skills developed in the classroom activities in communicative activities. Laboratory practice is required.
ENGL 103  
Intermediate English I  
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 162-180 points on the English section of the Accuplacer Placement Test. Emphasis is placed on the study of grammar and the strengthening of the basic reading comprehension and composition skills. This course requires the use of the language lab. Pre-Requisite: None

ENGL 104  
Intermediate English II  
3 Credits

This course is designed for intermediate level students of English as a Second Language who scored from 181 to 200 on the English section of the Accuplacer Placement Test. Priority will be placed on reading and writing skills. Language lab is required. Pre-Requisite: none

ENGL 115-O  
College Reading and Writing I  
3 Credits

This course is designed for students who score between 201-230 points on the Accuplacer English Placement Test. This course focuses on strengthening basic reading comprehension and writing skills. An integrated language arts approach is used. Specific grammatical skills will also be developed integrating oral communication and listening skills. The ability to organize one’s thoughts, to express them simply and clearly, and to observe the standards and conventions of language usage will be developed. Short research projects will be developed through the integration of technology (individual, pair, or group work). This course requires language lab activities and experiences.
ENGL 116-O
College Reading and Writing II
3 Credits

This course is designed for students who score between 231 or above on the Accuplacer English Placement Test and have passed the ENGL 115-O. This course focuses on reading comprehension and writing skills of the English language for university students. This course emphasizes strategies for generating ideas for writing, planning, and organizing materials in English. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student’s own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work with an integrated language approach. Pre-Requisite: ENGL 115-O

ENGL 205
Introduction to Literature I
3 Credits

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

ENGL 211
Basic Business English I
3 credits

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

ENGL 212
Basic Business English II
3 Credits

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

ENGL 220
Academic Reading and Writing I
3 Credits

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

ENGL 221
Academic Reading and Writing II
3 Credits

This course is designed to introduce intermediate to high-intermediate students to the basics of essay writing. Lessons review the basic structure of English paragraphs and essays, major types of essays, usage and grammar. This course also contains a variety of readings from biology, business, history, psychology, cultural anthropology and economics. The course encourages the whole writing process, as students develop writing pieces that are relevant to college work. This course has speaking fluency as a major goal as it stresses the correct usage of the fundamental structures of the English language. It emphasizes language skills such as listening and writing while strengthening basic reading comprehension. Pre-Requisite: ENGL 220
ENGL 231-O
Research and Writing
3 Credits

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

ENGL 331-O
Public Speaking
3 Credits

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

ENGL 500-O (Graduate Level Students Only who are not native speakers of English)
English Immersion
0 credits

This course is a conversational/grammar based semi-immersion course to prepare graduate level students for the accelerated curriculum offered at the School for Professional Studies Discipline-Based dual language program. This course is designed for graduate students who score between 0-150 points on the Accuplacer English Placement Test. This course requires the use of e-lab or the language lab.
ENGL 501-O
Academic Writing for Graduate Students I
3 credits

This course is designed for graduate students who score between 191-230 points on the Accuplacer English Placement Test. This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.

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

This course is designed for graduate students who score between 191-230 points on the Accuplacer English Placement Test. ENGL 502 is a writing course designed to improve the academic writing skills of graduate students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and
EXPL 101
Experiential Learning: Introduction to Portfolio

1 Credit

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

HESM 110
Health Services Management

3 Credits

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

HESM 210
Health Systems and Models

3 Credits

In this course students study the systems, models, health policies, and the infrastructure of health services in Florida and in the United States. Emphasis is placed on health reforms and its implication in the delivery of health services to the general population. This course also includes a review of the historical development and the future of health services. Pre-Requisite: None
HESM 220
Health Services Planning and Evaluation
3 Credits

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

HESM 230
Basic Accounting for the Health Industry
3 Credits

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

HESM 310
Health Economics
3 Credits

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

HESM 320
Basic Finances in the Health Industry
3 Credits

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

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

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

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

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

**HESM 410**  
**Health Information Systems**  
3 Credits

This is a general introduction to the theory of information systems. The course provides for the application and use of software packages specifically designed for the health services industry for use in micro computers and in mainframes, and for data collection, services utilization, billing, census, and others. Pre-Requisites: COMP 110, HESM 110, HESM 220
HESM 420
Special Topics in Health Services Management
3 Credits

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

HESM 430
Practicum/Seminar in Health Services Management
3 Credits

Application and integration to the workplace of the competencies and the concepts of health services management are covered in this course. Students will have the opportunity to apply the knowledge and skills acquired to a real health services setting under the supervision and guidance of a faculty member and a preceptor. The seminar session will place special attention to topics, issues and aspects relative to health services administration at the elementary and intermediate levels. A research project on a related topic is required. Pre-Requisites: HESM 110, HESM 210, HESM 220, HESM 220, HESM 310, HESM 340, Concurrent with HESM 431 and Institution or Internship Coordinator’s Approval

HESM 431
Health Management Seminar
3 Credits

This course focuses on the application of theory to practice in the field of Health Management. Best practices in strategic planning are used during the field experience seminar. The professor will supervise the student during the seminar process as the student applies management, critical thinking skills, and development skills for the establishment of an organizational strategic plan as a course project.
HIST 223
Contemporary History
3 Credits

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

HIST 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. Pre-Requisite: None.

HIST 263
Latin American History
3 Credits

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

HIST 273
History of the United States of America
3 Credits

This course is a survey of the political, economical, and socio-cultural development of the United States of America through its history. It covers the humanization process in the continent, its geographical surroundings, and the development of the Amerindian settlements. It also includes a chronological analysis of the major historical processes that contributed in the development of the U.S. from its origins to present. Pre-Requisite: None.
HUMA 101
Introduction to Western Civilization I
3 Credits
This Course is for Students Who Enrolled in Programs that Required HUMA 101 Prior to August 2010 Only.

This course focuses on the study and analysis of the origins of Western Civilization, from prehistoric times to the development of the Hellenist civilization era. Students will develop cooperative and critical thinking skills by analyzing human development through politics, socio-economic and culture aspects from each civilization from the old world. Emphasis will be given to aesthetics, philosophy, politics and economic factors that are a legacy to humanity. Students will interact with each other and will build their own knowledge and apply it to current reality.
Pre-requisite: None

HUMA 102
Introduction to Western Civilization I
3 Credits
This Course is for Students Who Enrolled in Programs that Required HUMA 102 Prior to August 2010 Only.

This course focuses on the study and analysis of the origins of Western Civilization, from prehistoric times to the development of the Hellenist civilization era. Students will develop cooperative and critical thinking skills by analyzing human development through politics, socio-economic and culture aspects from each civilization from the old world. Emphasis will be given to aesthetics, philosophy, politics and economic factors that are a legacy to humanity. Students will interact with each other and will build their own knowledge and apply it to current reality.
Pre-Requisite: HUMA 101

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

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

**ITHM 102**  
**Introduction to Management in Hospitality**  
**3 Credits**  
This course covers virtual and real tour of a selection of local, regional and world hotels, restaurants and pubs. It will explore the diversity of the industry in these settings through observation and analysis of the tourism systems in place. The student will identify studied elements and theories and will reflect about their application in a real or virtual setting. It will include the use of Internet as a research tool and the Power Point software to make presentations. The student will have to participate in field trips throughout the term. Pre-Requisite: ITHM 101.
ITHM 115
Tourism System
3 credits

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

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 ITHM internship coordinator, 1 ½ hour seminar per week, and final project presentations discussing the students learning experience will be required. Pre-Requisites: ITHM 101, 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. Pre-Requisite: ITHM 101
ITHM 290
Spreadsheet and Database Applications
3 Credits

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

ITHM 300
Rooms Division
3 Credits

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

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

This course provides students with an overview of the conventions, expositions, events and meetings industry including convention center facilities and convention service management responsibilities. Focus will be on the operational aspects including the main meeting management functions of determining purpose, goals and objectives; identify speakers, topics, content and plan the program; determine entertainment and evaluate the success through effective means; site and facility selection. The course will use the Internet among other research tools, E-mail as a means of communication and MS Word and Power Point for papers and projects. Pre-Requisites ITHM 250
ITHM 306
Casino Operations
3 Credits

This course is an instant inside look at the gaming industry. Topics include staffing, types of operations, security, entertainment, and economic impact. The course will use the Internet among other research tools, the E-mail as a means of communication, and MS Word and Excel for assignments, research papers, and projects.
Pre-Requisite: ITHM 102

ITHM 307
Physical Facilities and Maintenance
3 Credits

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

ITHM 310
Convention and Group Sales
3 Credits

This course will provide students with the tools for presentation of the specialized sales skills required for the industry. Topics will include: vocabulary relative to the hotel sales office, understanding of the needs and wants of the two markets, introduction to room set-up, the audiovisual components and technology utilization, menu planning and the roles and responsibilities of convention sales and service managers, the concept of cold calls, successful sales techniques, booking strategies as well as the review and negotiation of contracts, and the appropriate financial management of a meeting. Refine listening techniques and communication skills as tools of the trade. The course will use the Internet among other research tools, E-mail as a means of communication, and MS Word and Power Point for assignments, research papers, and projects.
Pre-Requisites ITHM 250
ITHM 340
Food and Beverage Operations
3 Credits

This course is an overview of the food and beverage operations in hotels including room service, beverage outlets, and themed dining rooms. Topics to be covered include concepts of good service techniques, importance of sanitation and nutrition, basic understanding of upscale selling, introduction to wines, liquors, and coffees. The course will use the Internet among other research tools, MS Word and Power Point for papers and projects. Pre-Requisite: ITHM 102

ITHM 341
Catering Sales & Operations
3 credits

In this course, students study hotel catering, including sales, operations and relationships with other departments and outside vendors. Emphasis on servicing various market segments for the Meeting Industry is given. The course will use the Internet among other research tools, Email as means of communication, and MS Word for papers and projects. Pre-Requisite: ITHM 340

ITHM 360
Hospitality Accounting
3 Credits

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

ITHM 365
Labor and Hospitality Laws
3 Credits

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

Pre-Requisites ITHM 250, ITHM 213

**ITHM 370**
**Hospitality Sales and Marketing**
**3 Credits**

This course focuses on the functions and principles of hospitality marketing and sales. Students will learn the essential marketing functions in the field. The course incorporates the development of a marketing plan with emphasis on sales and marketing techniques, target marketing, advertising, public relations, and market study and analysis. The course uses the Internet among other research tools, email as means of communication, and MS Word, Excel, and Power Point for projects and presentations.

Pre-Requisites: ITHM 102

**ITHM 390**
**Advanced Internship in Hotel Operations**
**3 Credits**

This course is an advanced job experience opportunity for students who will work a total of 300 hours within the hotel industry in one area selected by the student and approved by the ITHM Internship Coordinator. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required.

Pre-Requisites ITHM 250

**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. The student review the basic financial concepts and reporting requirements that apply to
the industry. Emphasis is placed on the uses of financial data for planning, cost control techniques and their use in defining goals of the organization. The course will use the Internet as a research tool, the Email as means of communication. MS Word, Excel, and Power Points will be used for assignments, research papers, and projects.

Pre-Requisites: ITHM 250, ITHM 290

**ITHM 402**

Organizational Behavior in the Hospitality Industry

3 Credits

This course is an application of organizational behavior. The main concepts are explored throughout lectures, case studies, management games and exercises. Topics include leadership, decision-making, motivation, power and organizational change. The course will use the Internet as a research tool, the Email as means of communication. MS Word will be used for research papers and projects. Pre-Requisite: ITHM 102

**ITHM 404**

Convention and Event Planning Logistics

3 Credits

This course focuses on the integral vision of all the logistic elements to be taken into consideration in the planning process. The broad review of financial management, facilities, services aspects, the in-depth study of reservation and housing, transportation, specifications guidebook, registration, shipping, function rooms arrangements, exhibits, marketing, promotion, publicity and production of materials will be achieved in the course. The Internet among other research tools, Email as means of communication. MS Word, Excel, and Power Point will be used for assignments, research papers, and projects. Pre-Requisites ITHM 250

**ITHM 406**

Special Events Management

3 Credits

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

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 ITHM Internship Coordinator. Evaluations from supervisors and the ITHM internship coordinator, 1 ½ hour seminar per week, a final project presentation discussing the students learning experience and a final research project will be required. Pre-Requisites ITHM 250, ITHM 310

ITHM 460
Capstone Course
3 Credits

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

LIAR 100
Formative Integral Development
3 Credits

This course offers the student 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. Pre-Requisite: 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. It teaches the application of behavioral science by management. It also applies case studies to encourage analytical thinking. Pre-Requisite: None.

MANA 210-0
Business Administration Theory
3 Credits

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

MANA 213
Personnel Management
3 credits

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

MANA 217
International Relations
3 credits

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

**MANA 230**

Organizational Behavior

3 credits

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

Pre-Requisite: None.

**MANA 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.

**MARK 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.
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. Pre-Requisite: None.

MATH 111
Intermediate Algebra I
3 Credits

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

MATH 112
Intermediate Algebra II
3 Credits

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

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. Pre-Requisite: None.
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, and documents with statistics and in cursive will be applied in the course. 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.
Pre-Requisite: None.

OFAS 122
Basic Keyboarding II
4 credits

This course is the second part of OFAS 121. It 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 acquire the positive attitudes required for a professional environment. Pre-Requisite: 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. Pre-Requisite: None.
OFAS 204  
**Speedwriting Transcription**  
3 credits

This 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 key boarding skills to produce different types of commercial documents. Pre-Requisites: 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 an 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. Pre-Requisite: 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 work habits, organization of work and good interpersonal skills. Pre-Requisite: OFAS 121, 122
OFAS 222  
**Advanced Word Processing II**  
4 Credits  
This course is the second part of OFAS 221. It 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. Pre-Requisite: 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. Pre-Requisites: 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. Pre-Requisite: 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. Pre-Requisite: 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. Pre-Requisite: 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 an array of information modes: voice, data, text, and image. Pre-Requisite: 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. Pre-Requisite: OFAS 221

OFAS 306
Software Applications in Word Processing, Graphic Presentations 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. Pre-Requisite: 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. Pre-Requisite: OFAS 122, 125
OFAS 324
Preparation of Workshop Training
3 Credits
The course prepares the student for planning and implanting training programs in the office environment. It will cover from a simple newcomers orientation up to training other fellow employees on the utilization of new technology, office administrative systems and other general office subjects. Prerequisite: OFAS 306, OFAS 323, OFAS 491/MANA131

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. Pre-Requisite: OFAS 221, 125, 291

OFAS 492
Office Internship
4 Credits
This course is required of all students working for an Associate or Bachelor’s 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. Pre-Requisites: OFAS 222, 290, 491

PALE 101
Fundamentals of Florida Law
3 Credits
This course is an introduction to the legal system and its historical development. The course studies the judicial system in Florida. Pre-Requisite: 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. Pre-Requisite: 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. Pre-Requisite: 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. Pre-Requisites 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). Pre-Requisite: 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. Pre-Requisite: PALE 205.

PALE 213
Techniques for Drafting Documents
3 Credits

In this course, students will integrate the subject matters studied in the other courses offered during the semester in a laboratory setting. They will develop analytical and writing skills while they studied. They will also prepare documents in relation to hypothetical cases. Pre-Requisite: PALE 201

PALE 215
Legislative Analyses
3 Credits

This course focuses on 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. Pre-Requisite: None.

PALE 219
Corporations
3 Credits

This course focuses on the study the history and the significance of the corporation, its nature, development, purpose and obligations. Pre-Requisite: None.
PALE 301
Aspects of the Notary Law and the Registration Law
3 Credits

This course focuses on the study of 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. Pre-Requisite: None.

PALE 307
Principles of Administrative Law
3 Credits

This course focuses on the fundamental aspects of the administrative litigation with emphasis on lawsuits. Topics to be covered: personnel administration, consumer affairs, public benefits and others. Pre-Requisite: None.

PALE 309
Legal Information Systems
3 Credits

This course focuses on 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. Pre-Requisite: 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. Pre-Requisite: 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.
Pre-Requisites: PALE 103, PALE 301

PALE 403
Administration of the Legal Office
3 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 are emphasized. Pre-Requisite: None.

PALE 425
Supervised Practicum
3 Credits

The focus of this course is based on knowledge application in the real world. Students will be sent to a public or private entity where they will put into practice the knowledge and skills learned. Pre-Requisites: 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. Pre-Requisite: None.
PRMG 530
Project Management I: Introduction to Project Management
3 credits

This course covers the analysis of processes related to Program Management. Comprehension of a projects’ life cycle and the importance of evaluating its different phases in the achievement of organizational goals is also studied. Emphasis is placed on the development of skills and competencies related to planning and methodologies of the area. It also covers the study of general theoretical and practical related concepts. Contrasts between project and operations are studied in the course, as well.

PRMG 640
Project Management II: Project Planning
3 credits

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

PSYC 121-O
General Psychology I
3 Credits

This course is an introduction to the scientific study of the fundamental principles that govern the human conduct. The concepts and principles related to the development of psychology as a science, the function of the nervous system, endocrine system, sensorial, and motor systems, perception, learning and intelligence. The basic theories, and their relation with individual and social relations. Pre-Requisite: None.
PSYC 122-O  
General Psychology II  
3 Credits

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

PSYC 210  
Human Sexuality  
3 Credits

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

PSYC 222  
Adolescence Psychology  
3 Credits

Adolescent development and behavior: personality, learning, vocational selection, moral development and social adjustment in the society. Alienation and social commitment are analyzed. Pre-Requisites: PSYC 121-O, PSYC 122-O
PSYC 225  
Social Psychology  
3 Credits

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

PSYC 226  
Evolutional Psychology  
3 Credits

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

PSYC 321  
Personality Theory  
3 Credits

This course is a critical evaluation of the principal psychological theories from their origin to the present; establishing their application to psychotherapy. This course also covers the concept of personality from psychoanalytic theories, social, epistemological and existentialist. Pre-Requisites: PSYC 121-O, PSYC 122-O
PSYC 322
Theories and Techniques in Psychotherapy
3 Credits

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

PSYC 324
Gender Psychology
3 Credits

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

PSYC 327
Psychology of the Elderly
3 Credits

This course offers the student the opportunity to develop the necessary skills to critically evaluate the psychological theories related to the elderly population, recent research in the field, and their implications. The implications of sensory and perceptual changes, learning, memory, intelligence, personality, and motivation in the daily routines of the elderly will be examined. The course integrates readings, discussions, and research in which the students can apply the acquired knowledge. Pre-Requisites: PSYC 121-O, PSYC 122-O
PSYC 343
Theories of Learning and Motivation
3 Credits

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

PSYC 350
Psychopathology Principles
3 Credits

The course offers the student a comprehensive foresight of the concepts, the history, and the social and scientific aspects of normal behavior in the human being. It introduces the classification of psychological disturbances and the development of the necessary skills in the use and management of the DSMIV.
Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 355
Industrial Psychology
3 Credits

This course focuses on the introduction to the study of the Industrial Organizational Psychology methods, theories and its historical perspective.

PSYC 400
Psychological Measurement
3 Credits

This course studies the principles of psychological measurements; evaluation of the characteristics of the test, such as validity and trustworthiness, quantification, conversion of points, linguistic adoption and normalization. A general overview of the tests that are used in the psychological field will be explored. A focus will be given to the controversies that have arisen regarding the use and interpretation of the same. Pre-Requisites: PSYC 121-O, PSYC 122-O, PSYC 226, PSYC 343
PSYC 402-O
Research and Methodology
3 Credits

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

PSYC 423
Physiological Psychology
3 Credits

This course studies the human organism with emphasis on the central nervous system, the somatic sensorial, and the endocrine system. The relationship between organism and behavior, and the superior cortical processes is studied. The different emotional theories dealing with motivation and learning will be analyzed. The impact of the theories on behavior will also be analyzed. In addition, the different types of drugs will be considered as well as their effect in the human behavior. Pre-Requisites: PSYC 121-O, PSYC 122-O

PSYC 450
Supervised Practice and Seminar I
3 Credits

This course covers the acquisition and development of the basic skills of communication and interview. Application and use of the help process, such as empathy, respect, approval and confidentiality is an integral component of the course. Other themes such as: Mental health Pre-Requisites: PSYC 121-O, PSYC 122-O, PSYC 225, PSYC 226, PSYC 321, PSYC 322, PSYC 343, PSYC 350
PSYC 451
Supervised Practice and Seminar II
3 Credits

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

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

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

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

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

**PUAG 515-O**  
*Research Methods Applied to Public Affairs*  
3 credits

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

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

This course will provide an overview of the legal environment of non-profit organizations. Emphasis will be given to examining the law as it impacts various aspects of non-profits including incorporation, governance, fund raising and solicitation, employment, political activities, and tax status. The goal is to provide students with the information necessary to understand how the law regulates and structures non-profit entities. It addresses the moral challenges that leaders face in the public and nonprofit sectors. It also examines the values and virtues important to sustained ethical leadership as well as strategies to build strong institutional cultures and support ethical practices in institutions.
PUAG 535-O
Strategic Management and Public Policy
3 credits

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

PUAG 604-O
Urban Affairs and Public Policy
3 Credits

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

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

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

PUAG 608-O  
Community Organizations and Public Policy  
3 Credits

The course will cover how community-based organizations are affected by and affect urban development and city services. We will cover the types of public policies (federal, state, and local) applicable to community groups, how public policy treats these organizations differently than local government as the central actor, and how local governments act in partnership with community organizations by encouraging social capital and empowerment through citizen participation. Community organizations often are defined by how state, federal and city governments define poverty, urban blight, and other measures of community (including people not just place). The capabilities and interests of communities often are quite different than those narrowly defined perceptions and new public policy strategies are recognizing this. How communities communicate to the public policy arena and how government addresses community in that arena are important topics to consider as we search for effective means to solve problems and address issues that are of interest to both the nonprofit and public sectors. 
Pre-Requisite: none.
PUAG 615-O  
Development of Financial Proposals for Public Sector  
3 credits

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

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

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

PUAG 626  
Special Topics  
3 Credits

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

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

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

**PUAG 632-O**  
*Legislative Process*  
*3 Credits*

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

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

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

**PUAG 665-O**

**Capstone Course**

**3 Credits**

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

**PUHE 101**

**Introduction to Public Health and Health Education**

**3 Credits**

This course is an introduction to the different conceptions about health, as well as, the basic principles of public health and education. This course covers an analysis of the relationships that exist among the four major factors that determine health. It also deals with various epidemiological concepts about health and illness, the natural history of diseases, attention and prevention levels, specific protection measures and health promotion. Emphasis is placed on existing health education models for individual and community intervention. Pre-Requisite: None.
PUHE 201
Introduction to Biostatistics
3 Credits

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

PUHE 203
Introduction to Epidemiology
3 Credits

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

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

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

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

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

This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied.

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

This course integrates concepts from the different areas of sciences and offers the students the opportunity to get acquainted with them. It includes the study of the nature of sciences, the scientific method, the relationship between science and technology, matter and energy. The origin and evolution of live organisms and the conservation, nutrition, health and interactions between these and the environment will also be studied. Pre-Requisite: SCIE 111-O
SCFG 503
Human Development and Learning: The Early Years and Elementary
3 credits

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

SCFG 506
Human Development and Learning: Secondary
3 credits

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

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

SOCI 201
Principles of Sociology I
3 Credits

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

SOCI 202
Principles of Sociology II
3 Credits

This course is a study of the human being in a socio-cultural context. Emphasis is given to the use of the scientific method in the study of society and the study of social theories. It includes the study of social stratification and institutions such as family, religion, education, economy and politics. It involves an analysis of contemporary social problems. Prerequisites: SOCI 201.
SOCI 203
Principles of Sociology
3 Credits

This course will study the individual and his relationship with his environment and social organizations, and the nature of this relationship. The course will also emphasize the development, functions and influences of interaction, changes and social processes. Pre-Requisite: SOSC 111-O, SOSC 112-O

SOCI 213-O
Social Problems in Florida
3 Credits

This course focuses on discussion and analysis of the social problems that are most frequently present in society. The presentation of the themes to be discussed will be from a sociological perspective. Pre-Requisite: None

SOSC 101
Introduction to the Study of Social Sciences I
3 Credits

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

SOSC 102
Introduction to the Study of Social Sciences II
3 Credits

This course focuses on the study, research, and critical analysis of the concepts and methodology of the social sciences emphasizing the political and economic fields. Theories and proposals of economic and political problems that are fundamental in the contemporary world are integrated with an interdisciplinary approach. Pre-Requisite: SOSC 101
SOSC 111-O
Individual, Community, Government, and Social Responsibility I
3 Credits

This course focuses on the study of the civic, social, cultural and psychological elements of the individual in our society. Topics are stated in the context of the personal, interpersonal and social dimensions.

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

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

SOSC 250
Statistics in Social Sciences
3 Credits

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

Pre-Requisite: MATH 111

SOSC 258
Research Techniques in Social Sciences
3 Credits

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

This is an immersion Spanish course for undergraduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete undergraduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 295 or below will need to enroll in this course.

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

This course is designed for students who score between 0-40 percent on the SUAGM Spanish Placement Test. This course focuses on the development of oral and written basic skills. The development of these basic skills is achieved through the integration of a comprehensive approach using reading and interpreting contemporary college level textbooks in Spanish. The enrichment of vocabulary, correct grammatical rules for the Spanish language and critical language lab practice is incorporated in the course. This course requires the use of e-lab and/or the language lab.

SPAN 101
Introductory Spanish Language- Basic Level I
3 Credits

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

This course is designed for students who score between 61 to 80 percent on the SUAGM Spanish Placement Test. The course covers the history and evolution of the Spanish language. The course also covers the development of reading and writing skills, vocabulary enrichment, analysis of basic Spanish grammatical structures, and supplementary readings. This course requires the use of e-lab and/or the language lab.

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

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

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

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

**SPAN 201**  
**Business Spanish I**  
**3 Credits**

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

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

**SPAN 202**  
**Business Spanish II**  
**3 Credits**

This course will focus on the basic linguistic skills for the redaction of business documents. The composition of letters and business memos such as credit awards, claims, letters of appreciation, collection notices and other business documents as deemed necessary such as the search for employment. The students will also learn how to manage internal business documents. Pre-Requisites: SPAN 201
SPAN 215
Advanced Composition
3 Credits

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

SPAN 221
Introduction to Spanish Literature I
3 Credits

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

SPAN 250-O
Techniques for Writing in Spanish
3 Credits

This course will provide the essential tools needed to develop writing skills for letters, paragraphs, and essays in the Spanish language. Pre-Requisite: SPAN 115-O, SPAN 116-O
SPAN 255-O  
Spanish for Writing and Research  
3 Credits

This course concentrates on the study and analysis of Spanish readings and texts. The course will provide the necessary tools for the development of oral and writing skills as a stepping stone to advanced writing in the Spanish language.  
Pre-Requisite: SPAN 115-O, SPAN 116-O, SPAN 250-O

SPAN 500 (Graduate Level Students only who are English dominant or native speakers of English)  
Spanish Immersion  
0 Credits

This is a semi-immersion Spanish course for graduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the Spanish placement test Spanish Computer Adaptive Placement Exam (SCAPE) and receives a score of 295 or below will need to enroll in this course within the first semester of enrollment. This course requires the use of e-lab or the language lab.

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

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the SUAGM Spanish placement test and receives a score of 0-64 percent will need to enroll in this course within the first semester of enrollment. This course requires the use of e-lab or the language lab.
SPAN 502-O

Academic Writing for Graduate Students II

3 credits

A student who takes the SUAGM Spanish placement test and receives a score of 65 to 90 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments.

Students will learn how to make academic searches and properly use citations, footnotes, references, and so forth. 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 types of introductory and concluding paragraphs. This course requires the use of e-lab or the language lab. Pre-Requisite: None

SPED 101

Teacher Preparation in Special Education

3 Credits

This course covers the history of special education and its legal bases, the concept of inclusion and assistive technology, as well as the procedures to identify and to serve students with impairments. This course also covers a critical discussion of the legislative, judicial and present matters that belong to the special education process. Self reflection of personal and necessary professionals attributes for the work with students with impairments is emphasized. Evaluation of experiences designed to help in the learning of the students with impairments is integrated. It also covers the application, observations, analysis and development of assessment instrument and planning lessons; also, responsible use of technology.

Pre-Requisites: EDUC 171-O, EDUC 135-O
SPED 102
Assistive Technology and other Resources in Special Education
3 Credits

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

SPED 103
Learning Disabilities
3 Credits

This course emphasizes the study of concepts, theories, discipline standards, characteristics, and issues related to students who display specific learning disabilities. Analysis of foundation knowledge essential to understanding the nature and needs of individuals with learning disabilities and contextual influences, especially for pre- and in-service classroom teachers and related professionals is explored. The course also covers a reflection of recent developments and research findings, current issues, and the general structure of educational intervention programs. It also includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: EDUC 135-0, SPED 101
SPED 203
Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder
3 Credits

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

SPED 204-O
Nature, Needs and Behavior Modification in the Gifted Education Students
3 Credits

This course provides the opportunity for students to study the social, emotional, and cognitive characteristics of the gifted student. Analysis of the diverse programs and theories related to the education of this population is studied. Emphasis on the development of projects for the education of these students is given. Field observations experiences in schools specialized in the education of gifted students with talents. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: EDUC 135-0, EDUC 171-O, SPED 101

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

The course emphasizes on the application of music, theater, corporal movements, visual arts and other manifestations of the fine arts in the design of effective educational planning and strategies for special education students. Practice, case studies, curriculum development and field observation experiences are provided. This course
also covers the application, observations, analysis and development of assessment instruments and planning lessons; responsible use of technology. Pre-Requisite: SPED 101, EDUC 202-O, EDUC 204-O

SPED 207-O  
Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level  
3 Credits

This course covers the methodology, adaptations, and accommodation in the teaching of the sciences and math for the student of special education in the Elementary Level. Emphasis in the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of curriculum in sciences and math with attention to the individual differences. It focuses on the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-0, SPED 101, MATH 112, SCIE 112-O, EDUC 171-O

SPED 208  
Methodology, Adaptations, and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level  
3 Credits

This course covers the methodology, adaptations and accommodation in the teaching of the sciences and math for the student of special education in the Secondary Level. Emphasis in the application of instructional methods and techniques of teaching and learning is given. It also covers the development-design of curriculum in sciences and math with attention to the individual differences. Practice, case studies, curriculum development and field observation experiences are provided. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-0, SPED 101, MATH 112, SCIE 112-O, EDUC 171-O
SPED 210
Language Development and the Reading-Writing Process in the Special Education
Student I
3 Credits

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

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

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

SPED 215
Curricular Foundations for Special Education
3 Credits

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

**SPED 295**

Evaluation and Assessment in Students with Special Needs

3 Credits

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

**SPED 300**

The Brain and Learning

3 Credits

This course is an introduction to the study of the most recent research about neurophysiological phenomena that have bearing on learning. It also includes the analysis of the role played by cerebral activity in the different learning styles, especially learning disabilities at K-12 levels. Analysis of the curricular design that is most compatible with these neurophysiological phenomena is studied. It includes the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. Pre-Requisite: EDUC 135-0, EDUC 171-O, SPED 101, SPED 215
SPED 405
Teaching Practicum in Special Education
5 Credits

This course is the final stage of a practice field experience in which the candidate assumes the duties and responsibilities of a teacher in a specialized scenario. It offers the teacher candidate the opportunity to promote physical, emotional, social and intellectual development of children and youth in special education. Students work under the supervision of a regular teacher from an accredited school and a college supervisor appointed by the School of Education. It also covers the application, observations, analysis and development of assessment instruments and planning lessons; and responsible use of technology. The practicum in teaching 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 and must plan accordingly. Concurrent with SPED 406. Pre-Requisite: All Courses

SPED 406
Seminar on Teaching Practicum in Special Education
1 Credit

This course focuses on discussion, analysis and evaluation of the responsibilities and situations arising in the student teaching practice. This course is designed to enrich and complement the practicum experience. It includes application, observations, analysis and development of assessment instruments and planning lessons; also, responsible use of technology. Pre-Requisite: Concurrent with SPED 405

STMG 600
Leadership and Entrepreneurial Vision
3 credits

This course focuses on analysis of roles and styles of a leader as an agent of change through the articulation and construction of the organizations’ vision and mission. Human Resources Strategies for empowerment and its impact in the organizational culture are emphasized. Application of theoretical knowledge in relation to individual, interpersonal, and group behavior within the organization are studied. The course addresses the study of leadership and organizational behavior in a continuous changing environment.
STMG 601
Strategic Management
3 credits

This course focuses on analysis and application of concepts such as ethics and social responsibility. Evaluation and application of elements related to identifying opportunities and analysis of business strengths and weaknesses is emphasized. The application of the vision, mission, goals, and objectives for the development of strategies in the planning process is studied. Development of a strategic plan that includes identification and evaluation of alternatives for its control is required as part of the course. This course is targeted to the development and application of analytical skills related to strategic planning.

STMG 602
Technological Applications and Information Systems
3 credits

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

STMG 603
Entrepreneurial Communication
3 credits

The course focuses on analysis of effective skills for communication and presentations. Emphasis in knowledge and critical use of different techniques means and programs is integrated. The course evaluates different aspects of the communication process including audience, understanding the context, the receptor and the importance of feedback for an effective communication. This course also focuses on the study of theoretical and practical concepts for effective business communication.
STMG 604
Organizations and Global Economy
3 credits

The course studies the opportunities that the global economy offers to management. The course analyzes economic principles based on problem examination and the challenges represented on a globalized economy. It includes decision making on financial, economic, and stock market issues. It evaluates strategic opportunities and risks regarding organizational development in the global context.

STMG 608
Strategies for Change, Professional, and Entrepreneurial Development
3 credits

The course focuses on analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension, respect for diversity, and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture is integrated. Environmental and structural forces within the organization are a main topic of the course. The course appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

TESL 222-O
Methods of Teaching ESOL Students in Schools
3 credits

This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages, from grammar translation to audio-lingual and communicative approaches. Additionally, research-based successful classroom practices that address the needs of culturally diverse and language minority students will be analyzed. It addresses ESOL Endorsement State and TESOL Program Goals. The course is designed to provide students with information and skills concerning the education of students who have limited English proficiency (LEP) and recognizes the need for training in order to work with LEP students and focuses on cross cultural understanding and methods of teaching speakers of other languages. This is considered the ESOL anchored Course. This course must be taken before the student takes any other ESOL infused course. Pre-Requisite: ENGL 231-0
TESL 223-O
Applied Linguistics in ESOL
3 credits

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

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

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