

Sistema Universitario Ana G. Mendez
Universidad del Este's renewal application to operate as
an out-of-state institution in Maryland in accordance
with COMAR 13B.02.01

OOS Renewal

MARYLAND HIGHER EDUCATION COMMISSION
Application for Renewal Approval for Out-of-State Degree-Granting
Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address.
11006 Veirs Mill Road, Suite L-1, Wheaton, MD 20902

PROPOSED START DATE OF CONTINUED OPERATION. September 1, 2016
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Sistema Universitario Ana G. Méndez – Universidad del Este

Web Address: www.suagm.edu/une
www.suagm.edu/capitalareacampus

OPEID Code: 003941
U.S. Department of Education, Office of Postsecondary Education, ID Code – Title IV eligibility.

Chief Executives Officer: Alberto Maldonado-Ruiz, Chancellor

Mailing Address: PO Box 2010, Carolina, PR 00984-2010

Telephone: (787)257-7373 Email: ue_amaldona@suagm.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Ramón L. Nieves, Esq.

Title: Director Licensing and Accreditation

Mailing Address: 5575 South Semoran Blvd. Suite 505, Orlando, FL 32822

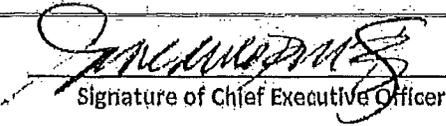
Telephone: (407) 207-3363, ext. 1889

Email: rlnieves@suagm.edu

Mobile: (407) 491-7645

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

MARCH 16, 2016 Date	 Signature of Chief Executive Officer
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Please Submit All Information to:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of up to 5 years?
 Yes, we wish to be approved for 5 years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. CHECK EACH ITEM AS ATTACHED.

Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1) See Attachment 1: 2015-2016 Catalog

Have your catalogs, other institutional publications, or awards changed since they were last submitted?
 Yes No If yes, please submit new copies.

Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional

Institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center. See Attachment 2: Copy of check # 20567580 for \$16,000.00. Check will be sent by FEDEX.

Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g) See Attachment 3: UNE MSCHE Statement of Accreditation

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

Registration as an Out-of-State Corporation. (Must accompany all renewals) See Attachment 4: Certificate of Good Standing dated February 1, 2016.

COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals) See Attachment 5: Certificate of Compliance with Fire and Safety Codes.

COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

Board of Trustees Resolution of Financial Solvency (Must accompany all renewals) See Attachment 6: Board of Trustees Resolution of Financial Solvency dated February xyu, 2016.

COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

Advertisements COMAR 13B.02.01.07D(3)(p) See Attachment #7: Advertisements.

Are there new advertisements in print format related to your programs in Maryland?

Yes No If yes, please provide copies of the new advertisements.

Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)

COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv) See Attachment 8: Teach-out Plan

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations (COMAR) 13B.02.01*. It must be completed for each proposed location.

1. Programs.

➤ **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Networking Engineering Technology	AS	Classroom	69	Yes
Electronic Engineering Technology	AS	Classroom	65	Yes
Hotel Management	BS	Classroom	121	Yes
Psychology	BS	Classroom	120	Yes
Health Services Management	BS	Classroom	123	Yes
Prekindergarten/Primary Education	BA	Classroom	130	Yes
Special Education	BA	Classroom	130	Yes
Educational Leadership	MS	Classroom	42	Yes
Public and Non-Profit Management	MPA	Classroom	36	Yes
Bilingual Education	MEd	Classroom	36	Yes
Administration of Adult Education	MS	Classroom	36	Yes

➤ **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Master in Social Work	MSW	Classroom	54	YES

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

Please see Attachment A-1: New Programs

- (c) Please provide a brief description of the student population to be served by the proposed new programs.

Please see Attachment A-1: New Programs

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Please see Attachment A-2: Educational Need

- (2) If the programs serve societal needs (include the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute society

Please see Attachment A-2: Educational Need

- (b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Please see Attachment A-2: Educational Need

- (c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program. Please see Attachment A-2: Educational Need

3. Administrative Staff. The out-of-State Institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

See Attachment A-3 – Administrative Staff Changes, organizational chart

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

See Attachment A-3: Administrative Staff Changes, the resumes for all new staff at the Capital Area Campus.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

We have new Faculty, as well as Faculty that is no longer teaching. Please see Attachment A-4: Faculty Changes for an updated list.

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications. See Attachment A-4 – Faculty Changes for curriculum vitae/resumes for each new faculty member.

5. **Library Resources.** Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

LIBRARY RESOURCES

The Capital Area Campus Learning Resources Center (LRC) includes:

-A physical collection of 3,007 volumes of textbooks and reference materials to support courses and the learning process.

-Access to a collection of more than 80,000 electronic books available through the SUAGM institutional virtual libraries

-Access to databases with more than 2,000,000 documents, scholarly and peer reviewed publications

-A total of 39 computer workstations for students to access the virtual libraries

-Online access to institutional e-lab that includes online language development software, online tutoring (English, Spanish, Mathematics, Business) and tutorials for use of all LRC resources

Bibliographic Instruction: Bibliographic Instruction is a very important part of the teaching-learning process at the CAC. Students and faculty are oriented to the different electronic resources available as soon as possible. New students have a "Welcome orientation" where the LRC personnel take active part in instruction them on how to visit and use the Virtual library resources, Web mail, Office 365 and Blackboard. Also the LRC specialist has an active role in the Attitude Development and University Adaptation course. Bibliographic Instruction sessions are offered either on a one-on-one basis or as part of in-class instruction coordinated by the course instructor. To increase awareness of our electronic resources the LRC personnel, coordinates visits with faculty to demonstrate the learning resources available according to the course's specific needs or assignment. A schedule of workshops has been developed in order to make students, faculty and staff members aware of the different electronic resources available for searching.

Library Description

The CAC provides access to information resources to all members of our academic community, students, faculty and administrative staff. The physical collection in Spanish and English support the dual language immersion program. The library has a complete automated system that provides access to the materials available in all of the three libraries of the SUAGM. All SUAGM's branch campuses and university centers are part of the ILS and have the use of inter-library loans of materials available to all the students of the universities of SUAGM. We have inter-library loan agreements with the Library of Congress for our full time faculty. A virtual library is also available for students through an online public access catalog <http://bibliotecas.suagm.edu>. The library provides seating areas for individual study, facilities for small study groups, computers, and access for students' personal laptops.

6. **Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

(a) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?
 Yes No How will it make this available to its students at the proposed instructional site?

If this statement is in the Catalog you submitted with the application, please indicate the page number: _____. If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? Yes No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Facilities information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance. Use and Occupancy Certificate and Montgomery County, MD Fire Code Enforcement Section Permit included in Attachment 5.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

(a) Describe the office (and conference) space available to full and part-time faculty and administrators.

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

Accreditation



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

SISTEMA UNIVERSITARIO ANA G. MENDEZ UNIVERSIDAD DEL ESTE

P. O. Box 2010

Carolina, PR 00984-2010

Phone: (787) 257-7373; Fax: (787) 776-1220

www.suagm.edu/une

Chief Executive Officer: Mr. Alberto Maldonado-Ruiz, Esq., Chancellor
System: Sistema Universitario Ana G. Mendez Central Office
 Dr. José F. Mendez, President
 PO Box 21345
 Rio Piedras, PR 00928
 Phone: (787) 751-0178; Fax: (787) 766-1706

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 12198 Undergraduate; 1133 Graduate
Control: Private (Non-Profit)
Affiliation: None
Carnegie Classification: Master's - Larger Programs
Approved Degree Levels: Postsecondary Award/Cert/Diploma (≥ 1 year, < 2 years), Associate's, Bachelor's, Master's;
Distance Education Programs: Not Approved

Accreditors Recognized by U.S. Secretary of Education: Teacher Education Accreditation Council, Accreditation Committee

Other Accreditors: 1. Accreditation Commission for Programs in Hospitality Administration (ACPHA) 2. American Culinary Federation Education Foundation (ACFEF) 3. Accreditation Council of Business Schools and Programs (ACBSP) 4. International Association for Continuing Education and Training (IACET) 5. Council on Social Work Education (CSWE)

Instructional Locations

Branch Campuses: Dallas Branch Campus, Dallas, TX; Metro Orlando University Center, Orlando, FL; South Florida University Center, Miramar, FL; Tampa Branch Campus, Tampa, FL; Westfield Wheaton Shopping Center, Wheaton, MD

Additional Locations: Cabo Rojo Off-Campus Center, Cabo Rojo, PR; Capital Area Campus, Washington, DC; Santa Isabel Off-Campus Center, Santa Isabel, PR; Universidad del Este en Arecibo, Arecibo, PR; Universidad del Este Barceloneta Off-Campus Center, Barceloneta, PR; Yauco Off-Campus Center, Yauco, PR

scheduled for 2014-2015.

October 27, 2014: To acknowledge receipt of the substantive change request. To include provisionally the branch campus at 2998 N. Stemmons Freeway, Dallas, Texas 75247 within the scope of the institution's accreditation pending a site visit within six months of the commencement of operations and effective upon receipt of state approval. The Commission requires written notification within thirty days of the commencement of operations at this branch campus. In the event that operations at the branch campus do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2014-2015.

January 5, 2015: To acknowledge receipt of documentation of approval from the Texas Higher Education Coordinating Board and to provisionally include the Dallas branch campus at 2998 N. Stemmons Freeway, Dallas, Texas 75247 within the scope of the institution's accreditation pending a site visit within six months of the commencement of operations.

Next Self-Study Evaluation: 2024 - 2025

Next Periodic Review Report: 2020

Date Printed: March 29, 2016

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy Accreditation Actions.

Course descriptions from the College's catalog

Attachment A-1: New Programs

Sistema Universitario Ana G. Méndez—Universidad del Este (UNE)

Master of Social Work (MSW)

(a) New Program Proposed:

Master of Social Work (MSW) based on a model that will train *Dual Language Professionals* in social work to serve Hispanics in Maryland and the United States. The Council of Social Work Education (CSWE) accredited program consists of 54 credits and will be the first of its kind in Maryland and the U.S.

Capital Area Campus (CAC)

Since our opening in 2011, the Capital Area Campus (CAC) located in Wheaton has served the community and provided a bridge for professional advancement to Hispanic adults in the state, the nation and Latin America.

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

A graduate of Universidad Del Este, Master in Social Work (MSW) at the Capital Area Campus is expected to be a *Dual Language Professional* who demonstrates professional competencies, confidently, in their field of study in Spanish and English.

UNE's School of Human and Social Sciences

The MSW program proposed for CAC will be part of The School of Human and Social Science (SHSS). SHSS offers in Puerto Rico four bachelor's degrees (social work, psychology, criminal justice and communications) and two master degree programs: social work and criminal justice. SHSS has a faculty of 47 full time members, ten of which are assigned to the Department of Social Work. The part time faculty at this school reaches close to 120 members.

Program Goals and Professional Competencies

The Department of Social Work goals are:

Goal 1: To prepare students for beginning and advanced social work practice and careers.

Goal 2: To promote social justice and social change.

Goal 3: To advance the knowledge base of social work.

Goal 4: To serve as a resource for the communities close to our main campus and off-campus sites.

UNE's graduate program in social work has identified twelve (12) competencies that will be central to the professional development of the students. These competencies are:

1. Identify as a professional social worker and conduct as one accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
- 11: Offer mental health trans-disciplinary holistic services to individuals, families and small groups.
- 12: Promote the quality and the accessibility of mental health services for underserved populations

(b) Description of the Curriculum

The MSW degree will require the satisfactory completion of 54 credits divided into 27 credits of foundation, 21 credits of specialization, 12 credits of an elective secondary specialization and 6 credits in elective courses. The program includes the practicum and internship experiences necessary to apply for social work licenses in the States and territories of the U.S.

In **Exhibit A**, we present details of the competencies, courses objectives for each component of the curriculum and the practice behavior taught and assess.

**SISTEMA UNIVERSITARIO ANA G. MENDEZ
UNIVERSIDAD DEL ESTE
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: SOCIAL WORK
CREDENTIAL ISSUED: MASTER IN SOCIAL WORK (MSW)
DEGREE REQUIREMENTS**

FOUNDATION COURSES (27 Credits)

COURSES/DESCRIPTIONS	CRS	TR	UNE	PRE-REQUISITE
SWGR 504-O Social Policy Analysis	3			
SWGR 505-O Human Diversity and Social Justice	3			
SWGR 506-O Social Work with Individuals and Families	3			
SWGR 507-O Social Work with Groups and Communities	3			
SWGR 510-O Research Design	3			
SWGR 601-O Theories and Models of Human Development and Behavior I	3			
SWGR 606-O Theories and Models of Human Development and Behavior II	3			
SWGR 555-O Social Work with Seminar and Field Practicum I	6			
SWGR 670-O Comprehensive Exam (1 st part)	0			

SPECIALIZATION COURSES (21 Credits)

SWGR 602-O Clinical Intervention I	3			
SWGR 607-O Clinical Intervention II	3			
SWGR 511-O Research Analysis	3			
SWGR 655-O Social Work with Seminar and Field Practicum II**	6			
SWGR 665-O Social Work with Seminar and Field Practicum III**	6			
SWGR 670-O Comprehensive Exam (2 nd Part)	0			

SUB-SPECIALIZATION IN ADMINISTRATION (12 Credits)

SWGR 610-O Management of Social Services	3			
SWGR 613-O Administration and Supervision of Human Resources	3			
SWGR 615-O Evaluation of Social Services and Programs	3			
SWGR 628-O Budgeting and Finances for the Social Sector	3			

SWGR 632-O Social Policy Design and Program Development	3			
ELECTIVE COURSES (Select 6 credits)				
SWGR 604-O Social Work and Mental Health	3			
SWGR 620-O Adult and Elderly Development	3			
SWGR 623-O Drug and Substance Abuse	3			
SWGR 616-O Violence and Society	3			
SWGR 627-O Mental Health Services and Policies	3			
SWGR 625-O Psychopharmacology and Social Work	3			
TOTAL NUMBER OF CREDITS	54			

*Language skills in English and Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences, professional tests and licensing requirements.

COURSE DESCRIPTIONS

Foundation Courses

SWGR 504 Social Policy Analysis

3 credit

This course consists of a systematic analysis of the development of the social policies that impact the Social Work field in the United States. It promotes a critical analysis of the political, social, cultural and economic contexts that influence these policies. It supports the acquisition of theoretical and practical knowledge of the design, implementation and evaluation processes of social welfare policies. The course encourages the use of practice-based research to achieve positive action towards the goal of social justice and equality.

SWGR 505 Human Diversity and Social Justice

3 credits

This course is directed to the study of human diversity and to promote cultural competence among advanced social work students. Students will analyze and evaluate the concepts of human diversity, discrimination, oppression, economic and social inequalities and social justice. Racism, sexism, heterosexism, homophobia, religious fundamentalism, ethnocentrism, classism, ageism and disability status are examined. Strategies are discussed and applied to mitigate the social injustices that affect Puerto Rican society. Students will develop self-awareness of their own social and cultural identities and how it affects their professional relationship with participants.

SWGR 506 Social Work with Individuals and Families

3 credits

Introductory course that presents the historical and theoretical foundation of Social Work, its values, and the skills required to serve and work with individuals and families. It promotes a critical analysis and evaluation of the principal models that explain the person's functionality within the environment from a bio-psycho-social perspective. Analyses the Social Worker's role and instill in the students the commitment to work with diverse populations. It allows the development of knowledge of the specific models of intervention. Systemic elements are discussed such as injustice, inequality, racism, discrimination and violence, and their impact on individuals and families. The course explores the different codes of ethics that guide social workers and the legal considerations inherent in the profession. It, also, introduces students to the importance of conducting practice based on research evidence and conducting research on professional interventions and practice.

SWGR 507 Social Work with Groups and Communities

3 credits

The course explores the process of formation, maintenance, and evolution of groups, communities and organizations as social entities from a Social Work perspective. Attention is given to the unique structural characteristics that make up these entities and their roles in the promotion of systemic and structural changes that advance justice and equality. The course addresses the theoretical framework and develops the professional competence to work with groups, communities and organizations. It also examines the socio-economic, political, and cultural aspects as well as the role of minorities in group, community and organizational processes. Focus is placed on the social worker's commitment with social justice, equality and respect for human rights. In order to maximize the opportunity of oppressed and alienated groups to participate in the social life and economy of today's society. It emphasizes the ethical and legal responsibility of the professional social worker towards these populations.

SWGR 510 Research Design

3 credits

This course deals with the methodology of designing scientific social research; It discusses quantitative and qualitative concepts and procedures applying them to the practice of social work. The topics include research development, theoretical approaches, ethics in research, and elements of diversity in the investigation, the discussion comparison and application of quantitative and qualitative designs, samplings, the elaboration of research tools and data and information gathering. It facilitates skill development and fundamental knowledge for the design and completion of research in social work.

SWGR 601 Theories and Models of Human Development and Behavior I

3 credits

This is the first of two courses that introduce students to models and theories of human behavior and development. This course covers the early span of development, from conception through adolescence. Students are required to critically analyze the implications of these models for Puerto Rican society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

SWGR 606 Theories and Models of Human Development and Behavior II

3 credits

This is the second of two courses that introduce students to models and theories of human behavior and development. This course covers the later span of development, from young adulthood to death. Students are required to critically analyze the implications of these models for Puerto Rican society. The most recent research and its application to the diverse populations served by the field of Social Work are examined.

Specialization courses

SWGR 602 Clinical Intervention I

3 credits

This course is part of advanced component of the curricular model. This is intended to aid to the students, therapeutic skills in the context of clinical social work based on the theoretical and practical components aimed at intervention with individuals, families, couples and groups. The approach is aimed at the development of skills through analysis and application of established models, therapeutic techniques, treatment plans and also by identification of various mental disorders in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) for precise diagnostics. Several aspects that relate to the environmental and psychosocial functioning in which humans operate are taken into account. Moreover, analysis of the various roles of the social work professionals' functions and activities as well as the personal traits or qualities necessary to facilitate the process and the various clinical intervention strategies is taken into consideration. Similarly, it's intended that students develop the skills necessary to identify the strengths and the importance of prevention promotion in order to achieve improved psychosocial functioning. Students are expected to take into account legal ethics, human diversity and culture to identify the needs, problems and concerns that require attention during clinical intervention.

SWGR 607 Clinical Intervention II

3 credits

This course is part of advanced component of the curricular model. It's designed to continue developing in the student the clinical intervention skills required for the social work field. It also enables students to correctly identify the proper selection of the

theoretical model and therapeutic intervention techniques considering the target population. It emphasizes on the analysis of various mental disorders and the situations presented by the participants with the purpose of enabling students to develop effective treatment plans. Provides attention to the discrimination that can occur when an individual is diagnosed with a mental disorder, such as their needs and limitations to human services. Students are expected to further develop the skills in identifying needs, problems and concerns that require attention during clinical intervention.

SWGR 511 Research Analysis

3 credits

This is the second part of the 6 credits course centralized in the scientific social investigation in Social Work. It deepens the elements of quantitative and qualitative data analysis as well as the preparation of reports with analyzed data and their conclusions. Among the topics are the techniques for data gathering, validation criteria, reliability and quality in research, data processing and presentation, and the use of programs for quantitative and qualitative analysis. Importance of protection of human subjects and diversity in populations is discussed.

Electives in Specialization: Clinical Social Work

SWGR 604 Social Work and Mental Health

3 credits

This course is directed to the analysis and evaluation of the role, function, as well as the social, ethical and legal responsibility of the clinical social worker that provides services to clients that present mental health problems. It focuses on the concepts of mental illness, the elements involved and the factors that influence the development of mental conditions from a biological, systemic and holistic perspective. The course explores the more common mental conditions, their etiology, and prevalence, and the methods of prevention and treatment in accordance with the DSM IV-TR as a tool in the diagnosis of mental illness.

SWGR 608 Psychopathology, Human Behavior and Social Environment

3 credits

The course examines the history of mental health in the U.S. in its sociocultural context and evaluation of different approaches to studying psychopathology. Student is expected to classify mental disorders, identify its causes, categories, symptoms, severity level, time and specific criteria for effective clinical diagnoses. It is important to analyze the factors that influence the development of mental conditions from a biological, psychological, social and spiritual perspective to a systemic and holistic approach. Likewise, the relationship between human behavior and social environment. The course explores some of the most common mental conditions, their etiology and prevalence, prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders, as a diagnostic tool for the social worker. The student is directed to the

evaluation of the functions, roles and social responsibility as well as the contrast of the ethical and legal aspects of the social worker in clinical practice.

SWGR 616 Violence and Society

3 credits

This course examines the nature and causes of violence in society, and how its manifestation contributes and perpetuates violence on an interpersonal and interfamilial level. A diversity of manifestations of violence will be examined from macro- and micro-system perspectives. Students will also research and examine the systemic and ecological aspects that perpetuate oppression, inequality, and social injustice, and how these affect human and social group behavior and development. Particular focus is placed on the acquisition of the knowledge to identify and assess risk factors, and on the research skills to evaluate, compare, and contrast 102 different prevention and treatment alternatives. In addition, the course will look at case studies that particularly reflect Hispanic reality, taking into account the ethical and legal elements that affect social worker's interventions.

SWGR 620 Adult and Elderly Development

3 credits

This course focuses on the acquisition of knowledge and skills for interventions with adults. It explores factors that promote wellbeing and prevent illness and disorders in adults and the elderly. Bio-psycho-social theories of aging, the impact of health disorders on individuals and family members, and the relationship of race, gender, ethnicity, sexual orientation, and social class to health will be presented.

SWGR 623 Drug and Substance Abuse

3 credits

This course will address current theories on the use, abuse, and chemical dependency of psychoactive drugs and alcohol. It also evaluates the social worker interventions with populations that face these addictions. The significance of drugs such as caffeine, nicotine, cocaine, opiates, hallucinogens, inhalants, marijuana, amphetamines, sedatives, and alcohol will be discussed according to their classification in the DSM IV-R. On the other hand, theoretical intervention models with active populations will be identified in the use, abuse or dependency of psychoactive drugs and alcohol as well as rehabilitation and relapse prevention services.

SWGR 625 Psychopharmacology and Social Work

3 credits

This course has a clinical and orientation to practice. The aim is to examine the interaction and impact of psychopharmacological medication as part of treatment of mental health patients. Clinical practice of social work includes the acquisition of knowledge of psychotropic medications, and how they interact with the treatment plan. An integral part

of this course is to focus on the design of treatment plans through the use of technology resources, recent research related to therapeutic interventions with families and patients.

SWGR 627 Mental Health Services and Policies

3 credits

The course discusses the historical development of the mental health services in United States. It analyzes the public policies, regulations and the administration of the mental health services, together with the programs, promotional services, prevention, treatment and rehabilitation of children, adolescents and the adult population. The relationship between the governmental sector, private providers, insurers and community based organizations for the provision of mental health services will be discussed. The impact of federal laws and the financial mechanism for the provision of mental health services will be critically examined. The course will also analyze the stigmatization affecting mental health patients as a human rights and social justice issue.

Seminar and Field Practicum

SWGR 555 Social Work with Seminar and Field Practicum I

6 credits

The course corresponds to the foundation component of supervised social work generalist practice at the graduate level. It provides training experience in direct service and intensive supervision focused on the importance of acquiring generalist intervention skills with individuals, groups, families, communities and organizations. It is expected that students can consolidate their Universidad del Este's MSW education at this level based on the foundation of social work given the systemic multiplicity, diversity, equity, welfare and social justice of the client system. In the early stages of the course the social workers in training, within their practice scenario, should analyze, contrast and evaluate individual idiosyncrasy versus the professional role and how to harmonize them, considering the ethical and legal issues which frames their execution. The course encourages students to achieve mastery of the practice scenario, applying their understanding of the services' philosophies, institutional policies and procedures, applying intervention skills under the generalist model, evaluating the relationship of human behavior and their environment from an ecosystems perspective. In addition, the course allows for the integration of social research conducted by students in the practice scenario and in the practice seminar in social work where students attend three hours a week.

SWGR 655 Social Work with Seminar and Field Practicum II

6 credits

The course corresponds to the advanced curriculum in clinical social work. Allows students to contrast generalist social work and clinical social work and discusses values, ethical and legal issues in professional practice. It is expected that students develop

clinical and therapeutic skills for the identification of psychosocial problems on the client system. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. At this stage it is expected that students, within the practice scenarios, should analyze, contrast and evaluate the intra-psychic world and ecosystem factors in the client system, in order to identify problems, diagnose, select models and therapeutic techniques to guide the design of clinical interventions. The course encourages students to achieve integration of evidence-based practices in the intervention with the client and practice communication strategies with different professionals. In turn, students should reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

SWGR 665 Social Work with Seminar and Field Practicum III

6 credits

The course corresponds to the advanced curriculum in clinical social work. It provides students the opportunity to continue their development of advanced diagnostic skills, design and implementation of therapeutic interventions with the client system. The course emphasizes effective utilization of the DSM-IV-TR for the diagnosis of mental health conditions and the identification of psychosocial problems by the client system and clinical conceptualization, guided by the design and implementation of the treatment plan. From this perspective, students will demonstrate practice behaviors and skills in the clinical area to assess human behavior and its relationship with the social environment on the client system for objective clinical analysis of the various situations presented. During this course it is expected that students integrate their knowledge, values and skills expected for the advanced level in social work. The course is designed to strengthen professional identity and strengthen the commitment of the student to work with individuals and groups providing emphasis on intervention with families and couples, by applying appropriate models and therapeutic techniques. In addition, the course encourages students to achieve integration of evidence-based practices in the intervention with the client and to communicate with different professionals. Students must reflect on their role and performance to identify strengths and limitations in the training process. In the seminar, where students attend three hours a week, they should evaluate the use of supervision and consultation in social work practice.

Comprehensive Exam

SWGR 670 Comprehensive Exam I

0 credits

The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are: SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601, SWGR 606 and SWGR 555. The exam is divided in three areas: a) research, b) foundation c) generalist practice.

SWGR 671 Comprehensive Exam II

0 credits

The comprehensive exam II is an individual exercise course covering the master's degree specialization courses, these are: SWGR 511, 602 SWGR, SWGR 607, SWGR 655 and SWGR 665. The exam is divided in three areas: a) research, b) specialty c) advance practice.

Specialization in Social Administration

SWGR 610 Management of Social Services

3 credits

Study of management theories and models related to non-profit management, specifically social service agencies and community organizations. The course will cover topics such as: governing structures, administrative leadership, policy development, program planning and development, human resources, fund raising, budgeting, marketing strategies, community organizing and program evaluation, among others.

SWGR 613 Administration and Supervision of Human Resources

3 credits

Analysis of how social services administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring and supervision among others will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, and community research.

SWGR 615 Evaluation of Social Services and Programs

3 credits

This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services. In this course students will analyze and evaluate the principles and the most commonly recognized theories of evaluation of social programs and services, as well as how to implement them in their agencies. This course will include the analysis and evaluation of theories and models as well.

SWGR 628 Budgeting and Finances for the Social Sector

3 credits

This course is intended for students that aspire to manage a social service agency or program. It provides a basic understanding of the following non-profit management

concepts: fiscal policies, accounting systems, budgets, internal controls, financial statements, financial planning and analysis, cash management, among other relevant topics. Students will be exposed to case studies to apply the concepts and to make financial and budgeting decisions for the benefit of the organization or agency.

SWGR 632 Social Policy Design and Program Development

3 credits

Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment. Students will learn the analytic skills associated with the development of policies that give specification to human service systems, as well as the skills associated with facilitating the enactment of these policies. Applicable local laws and their process will be discussed. This course will utilize varied teaching methods including but not limited to lectures, audiovisual presentation, field outings and conferences.

(c) Student Population to be served by the proposed new program

In alignment with CAC particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual language Master's in Social Work (MSW) program will attract the following groups of students in the state (although it may be of interest to other student populations as well):

1. Hispanic working adults who pursue a career in social work and need to improve English language proficiency.
2. Adults working full-time in local government agencies with responsibilities in Hispanic community outreach and provision of services.
3. Hispanic adults pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus on social services.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students with coursework in social work, psychology, and other disciplines.
5. Military personnel both overseas and stateside with responsibilities for providing social services to military families and service men and women.

EXHIBIT A

Master in Social Work (MSW) Course code, title & objectives

Course code and title	Course objectives
FOUNDATION COURSES	
SWGR 504-O (3 CRS) Social Policy Analysis	<ol style="list-style-type: none"> 1- Examine the historical, political, social, cultural and economic contexts of social policies in the U.S. 2- Examine the role of the state and international bodies in the formulation of social policies at the local level. 3- Analyze different forms of societal oppression and its impact on social policy. 4- Compare and contrast various policy analysis models. 5- Examine Social Work's role in the development of social policies. 6- Evaluate a selected social policy from the standpoint of social work values, ethics and principles.
SWGR 505-O (3 CRS) Human Diversity and Social Justice	<ol style="list-style-type: none"> 1- Analyze diverse human expressions and their relevance in the social work intervention. 2- Evaluate using theoretical models, the structural deficit of power and economic, cultural and psycho-social resources that characterize minority or vulnerable groups. 3- Demonstrate cultural competence in working with the disadvantaged, minority, ethnic groups and other vulnerable populations. 4- Recognize the influence of personal values in the intervention with diverse populations. 5- Articulate ethical principles in the analysis of social problems affecting vulnerable populations.
SWGR 506-O (3 CRS) Social Work with Individuals and Families	<ol style="list-style-type: none"> 1- Demonstrate knowledge of the historical foundation and the present state of the Social Work profession. 2- Apply the values of the profession including the appreciation of human diversity, the promotion of human rights, as well as social and economic justice for all members of society. 3- Commit to the application of ethical principles that govern professional practice. 4- Apply critical thinking skills in order to inform and communicate oral and written professional judgments. 5- Utilize empathy and interpersonal relation skills in the professional relation with individuals and families. 6- Develop awareness of how the socio-economic, cultural, and political elements impact the functioning of individuals and families. 7- Analyze and comprehend the theoretical frameworks and models of intervention used with individuals and families. 8- Understand the importance of measuring the effectiveness of Social Work interventions. 9- Acquire knowledge of recent research related to Social Work with individuals and families.

EXHIBIT A

Course code and title	Course objectives
SWGR 507-O (3 CRS) Social Work with Groups and Communities	<ol style="list-style-type: none"> 1- Demonstrate knowledge and the capacity for critical analysis in relation to the historical evolution and processes of Social Work with groups, communities and organizations. 2- Examine the theoretical perspectives on groups, communities and organizations to current society. 3- Develop skills to work with social groups as tools for social action and change. 4- Demonstrate skills in the application of the social worker's role in interventions with groups, communities and organizations. 5- Apply communication and critical thinking skills when formulating professional judgments. 6- Understand the ethical principles that regulate the professional practice of Social Work with groups, communities and organizations. 7- Utilize evidenced based practice in order to work with groups, communities and organizations.
SWGR 510-O (3 CRS) Research Design	<ol style="list-style-type: none"> 1- Develop knowledge and skills on quantitative and qualitative research. 2- Demonstrate the ability to identify problems that require investigation. 3- Demonstrate dominance of the fundamental methods and designs in research. 4- Obtain and support ethical stances in the research design. 5- Formulate adequate designs to approach the problems investigated. 6- Demonstrate the application of measures to protect the human subjects in the investigation 7- Develop objective and supported documentation skills from primary sources in literature.
SWGR 555-O (3CRS) Social Work with Seminar I	<ol style="list-style-type: none"> 1- Demonstrate knowledge and understanding of the practice scenario regarding their social function and established procedures for the provision of services. 2- Integrate knowledge and skills of generalist practice intervention for becoming an effective social worker at the micro, mezzo and macro level. 3- Implement and evaluate the framework and tools of Generalist Social Work to intervene successfully with diverse populations. 4- Communications skills, writing and interview techniques through interventions and case discussions.

EXHIBIT A

Course code and title	Course objectives
SWGR 555-O (3CRS) Social Work with Practicum I	<ol style="list-style-type: none"> 1- Recognize the vision, mission, values and purposes of the supervised practice scenario. 2- Examine the organizational structure, policies and human resources that are providing services to the clientele in the practice scenario. 3- Demonstrate an effective relationship with clients, peers, and employees of the supervised practice center. 4- Design a timely work plan for interventions with clients as well as the production of documents and information requested. 5- Use supervision and consultation as a tool to maximize job performance, demonstrating the application of the recommendations received in the process. 6- Analyze the dimensions of the ethical and legal aspects of social work, the limits of confidentiality and the proper handling of client records. 7- Demonstrate professional skills for generalist social work interventions as they relate to human and cultural diversity of the client system. 8- Justify interventions with the client using the theoretical frameworks that generalist social work provides.
SWGR 601-O (3 CRS) Theories and Models of Human Development and Behavior I	<ol style="list-style-type: none"> 1- Examine the principal theories on human development from conception through adolescence. 2- Recognize how systemic and ecological factors influence the development and behavior of human beings. 3- Apply theories of human development in the analysis and conceptualization of client's situations. 4- Examine models for healthy mental and emotional development for children and adolescent. 5- Criticize the conceptualization of the Hispanic personality in the scientific literature. 6- Apply social work ethical principles in the utilization of theories and models with diverse populations.
SWGR 606-O (3 CRS) Theories and Models of Human Development and Behavior II	<ol style="list-style-type: none"> 1- Examine the principal theories on human development from young adulthood through death. 2- Apply theories of human development in the analysis and conceptualization of clients' situations. 3- Examine models for healthy mental and emotional development for young adults to the elderly population. 4- Criticize the conceptualization of the Hispanic personality in the scientific literature. 5- Apply social work ethical principles in the utilization of theories and models with diverse populations.
SWGR 670-O (0 CRS) Comprehensive Exam (1st part)	<p>The comprehensive exam I is an individual exercise course covering the master's degree foundation courses, these are: SWGR 504, SWGR 505, SWGR 506, SWGR 507, SWGR 510, SWGR 601, SWGR 606 and SWGR 555.</p>

EXHIBIT A

Course code and title	Course objectives
SPECIALIZATION COURSES	
SWGR 602-O (3 credits) Clinical Intervention in Social Work I	<ol style="list-style-type: none"> 1- Develop awareness of the concept of therapeutic alliance in the process of clinical intervention. 2- Encourage and sustain the ethical issues, the principles of privacy and confidentiality of participant information. 3- Develop intervention skills based on clinical social work methods. 4- Develop and refine effective communication skills, such as interview techniques in the process of clinical intervention with individuals, couples, families and groups. 5- Develop the skills in clinical conceptualization and diagnosis. 6- Understand and apply models and theories of human behavior in the process of clinical intervention. 7- Implement the treatment plan supported by one or more of the therapeutic models. 8- Proper use of the Diagnostic and Statistical Manual of Mental Disorders, Text Revised (DSM-IV-TR), to guide clinical practice for effective clinical diagnosis. 9- Promote students' critical analysis related to human and cultural diversity in respect to prejudice, stigma and ethical and moral principles in the best interest of the participant. 10- Refine professional language skills and vocabulary to effectively communicate clinical judgments. 11- Prove commitment to the implementation of evidence-based practices and the development of clinical intervention research.
SWGR 607-O (3 credits) Clinical Intervention in Social Work II	<ol style="list-style-type: none"> 1- Apply ethical principles of the profession to guide practice. 2- Educate students in the importance of basing clinical intervention in research. 3- Evaluate the effectiveness of various therapeutics models and intervention to explain and facilitate the emergence of adaptive behaviors in the client system. 4- Demonstrate clinical skills in using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) in establishing diagnosis, intervention and evaluation with individuals, groups and families. 5- Use and highlight the need for the multiaxial diagnostic system in clinical intervention with children, adolescents and adults. 6- Exhibit proficiency in conceptualization and clinical diagnosis. 7- Know the pharmacology related to the treatment of various mental disorders. 8- Apply critical thinking skills to inform and communicate clinical professional judgments.

EXHIBIT A

Course code and title	Course objectives
<p>511-O (3 credits) Research Analysis</p>	<ol style="list-style-type: none"> 1- Develop knowledge on the application of research in the social work profession. 2- Refine skills for research data collection. 3- Demonstrate the ability to critically analysis quantitative and qualitative results in the social sciences and in social work. 4- Demonstrate the ability to critically analysis quantitative and qualitative results in the social sciences and in social work. 5- Develop skills to interpret and Analysis descriptive statistics. 6- Demonstrate dominance in the use of programs in statistical analysis. 7- Understand the basic application, interpretation and presentation of the statistical inference. 8- Understand and apply diverse methods of qualitative analysis. 9- Document findings of analysis of quantitative and qualitative analysis.11. Demonstrate sensitivity to human diversity on issues related to the interpretation and dissemination of research results.
<p>SWGR 655-O (6 credits) Social Work with Seminar and Practicum II*</p>	<p style="text-align: center;"><u>SEMINAR</u></p> <ol style="list-style-type: none"> 1- Analysis the standards of clinical social work and related concepts. 2- Apply ethical and legal principles related to the profession of social work with individuals and groups therapeutic interventions. 3- Select appropriate interview techniques for gathering information in the clinical evaluation and the screening process. 4- Evaluate the indicators or symptoms of possible diagnoses, problems or social emotional situations, affecting the functioning of the client system. 5- Apply therapeutic models and techniques and select evidence based practices that serve to explain the problem on the client system and to promote therapeutic change. 6- Develop psychosocial assessments with individuals, formulating clinical diagnoses consonant with the DSM-IV-TR and identify situations that direct the treatment plan with the client. 7- Design clinical conceptualizations applying therapeutic models according to diagnoses or problems identified in the client system. 8- Implement treatment plans directed to the focus of intervention according to the established diagnosis or problems identified in the psychosocial evaluation of individuals and groups. 9- Apply effectiveness models for professional practice in social work. <p style="text-align: center;"><u>PRACTICUM</u></p> <ol style="list-style-type: none"> 1- Contrast personal and professional experience. 2- Identify and evaluate problems or social emotional situations affecting the client system. 3- Analysis psychosocial assessments with individuals consistent with the DSM-IV-TR, and other diagnostic tools considering the developmental stages of the client system.

EXHIBIT A

Course code and title	Course objectives
	<ul style="list-style-type: none"> 4- Apply therapeutic models and techniques taking into account the stages of human development aimed at addressing the problems in the intervention process in ways that promote therapeutic changes in the client system. 5- Implement intervention plans in accordance with established diagnoses or problems identified in the psychosocial evaluation process with individuals and groups. 6- Integrate evidence based practices in the intervention and treatment plans with the client system. 7- Design and implement therapeutic groups according with the diagnoses or problems identified for achieving change in the client system. 8- Integrate with various professionals in interdisciplinary and multidisciplinary teams to successfully implement intervention strategies. 9- Strengthen the skills of working in multidisciplinary and interdisciplinary teams related to therapeutic interventions. 10- Contrast alternatives to improve mental health services for the population served. 11- Analysis the use of supervision and consultation in the practice scenario for professional development.
SWGR 670-O (0 credits) Comprehensive Exam (2ND Part)	The comprehensive exam II is an individual exercise course covering the master's degree specialization courses, these are: SWGR 511, 602 SWGR, SWGR 607, SWGR 655 and SWGR 665.
SUB SPECIALIZATION IN ADMINISTRATION	
SWGR 610-O (3 credits) Management of Social Services	1- Study of management theories and models related to non-profit management, specifically social service agencies and community organizations.
SWGR 613-O (3 credits) Administration and Supervision of Human Resources	1- The course will present ways to develop health and viable workplace environments for employers and employees. Staff recruitment, hiring and supervision among others will be discussed.

EXHIBIT A

Course code and title	Course objectives
SWGR 615-O (3 credits) Evaluation of Social Services and Programs	1- This course will cover the theoretical and practical analysis and evaluation of the models and theories for the evaluation of social programs and services.
SWGR 628-O (3 credits) Budgeting and Finances for the Social Sector	1- This course is intended for students that aspire to manage a social service agency or program.
SWGR 632-O (3 credits) Social Policy Design and Program Development	1- Review of the overall design of human service systems, how to plan for and design such systems, how to develop the legislative mandates and how to facilitate their formal enactment.
ELECTIVES COURSES	
SWGR 604-O (3 credits) Social Work and Mental Health	<ol style="list-style-type: none"> 1- Demonstrate knowledge of the theoretical and practice concepts of mental health. 2- Recognize the principal stereotypes that reflect prejudice and result in discrimination towards adults and older people. 3- Demonstrate skills in the development of treatment plans of intervention, integrating diverse theoretical models, based on the exploration of the client's needs. 4- Exhibit effective communication skills within an interdisciplinary model of service in the interaction with the client and the family environment. 5- Promote human rights, social and economic justice for mental health patients. 6- Demonstrate commitment with practice based research and research based practice. 7- Apply knowledge of human behavior and the social environment to attend the needs of the participants. 8- Contribute to the improvement of services in the mental health professional scenarios. 9- Exhibit ethical behavior related to the evaluation, management of client's information, dimensions and limits of confidentiality, and decision making with regards to treatment.
SWGR 616-O (3 credits) Society and Violence	<ol style="list-style-type: none"> 1- Develop a critical vision of social violence and its manifestations in society, the family and the individual. 2- Analysis and evaluate the implications of violence with respect to the role of the social worker as intervener. 3- Demonstrate commitment with research- informed practice and practice- informed research. 4- Apply knowledge of human behavior and the social environment to attend the needs of participants. 5- Promote in the student the capacity to select from various theoretical models and techniques that will help develop intervention plans to deal with the problem of violence in individuals and families.

EXHIBIT A

Course code and title	Course objectives
	<ul style="list-style-type: none"> 6- Integrate evidence based practices in the intervention and treatment plans with the client system. 7- Evaluate how the socioeconomic and political contexts affect social work professional practice.
SWGR 620-O (3 credits) Adult and Elderly Development	<ul style="list-style-type: none"> 1- Recognize the principal stereotypes that reflect prejudice and result in discrimination towards adults and older people. 2- Explain the major aging theories utilized in gerontology social work practice today. 3- Contrast biological, physiological, psychological, and social processes and changes of adults and aging. 4- Apply research methods for examining Adult and elderly development. 5- Demonstrate commitment with practice based research and research based practice. 6- Evaluate programs, services, and policies related to adult development and aging. 7- Apply social work ethical principles to guide professional practice with adults and elders.
SWGR 623-O (3 credits) Psychoactive Drugs	<ul style="list-style-type: none"> 1- Analysis the history of psychoactive drugs and alcohol, their legal and illegal use, and their impact on the Puerto Rican population. 2- Develop knowledge of the different types of drugs and their effects. 3- Analysis the different approaches of intervention theories to the population in active use, abuse, and dependency on drugs or alcohol, and the rehabilitation services available. 4- Understand the process of intervention that includes relapse prevention. 5- Display sensitivity toward this population and critically examine the systems that surround them. 6- Identify new theoretical perspectives on social work intervention on individuals that experiment, use, abuse, or are dependent on drugs and alcohol.
SWGR 625-O (3 credits) Psychotropic Medication and Social Work	<ul style="list-style-type: none"> 1- Evaluate socially participants to make recommendations to the treatment team. 2- Conceptualized symptoms for diagnostic analysis. 3- Designing treatment plans for patients with psychotropic medication. 4- Analysis the differences between pharmacotherapy in pediatric and geriatric populations. 5- Prioritize the role of the social worker with mental health participants and their families in team therapeutic. 6- Apply ethical principles to the practice population using psychotropic medication.

EXHIBIT A

Course code and title	Course objectives
SWGR 627-O (3 credits) Mental Health Services and Policies	<ol style="list-style-type: none">1- Analysis the historical development of mental health services in Puerto Rico.2- Demonstrate critical analysis skills in the discussion of current mental health policies and issues.3- Debate the relative importance of affirmative action in order to achieve an inclusive public policy.4- Compare state and federal mental health policies and their implementation in Puerto Rico.5- Examine the current regulations in the mental health services.6- Analysis the effects of discrimination in the process of evaluation and treatment of mental health patients.7- Demonstrate knowledge of the distinct components of the mental health system and the needs of these in the community.8- Advocate for adequate mental health services for, especially for marginalized and vulnerable populations.

ASSOCIATE DEGREES

ASSOCIATE IN SCIENCE (AS)

Major in Networking Engineering Technology

69 Credits

PROGRAM DESCRIPTION:

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

CURRICULAR SEQUENCE

	CREDITS
General Education Courses	32
Core Professional Courses	9
Major Specialization Courses	28
TOTAL	69

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: NETWORKING ENGINEERING TECHNOLOGY
 CREDENTIAL ISSUED: ASSOCIATE IN SCIENCE
 (DEGREE REQUIREMENTS)**

GENERAL EDUCATION COURSES (32 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
QYLE 110-O Attitude Development and Adaptation (Must be taken in the 1st term of enrollment)	3			MATH 120-O Introduction to Algebra	3		
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O English Reading and Writing II	4		SPAN 115-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
MATH130-O Pre-Calculus I	3			MATH 131-O Pre-Calculus II	3		MATH 130-O
PHSC 205-O Engineering Physics I	4		MATH 131-O				

CORE/PROFESSIONAL COURSES (9 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
ENGI 100-O Introduction to Engineering	3			ENGI 160-O Introduction to Engineering Graphic	3		
ECON 124-O Basic Economics Engineers	3						

SPECIALIZATION COURSES (28 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
EETP 202-O Circuit Analysis I (DC)	3		MATH 130-O	EETP 203-O Circuit Analysis II (AC)	4		EETP 202-O
NETP 210-O Introduction to Networks	3			NETP 211-O: Introduction to Routing	4		NETP 210-O
NETP 212-O: Introduction to Switching	4		NETP 211-O	NETP 213-O: VoIP Administration	3		NETP 212-O
NETP 208-O Computer & Networks Operating Systems	3			NETP 209-O Network Security	3		
ETAP 300-O Engineering Technology Application Project	1		Enroll in Last Term				

Total Number of Credits 69

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **All Core/Professional Courses must be approved with a C or better.**
 *Students must meet Maryland State requirements to obtain a Networking Technician license and or certification, as applicable.
REVISED 03/2014.

ASSOCIATE IN SCIENCE (AS)

Major in Electronic Engineering Technology

65 Credits

PROGRAM DESCRIPTION:

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

CURRICULAR SEQUENCE

	CREDITS
General Education Courses	32
Core Professional Courses	9
Major Specialization Courses	24
TOTAL	65

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: ELECTRONIC ENGINEERING TECHNOLOGY
 CREDENTIAL ISSUED: ASSOCIATE IN SCIENCE
 (DEGREE REQUIREMENTS)**

GENERAL EDUCATION COURSES (32 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
QYLE 110-O Attitude Development and Adaptation (Must be taken in the 1st term of enrollment)	3			MATH 120-O Introduction to Algebra	3		
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O English Reading and Writing II	4		SPAN 115-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
MATH 130-O Pre-Calculus I	3			MATH 131-O Pre-Calculus II	3		MATH 130-O
PHSC 205-O Engineering Physics I	4		MATH 131-O				

CORE/PROFESSIONAL COURSES (9 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
ENGI 100-O Introduction to Engineering	3			ENGI 160-O Introduction to Engineering Graphic	3		
ECON 124-O Basic Economics for Engineers	3						

SPECIALIZATION COURSES (24 CREDITS)

COURSES	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
EETP 202-O Circuit Analysis I	3		MATH 130-O	EETP 203 Circuit Analysis II	4		EETP 202-O
EETP 210 Microprocessors	3		EETP 215-O	EETP 211 Electronic Communications	4		EETP 216-O
EETP 215 Digital Circuit	4			EETP 216 Electronic Circuit	5		EETP 203-O
ETAP 300 Engineering Technology Application Project	1		Enroll in Last Term				

Total Number of Credits 65

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local agencies for practicum experiences. Students must comply with state and local agencies certification requirements for the degree, as applicable. **All Core/Professional Courses must be approved with a C or better.** *Students must meet Maryland State requirements to obtain an Electronic Technician license and or certification, as applicable.

REVISED 03/2014.

BACHELOR DEGREES

BACHELOR OF SCIENCE IN PUBLIC HEALTH (BS)

Major in Health Services Management

123 Credits

PROGRAM DESCRIPTION:

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

Graduate's Profile/Outcomes:

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

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

Professional Component:

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

Graduate's Profile/Outcomes:

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

Conceptual:

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

Technical-Motor:

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

Affective:

- a. Exhibit a proactive attitude when faced with challenges.

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

Major Component:

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

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

Conceptual:

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

Technical-Motor:

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

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

Affective:

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

CURRICULAR SEQUENCE	
	CREDITS
General Education Courses	57
Core/Professional Courses	36
Major Courses	30
TOTAL	123

**SISTEMA UNIVERSITARIO ANA G. MENDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: HEALTH SERVICES MANAGEMENT
 CREDENTIAL ISSUED: BACHELOR OF SCIENCE IN PUBLIC HEALTH (BS)
 DEGREE REQUIREMENTS**

GENERAL EDUCATION COURSES (54 CREDITS)

COURSE	CRS	TR	UNE	PRE-REQ	COURSE	CRS	TR	UNE	PR
SCIE 111-O Integrated Science I	3				SCIE 112-O Integrated Science II	3			SCIE 111-O
ENGL 115-O English Reading and Writing I	4				ENGL 116-O English Reading and Writing II	4			ENGL 115-O
COMP 110-O Computer and Software	3				ENGL 331-O Public Speaking	4			ENGL 115-O ENGL 116-O
HUMA 101-O World Cultures I	3				HUMA 102-O World Cultures II	3			HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4				SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4			SPAN 115-O
HIST 273-O History of the United States of America	3				SPAN 255-O Spanish for Writing and Research	4			SPAN 115-O SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3				SOSC 112-O Individual, Community, Government, and Social Responsibility II	3			SOSC 111-O
MATH 111-O Intermediate Algebra I	3				MATH 112-O Intermediate Algebra II	3			MATH 111-O

CORE PROFESSIONAL COURSES (39 CREDITS)

COURSE	CRS	TR	UNE	PRE-REQ	COURSE	CRS	TR	UNE	PRE-REQ
ACCO 110-O Quantitative Aspects	3				ACCO 111-O Introduction to Accounting I	3			ACCO 110-O
ECON 123-O Economics Compendium	3				HESC 123-O Health and Occupational Safety	3			PUHE 201-O
MANA 210-O Business Administration Theory	3				MANA 213-O Personnel Administration	3			MANA 210-O
MANA 230-O Organizational Behavior	3			MANA 210-O	PUHE 101-O Introduction to Public Health and Health Education	3			
PUHE 201-O Biostatistics	3			MATH 111-O	PUHE 210-O Biological Aspects of Human Diseases	3			SCIE 111-O SCIE 112-O PUHE 101-O
PSYC 228-O Psychology of Diversity	3				STAT 104-O Basic Statistics	3			
QYLE 110-O Attitude Development and University Adaptation	3			(Must be taken in the 1 st term of enrollment)					

MAJOR COURSES (30 CREDITS)

COURSE	CRS	TR	UNE	PRE-REQ	COURSE	CRS	TR	UNE	PRE-REQ
HESM 110-O Health Services Management	3			(Must be taken within the 1 st term of enrollment)	HESM 210-O Health Systems and Models	3			PUHE 101-O
HESM 220-O Health Services Planning and Evaluation	3			HESM 110-O PUHE 101-O	HESM 320-O Basic Finances in the Health Industry	3			MATH 111-O MATH 112-O
HESM 310-O Health Economics	3			ECON 123-O HESM 210-O	HESM 340-O Budgeting for the Health Industry	3			MATH 112-O HESM 220-O
HESM 330-O Legal Aspects in the Health Industry	3			MANA 210-O PUHE 101-O	HESM 420-O Special Topics in Health Services Management	3			HESM 110-O HESM 220-O COMP 110-O
HESM 430-O Practicum in Health Services Management (Institution/Internship Coordinator's approval)	3			All Courses Concurrent with HESM 431-O	HESM 431-O Seminar in Health Services Management	3			All Courses Concurrent with HESM 430-O

Total Number of Credits 123

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BACHELOR IN SOCIAL SCIENCES (BS)

MAJOR IN PSYCHOLOGY

120 Credits

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

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

Graduate's Profile/Outcomes:

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

He/she will be a bilingual professional academically prepared and trained to carry on his/her work and contribute favorably to the development of society, a professional who will seek the improvement of mental health as a priority of the society he/she will serve. He/she will communicate effectively in English and Spanish, both orally and in writing.

He/she will know the ethical standards, principles and bases that inform the profession and will promote acceptable behavior in order to foster the well-being and safety of the members of society. Also, he/she will be a professional with ample knowledge and skills that will allow him/her to perform in research, prevention and delivery of mental health care.

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

Requirements for the Major:

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

Conceptual Skills:

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

Technical And Motor Skills:

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

Emotional Skills:

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

Students must refer to the Maryland Department of Health and Mental Hygiene and to the Board of Examiners of Psychologists for certifications and other requirements <http://www.dhmf.maryland.gov/psych/SitePages/Home.aspx>.

CURRICULAR SEQUENCE	
	CREDITS
General Education Courses	51
Core/Professional Courses	18
Major Courses	51
TOTAL	120

**SISTEMA UNIVERSITARIO ANA G. MENDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: PSYCHOLOGY
 CREDENTIAL ISSUED: BACHELOR OF
 SCIENCE (BS) DEGREE REQUIREMENTS**

GENERAL EDUCATION COURSES (51 CREDITS)

COURSE	CRS	TR	UNE	PRE-REQ	COURSE	CRS	TR	UNE	PRE-REQ
ENGL 115-O English Reading and Writing I	4				ENGL 116-O English Reading and Writing II	4			ENGL 115-O
MATH 111-O Intermediate Algebra I	3				ENGL 331-O Public Speaking	4			ENGL 115-O ENGL 116-O
HUMA 101-O World Cultures I	3				HUMA 102-O World Cultures II	3			HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4				SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4			SPAN 115-O
HIST 273-O History of the United States of America	3				SPAN 255-O Spanish for Writing and Research	4			SPAN 115-O SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3				SOSC 112-O Individual, Community, Government, and Social Responsibility II	3			SOSC 111-O
COMP 110-O Computer and Software	3				SCIE 111-O Integrated Science I	3			
QYLE 110-O Attitude Development and University Adaptation	3			Must be taken within the 1st term of enrollment					

CORE PROFESSIONAL COURSES (18 CREDITS)

COURSE	CRS	TR	UM	PRE-REQ	COURSE	CRS	TR	UM	PRE-REQ
SOCI 203-O Principles of Sociology	3			SOSC 111-O SOSC 112-O	SOCI 213-O Social Problems	3			
SOSC 250-O Statistics in Social Sciences	3			MATH 111-O	SOSC 258-O Research Techniques in Social Sciences	3			SOSC 250-O
PSYC 121-O General Psychology I	3			SOSC 111-O SOSC 112-O	PSYC 122-O General Psychology II	3			PSYC 121-O

MAJOR COURSES (51 CREDITS)

COURSE	CRS	TR	UM	PRE-REQ	COU	CRS	TR	UM	PRE-REQ
PSYC 210-O Human Sexuality	3			PSYC 121-O PSYC 122-O	PSYC 222-O Adolescence Psychology	3			PSYC 121-O PSYC 122-O
PSYC 225-O Social Psychology	3			PSYC 121-O PSYC 122-O	PSYC 226-O Evolutional Psychology	3			PSYC 121-O PSYC 122-O
PSYC 228-O Psychology of Diversity	3				PSYC 321-O Personality Theory	3			PSYC 121-O PSYC 122-O
PSYC 322-O Theories and Techniques of Psychotherapy	3			PSYC 321-O	PSYC 324-O Gender Psychology	3			
PSYC 327-O Psychology of the Elderly	3			PSYC 121-O PSYC 122-O	PSYC 343-O Theories of Learning and Motivation	3			PSYC 121-O PSYC 122-O PSYC 226-O
PSYC 350-O Psychopathology Principles	3			PSYC 121-O PSYC 122-O	PSYC 355-O Industrial Psychology	3			
PSYC 400-O Psychological Measurement	3			PSYC 121-O PSYC 122-O PSYC 226-O PSYC 343-O	PSYC 402-O Research and Methodology	3			
PSYC 423-O Physiological Psychology	3			PSYC 121-O PSYC 122-O	PSYC 450-O Psychology Seminar I	3			PSYC 121-O PSYC 122-O PSYC 225-O PSYC 226-O PSYC 321-O PSYC 322-O PSYC 343-O PSYC 350-O
PSYC 451-O Psychology Seminar II	3			PSYC 450-O					

TOTAL NUMBER OF CREDITS: 120

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **QYLE 110-O must be taken within first term of enrollment.**

REVISED 03/2014.

**BACHELOR OF SCIENCE IN INTERNATIONAL TOURISM AND HOSPITALITY
MANAGEMENT (BS)**

MAJOR IN HOTEL MANAGEMENT

121 Credits

PROGRAM DESCRIPTION:

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

Graduate's Profile/Outcomes:

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

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

General Education Component:

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

- help improve the quality of life of his people;
- communicate effectively;
- identify solutions to social problems;
- value the roots of his culture;

- develop an attitude of understanding and tolerance toward cultural diversity and respect for human dignity.

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

Conceptual:

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

Technical-Motor:

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

Affective:

- Value the 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 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

	CREDITS
General Education Courses	57
Core/Professional Courses	37
Major Courses	18
Electives	9
TOTAL	121

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
UNIVERSIDAD DEL ESTE
SCHOOL FOR PROFESSIONAL STUDIES
PROGRAM TITLE: HOTEL MANAGEMENT
CREDENTIAL ISSUED: BACHELOR OF SCIENCE
IN INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT (BS) DEGREE REQUIREMENTS**

GENERAL EDUCATION COURSES (57 CREDITS)

COURSE	CRS	TR	UNE	PRE-REQ	COURS	CRS	TR	UNE	PRE-REQ
SCIE 111-O Integrated Science I	3				SCIE 112-O Integrated Science II	3			SCIE 111-O
ENGL 115-O English Reading and Writing I	4				ENGL 116-O English Reading and Writing II	4			ENGL 115-O
ENGL 331-O Public Speaking	4			ENGL 115-O ENGL 116-O	COMP 110-O Computer and Software	3			
HUMA 101-O World Cultures I	3				HUMA 102-O World Cultures II	3			HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4				SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4			SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4			SPAN 115-O SPAN 116-O	HIST 273-O History of the United States of America	3			
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3				SOSC 112-O Individual, Community, Government, and Social Responsibility II	3			SOSC 111-O
MATH 111-O Intermediate Algebra I	3				MATH 112-O Intermediate Algebra II	3			MATH 111-O
QYLE 110-O Attitude Development and University Adaptation.	3			Must be taken within the 1 st term of enrollment.					

CORE/PROFESSIONAL COURSES (37 CREDITS)

COURSE	CRS	TR	UNE	PRE REQ.	COURSE	CRS	TR	UNE	Pre req.
ACCO 111-O Introduction to Accounting I	4				MANA 213-O Personnel Management	3			
ITHM 101-O Introduction to the Hospitality Industry	3				MANA 217-O International Relations	3			
ITHM 102-O Introduction to Management in Hospitality	3			ITHM 101-O	ITHM 115-O Tourism System	3			COMP 110-O ITHM 101-O
ITHM 290-O Spreadsheets and Database Applications	3			COMP 110-O	ITHM 280-O Guest Services	3			ITHM 101-O
ITHM 360-O Hospitality Accounting	3			ACCO 111-O ITHM 290-O	ITHM 365-O Labor and Hospitality Laws	3			MANA 213-O ITHM 250-O
ITHM 370-O Hospitality Sales and Marketing	3			ITHM 102-O	ITHM 250-O Internship I	3			ITHM 101-O ITHM 102-O ITHM 115-O ITHM 280-O

MAJOR COURSES (18 CREDITS)

COURSE	CRS	TR	UNE	PRE REQ.	COURSE	CRS	TR	UNE	Pre req.
ITHM 300-O Rooms Division	3			ITHM 101-O	ITHM 306-O Casino Operations	3			ITHM 102-O
ITHM 400-O Revenue Management for Hotel Operations	3			ITHM 250-O ITHM 290-O	ITHM 390-O Advanced Internship in Hotel Operations	3			ITHM 250-O
ITHM 402-O Organizational Behavior in the Hospitality Industry	3			ITHM 102-O	ITHM 460-O Capstone Course	3			ITHM 390-O ITHM 400-O

ELECTIVE COURSES (9 CREDITS)

COURSE	CRS	TR	UNE	COURSE	CRS	TR	UNE
	3				3		
	3						

Total Number of Credits 121

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **QYLE 110-O must be taken within first term of enrollment. REVISED 3/2014.**

**BACHELOR OF ARTS IN EDUCATION (BA)
MAJOR IN PREKINDERGARTEN/PRIMARY EDUCATION**

130 Credits

PROGRAM DESCRIPTION:

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

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

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

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

writing. *The student must refer to the Internship Handbook available from the Integrated Services Director for specific requirements and procedures.*

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

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

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

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

- Instructional strategies that address various learning styles, exceptionalities, and achievement levels.
- Assessment of student learning
- Appropriate use of technology in instruction and record keeping.

- Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements for instructional personnel who teach LEP students in Maryland.

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

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

PROGRAM OBJECTIVES:

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

Education Programs Internship Requirements:

Internship requires that students must have a passing score on Praxis I, according to MSDE certification criteria. Refer to the Maryland's State Department of Education website for additional

internship requirements, field, and clinical experiences requirements:

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

CURRICULAR SEQUENCE

CREDITS

General Education Courses	57
Core/Professional Courses	24
Major Courses	49
TOTAL	130

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: PREKINDERGARTEN/PRIMARY EDUCATION
 CREDENTIAL ISSUED: BACHELOR OF ARTS IN EDUCATION (BA)
 (AGE THREE THROUGH GRADE THREE)
 DEGREE REQUIREMENTS**

GENERAL EDUCATION COURSES (57 CREDITS)

COURSES	CR	UNE-T	PRE-REQ	COURSES	CR	UNE-T	PRE-REQ
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	3		ENGL 115-O ENGL 116-O	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 115-O SPAN 116-O	HIST 273-O History of the United States of America	3		
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken within the 1st term of enrollment.				

CORE/PROFESSIONAL COURSES (24 CREDITS)

COURSES	CR	UNE-T	PRE-REQ	COURSES	CR	UNE-T	PRE-REQ
EDUC 135-O Philosophical, Sociological and Psychological Foundations of Education	3			EDUC 171-O Human Growth and Development	3		
EDUC 202-O Technology and Materials for Teaching and Learning	3		COMP 110-O	EDUC 205-O Introduction to Assistive Technology	3		
EDUC 409-O Learning Evaluation and Planning	3			ECED 322-O Health, Nutrition and Preventive Medicine	3		
ECED 403-O Curriculum Design	3			TESL 223-O Applied Linguistics in ESOL	3		

MAJOR COURSES (49 CREDITS)

COURSES	CR	UNE-T	PRE-REQ	COURSES	CR	UNE-T	PRE-REQ
ECED 173-O Introduction to Early Childhood/Primary Education	3			ECED 207-O Theories of Child Development and Learning	3		
ECED 308-O Management of the Early Childhood/Primary Education Environment	3			ECED 310-O Perceptual- Motor Development, Learning and the Brain	3		SCIE 111-O SCIE 112-O
ECED 311-O Cognitive and Logic-Mathematical Development	3			ECED 329-O Nature and Needs of the Exceptional Child	3		
ECED 332-O Integration and Participation of Family in Pre-K Care Centers	3			ECED 402-O Creative Expression in Early Childhood/Primary Education	3		
ECED 405-O Language Development in the Context of Reading/Writing	3			ECED 410-O Teaching Reading to non-English Speakers in PreK-3	3		ECED 405-O
EDUC 410-O Teaching Math at the Primary Level	3		MATH 111-O MATH 112-O	EDUC 411-O Teaching Sciences at the Primary Level	3		
EDUC 414-O Language Arts at the Primary Level	3		ENG 231-O	EDUC 435-O Interdisciplinary Seminar* (School Authorization)	3		All Courses
EDUC 436-O Pedagogical Integration Seminar*	3		All Courses except ECED 442-O ECED 443-O	ECED 442-O Practice Seminar in Early Childhood and Primary Education (Institution/Internship coordinator's approval)	1		Concurrent with ECED 443-O
ECED 443-O Practicum in Early Childhood (Institution/Internship coordinator's approval)	3		All courses				
Total Number of Credits	130						

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or Developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. The student must refer to the Internship Handbook available from the Academic Director and Curriculum for specific requirements and procedures.*Course must be completed with a passing grade before registering for ECED 442-O and ECED 443-O. QYLE 110-O must be taken within first term of enrollment. REVISED 03/2014.

BACHELOR OF ARTS IN EDUCATION (BA)
MAJOR IN SPECIAL EDUCATION

130 Credits

PROGRAM DESCRIPTION:

The program is designed to prepare students to become effective bilingual special education teachers who are capable of working with children and youth who have a variety of disabilities. Students in this program are prepared to play a vital role in developing their student's capacities to lead lives that are productive and independent. They will be prepared to work at every grade and developmental level, and in a public school system.

The program includes instruction in the subject matter content and achievement standards specified by the Maryland State Department of Education and the High, Objective, Uniform State Standard of Evaluation (HOUSSE) requirements. Program graduates are required to competencies by passing all required state certification exams.

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

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

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

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

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

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

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

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

1. Teacher Preparation in Special Education
2. Assistive Technology and other Resources in Special Education
3. Learning Disabilities
4. Nature, Needs, and Behavior Modification for the Special Ed Student with Attention Deficit Disorder
5. Nature, Needs, and Behavior Modification in the Gifted Student Ed
6. Integration of the Fine Arts in Special Education
7. Methodology, Adaptations, and Accommodations for the Special Ed Student in Science and Mathematics Teaching at the Elementary Level

8. Methodology, Adaptations, and Accommodations for the Special Ed Student in Science and Mathematics Teaching at the Secondary Level
9. Language Development and the Reading-Writing Processes in the Special Ed Student I
10. Language Development and the Reading-Writing Processes in the Special Ed Student II
11. Curricular Foundations for Special Education
12. Evaluation and Assessment in Students with Special Needs
13. Brain and Learning
14. Teaching Practicum in Special Education
15. Assessment Requirements in Maryland for Special Ed Students

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

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

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

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

PROGRAM OBJECTIVES:

1. To support the development of concepts and capacities necessary for pre-service students and incumbent teachers who are interested in professional development in special education.
2. To strengthen and broaden this program by making it available during the day, at night and on Saturdays.
3. To offer students professional and personal assistance orientations, support, and guidance, throughout their program.
4. To provide education, training, and retraining through high quality certification on different academic levels.
5. To increase program demand through mass media advertising.
6. To broaden students' knowledge, basic skills, and necessary attitudes so they may become competitive dual language professionals by providing them with access to quality training and retraining on different academic levels.
7. To integrate clinical field experience into the program by providing seminars, a pre-practicum, and a practicum that support special education and its related areas by developing values of citizenship and community service in Maryland.
8. To ensure a high-quality academic offering to special education students through effective evaluation methods, self-evaluation tools, and ongoing assessment.
9. To keep teaching practices current through the latest advances in technology.
10. To provide students with varied instructional resources and professional development in a collaborative learning community.
11. To effectively and efficiently strengthen the structure, organization, and procedures necessary to assist active and prospective students.

Education Programs Internship Requirements:

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

CURRICULAR SEQUENCE	
	CREDITS
General Education Courses	57
Core/Professional Courses	24

Major Courses	49
TOTAL	130

SISTEMA UNIVERSITARIO ANA G. MÉNDEZ UNIVERSIDAD DEL ESTE SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: SPECIAL EDUCATION CREDENTIAL ISSUED: BACHELOR OF ARTS IN EDUCATION (BA) DEGREE REQUIREMENTS							
GENERAL EDUCATION COURSES (57 CREDITS)							
COURSE	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
SCIE 111-O Integrated Science I	3			SCIE 112-O Integrated Science II	3		SCIE 111-O
ENGL 115-O English Reading and Writing I	4			ENGL 116-O English Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 115-O ENGL 116-O	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4			SPAN 116-O Reading, Writing, and Oral Communication in Spanish II	4		SPAN 115-O
SPAN 255-O Spanish for Writing and Research	4		SPAN 115-O SPAN 116-O	HIST 273-O History of the United States of America	3		SPAN 116-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
QYLE 110-O Attitude Development and University Adaptation.	3		Must be taken within the 1st term of enrollment				
CORE/PROFESSIONAL COURSES (24 CREDITS)							
COURSE	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education	3			EDUC 171-O Human Growth and Development	3		
EDUC 172-O Human Growth and Development	3		EDUC 171-O	EDUC 202-O Technology and Materials for Teaching and Learning	3		COMP 110-O
EDUC 204-O Education for Children with Exceptional Needs and Inclusion	3			EDUC 205-O Introduction to Assistive Technology	3		
EDUC 409-O Learning Evaluation and Planning	3			TESL 223-O Applied Linguistics in ESOL	3		
MAJOR COURSES (49 CREDITS)							
COURSE	CR	T	PRE-REQ	COURSES	CR	T	PRE-REQ
SPED 101 Teacher Preparation in Special Education	3		EDUC 171-O EDUC 135-O	SPED 102-O Assistive Technology and other Resources in Special Education	3		EDUC 202-O EDUC 204-O EDUC 205-O SPED 101-O
SPED 103 Learning Disabilities	3		SPED 101-O EDUC 135-O	SPED 203-O Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder	3		SPED 101-O
SPED 204-O Nature, Needs and Behavior Modification in the Gifted Education Students	3		SPED 101-O	SPED 205-O Integration of the Fine Arts in Special Education	3		SPED 101-O EDUC 202-O EDUC 204-O
SPED 207-O Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level	3		SPED 101-O EDUC 171-O EDUC 135-O SCIE 112-O MATH 112-O	SPED 208-O Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Secondary Level	3		SPED 101-O EDUC 171-O EDUC 135-O SCIE 112-O MATH 112-O
SPED 210-O Language Development and the Reading-Writing Processes in the Special Education Student I	3		SPED 101-O SPAN 115-O SPAN 255-O ENGL 115-O EDUC 135-O	SPED 211-O Language Development and the Reading-Writing Processes in the Special Education Student II	3		SPED 210-O
SPED 295 Evaluation and Assessment in Students with Special Needs	3		EDUC 171-O SPED 101-O EDUC 135-O	SPED 300-O The Brain and Learning	3		EDUC 171-O SPED 101-O SPED 215-O EDUC 135-O
EDUC 403 Curriculum Design	3			EDUC 435-O Interdisciplinary Seminar*	3		All Courses except SPED405-O SPED 406-O EDUC 436-O
EDUC 436 Pedagogical Integration Seminar*	3		All courses except SPED 405-O SPED 406-O	SPED 405-O Teaching Practicum in Special Education (School Authorization is required)	3		All Courses
SPED 406 Seminar on Teaching Practicum in Special Education	1		Concurrent with SPED 405-O				
Total Number of Credits	130						

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. It is required that all English courses are taken prior to SPED 405-O: Practice in Teaching. Students must abide with the minimum required hours set by the state for practicum experiences. The student must refer to the Internship Handbook available from the Academic Director and Curriculum for specific requirements and procedures. * QYLE 110-O must be taken within first term of enrollment. REVISED 03/2014.

MASTER'S DEGREES

MASTER OF SCIENCE (MS)

SPECIALIZATION IN EDUCATIONAL LEADERSHIP*

42 Credits

PROGRAM DESCRIPTION:

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

PROGRAM OBJECTIVES:

Upon completion of the program, the student will possess:

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

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

ESOL Requirements: For the purpose of meeting Maryland state ESOL requirements, TESL 522-O has been added to the curriculum.

Education Programs Internship Requirements:

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

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

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

CURRICULAR SEQUENCE	
	CREDITS
Specialization courses	36
Internship	3
Elective courses	3
TOTAL	42

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: EDUCATIONAL LEADERSHIP (K-12)
 CREDENTIAL ISSUED: MASTER OF SCIENCE (MS)
 DEGREE REQUIREMENTS**

SPECIALIZATION COURSES (36 CREDITS)

COURSES	CRS	TR	UM	PRE-REQUISITE
EDUG 605-O Public School Curriculum and Instruction	3			
EDAG 650-O Human Relations, Organizational Climate and the learning environment In Educational Institutions	3			
EDAG 657-O Human Resources Management and Development in Educational Leadership	3			
EDAG 640-O Development of Leadership in Education, Theories, and Application	3			6 credits of prior courses
EDAG 641-O The Leader and the Learning Communities	3			EDAG 640-O
EDUG 611-O Evaluation, Measurement, and Assessment of the Teaching Learning Processes	3			
EDAG 644-O Technology for School Administrators	3			
EDAG 651-O Public School Law, Labor Relations, and Ethical Leadership in Maryland Education	3			
EDAG 652-O Budget and Financial Systems in Maryland Educational Organizations at the School Level	3			
EDUG 535-O Action Research Evaluation	3			All Courses except EDAG 670-O
EDAG 662-O Multicultural Education for School Administrators	3			
*TESL 522-O Theory and Practice of Teaching ESOL Students in Schools	3			

INTERNSHIP COURSE (3 CREDITS)

EDAG 670-O Internship - Practice in Educational Leadership: K – 12* (Requires a passing score on the Maryland State Certification Test and Internship Coordinator's Approval)	3			Completed all courses and a passing score on the Maryland State Certification Test.
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ELECTIVE COURSE (3 CREDITS)

EDAG 663-O Conflict Resolution for Educational Leaders	3			
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TOTAL NUMBER OF CREDITS

42

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses needed according to the student's proficiency in each language. If students qualify for Preparatory Language Courses, they must enroll in the courses immediately to increase academic performance in language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. **Revised 06-2011.**

MASTER OF EDUCATION (M Ed)
SPECIALIZATION IN BILINGUAL EDUCATION

36 Credits

PROGRAM DESCRIPTION:

This Master of Education in Bilingual Education program is designed to provide the skills knowledge and abilities necessary in the area of bilingual teaching in a culturally diverse environment. Students in Master's Degree Programs in Education must have educational background and experience in a school setting.

This program is geared towards the fundamental characteristics of a bilingual teacher providing emphasis on the teaching of language and content through the use of research based practices under the bilingual education guidelines and regulations. Also, it will provide knowledge on best proven practices, approaches, theories, and techniques that will make them capable of helping non-English speaking students succeed in their academics while helping them develop their language skills.

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

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

The program in bilingual education offers courses in social foundations, curriculum development, language, content and culture, language acquisition, methods of teaching bilingual education, theoretical foundations of Bilingual Education, and research methods applied to bilingual education issues. The students in this program will be capable of making instructional decisions in order to meet the needs of students who are struggling academically due to the acquisition of a second language. Every student in this program will complete courses in:

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

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

PROGRAM OBJECTIVES:

- Develop and form new highly skill bilingual teachers with high quality standards in bilingual education and biliteracy who are qualified to teach in a multicultural environment and who is sensitive to the educational needs of the Hispanic student population.
- Graduates from the Master's Degree in Bilingual Education will be able to function in a culturally and linguistically diverse environment. Graduates from this program will also be able to contribute to the efforts made by schools in meeting the needs of the fast growing Hispanic population. Graduates from the M.Ed. in Bilingual Education will be capable of assessing the needs of their students to design instructional activities and programs that will strengthen and increase the student's ability to develop linguistically and academically.
- The program will develop bilingual professionals with the vision to implement innovative and creative educational strategies and programs that will benefit the Hispanic population.
- The graduates will know the importance of integrity and ethics in the performance of their teaching functions with special attention to the needs of the Hispanic student population and the social responsibilities of the entire school community to assure compliance with the state of Maryland statutes and regulations.
- The program will provide the knowledge and skills necessary to develop bilingual teachers who are capable of identifying the needs of their students and design curricular activities that will best work with these students in order to help them achieve the maximum level of success in their academics.

Education Programs Internship Requirements:

All students seeking an education degree must achieve a passing score on the Praxis I before initiating the internship experience at a public school setting. The student must provide evidence

of the passing score on the Praxis I test as part of the passing grade of the last internship seminar course. If a student does not pass the required Praxis test, he/she will have to repeat the course. Additionally, before seeking a teaching position, graduates must comply with all Maryland State Certification requirements. Refer to the Maryland's State Department of Education website for internship requirements, field, and clinical experiences requirements: <http://www.marylandpublicschools.org/MSDE/divisions/certification/>.

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

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

CURRICULAR SEQUENCE

CREDITS

Social Foundation Courses	6
Specialization courses	21
Research courses	6
Field Experience	3

TOTAL		36		
SISTEMA UNIVERSITARIO ANA G. MÉNDEZ UNIVERSIDAD DEL ESTE SCHOOL FOR PROFESSIONAL STUDIES PROGRAM TITLE: BILINGUAL EDUCATION CREDENTIAL ISSUED: MASTER IN EDUCATION (MED) DEGREE REQUIREMENTS				
SOCIAL FOUNDATIONS COURSES (6 CREDITS)				
COURSES DESCRIPTIONS	CRS	TR	UNE	PRE-REQUISITE
<i>SCFG 508 Education and Society</i>	3			
Student will choose one of the following courses (3 credits)				
<i>SCFG 503 Human Development and Learning: The Early Years and Elementary</i>	3			
SCFG 506 Human Development and Learning: Secondary	3			
SPECIALIZATION - BILINGUAL/BICULTURAL COURSES (21 CREDITS)				
EDBE 502 Bilingual-Bicultural Curriculum Development	3			
EDBE 504 Language, Literacy, and Culture	3			
EDBE 525 Biliteracy, Language, and Content in Bilingual Education	3			
EDBE 566 First and Second Language Acquisition	3			
EDBE 524 Methods of ESOL Literacy and Language Development Applied to Content Areas	3			
EDBE 506 Sociopolitical and Historical Perspectives in Bilingual Education	3			
EDBE 526 Theoretical Foundations of Bilingual Education & ESOL	3			
RESEARCH - BILINGUAL/BICULTURAL COURSES (6 CREDITS)				
<i>EDBE 510 Introduction to Research: Purposes, Issues, and Methodologies</i>	3			All courses (27 Credits)
EDBE 520 Research Methods in Bilingual and Second Language Education	3			EDBE 510
FIELD EXPERIENCE HOURS (3 CREDITS)				
EDBE 697-O Field Experiences in Bilingual and Second Language Education*. (Internship Practicum- students must comply with state and local regulations regarding the internship experience)	3			20 Approved Credits including EDBE 502 EDBE 525 EDBE 566, A passing score on the Maryland State Certification Test
TOTAL NUMBER OF CREDITS	36			

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

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

**MASTER OF SCIENCE (MS)
SPECIALIZATION IN ADMINISTRATION OF ADULT EDUCATION
36 Credits**

PROGRAM DESCRIPTION:

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

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

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

- Adult basic education, GED
- Coaching and Career Development
- Community school administration
- Continuing education

- Corporate Universities
- Distance education
- Higher Education / Community Colleges
- Lifelong learning
- Private and Public Consulting Firms
- Program marketing, management, and evaluation
- Religious education
- Urban education and adult literacy
- Vocational and Technical High Schools
- Workforce education

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

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

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

PROGRAM OBJECTIVES:

Upon completion of the program, students will develop:

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

CURRICULAR SEQUENCE

	CREDITS
Core/Professional	12
Specialization courses	18
Research and Internship courses	6
TOTAL	36

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: ADMINISTRATION OF ADULT EDUCATION
 CREDENTIAL ISSUED: MASTER OF SCIENCE (MS)
 DEGREE REQUIREMENTS**

CORE PROFESSIONAL COURSES (12 CREDITS)

COURSES DESCRIPTIONS	CRS	TR	UNE	PRE-REQUISITE
EDAG 650-O Human Relations, Organizational Climate, and Culture In Educational Institutions	3			
EDAG 651-O Legal Aspects and Labor Relations In Education	3			
EDAG 652-O Budget and Finance Systems In Educational Organizations at the School Level	3			
EDAG 657-O Human Resources Management and Development in Educational Leadership	3			

SPECIALIZATION COURSES (18 CREDITS)

ADED 600-O Adult Education: Foundations, Challenges, and Controversies (issues)	3			
ADED 610-O The Adult Learner	3			
ADED 620-O Curriculum, Methods, and New Technologies in Adult Teaching and Learning	3			ADED 610-O
ADED 630-O Leadership in Adult Education Programs	3			
ADED 640-O Planning and Evaluation of Adult Education Programs	3			
ADED 642-O Perspectives on Adults with Disabilities	3			

RESEARCH & INTERNSHIP COURSES (6 CREDITS)

EDUG 535-O Action Research Evaluation	3			All core and specialization courses (30 credits)
EDAG 680-O Practice in Educational Administration: Adult Programs*	3			All Courses
TOTAL NUMBER OF CREDITS	36			

Language skills in English and in Spanish will be assessed with a placement test. Additional language courses

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

**MASTER IN PUBLIC ADMINISTRATION (MPA)
SPECIALIZATION IN PUBLIC AND NON-PROFIT MANAGEMENT**

36 Credits

PROGRAM DESCRIPTION:

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

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

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

There is also a Capstone Course (3 credit hours)

PROGRAM OBJECTIVES:

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

- Provide students with a framework for understanding and analyzing the changing role of the third sector in society and its increasing involvement in policy development, advocacy and service delivery.
- Foster in students a commitment to social purpose and the public interest
- Provide students with analytical and practical and research skills that they will require in the workforce whether they pursue a career in government, the third sector
- Create the conditions for students to acquire extensive knowledge of public policy, political systems, administrative practices, research methods, and computer applications as preparation for significant professional careers in the public sector or non-profit sectors.
- Prepare students to apply current theories of management and analysis, thereby helping them to master their current ethical and working responsibilities as public administrators and preparing them for exemplary leadership and management in the increasingly complex urban environment of future years.

CURRICULAR SEQUENCE

	CREDITS
Core/Professional Courses	21
Specialization courses	12
Capstone courses	3
TOTAL	36

**SISTEMA UNIVERSITARIO ANA G. MÉNDEZ
 UNIVERSIDAD DEL ESTE
 SCHOOL FOR PROFESSIONAL STUDIES
 PROGRAM TITLE: PUBLIC AND NON-PROFIT MANAGEMENT
 CREDENTIAL ISSUED: MASTER IN PUBLIC ADMINISTRATION (MPA)
 DEGREE REQUIREMENTS**

CORE PROFESSIONAL COURSES (21 Credits)

COURSES/DESCRIPTIONS	CRS	TR	UNE	PREREQUISITE
PUAG 502-O Public and Nonprofit Organizations: Management and Leadership	3			
PUAG 625-O Human Resources and Labor Relations Administration in Public Sector and Non-Profit Programs	3			
PUAG 512 Public and Non-Profit Accounting and Finance	3			
PUAG 524-O Legal, Ethical and Governance Issues in Public and Nonprofit Organizations	3			
PUAG 640-O Development and Management of E-Government Projects	3			
PUAG 515-O Research Methods Applied to Public Affairs	3			
PUAG 535-O Strategic Management and Public Policy	3			

SPECIALIZATION COURSES (Select 4 courses – 12 credits)

PUAG 630-O Development and Management of Strategic Alliances with Non-Profit Organizations	3			
PUAG 605-O Topics and Cases in Urban Policy and Planning	3			
PUAG 604-O Urban Affairs and Public Policy	3			
PUAG 608-O Community Organizations and Public Policy	3			
PUAG 615-O Development of Financial Proposals for Public Sector	3			
PUAG 626 Special Topics	3			
PUAG 610-O Legislative Process	3			

CAPSTONE COURSES (3 Credits)

PUAG 665-O Capstone Course	3			9 Approved Credits of Specialization Courses
TOTAL NUMBER OF CREDITS	36			

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

COURSE DESCRIPTIONS

ACCO 111-O

Introduction to Accounting I

4 Credits

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

ACCO 112-O

Elementary Accounting II

4 Credits

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

ACCO 515-O

Managerial Accounting

3 Credits

Study of the financial requirements in business and the analysis of financial states and decisions related to investments. Special topics in cost accounting, budget, benefits controls, taxes, and inventory will be examined.

ACCO 515-O

Managerial Accounting

3 Credits

Study of the financial requirements in business and the analysis of financial states and decisions related to investments. Special topics in cost accounting, budget, benefits controls, taxes, and inventory will be examined.

ACCO 606-O

Governmental and Non-Profit Accounting

3 Credits

In depth study of non-profit and governmental accounting and the information presented in financial statements and other reports of governmental bodies and not-for-profit agencies. The course will emphasize budget control and reporting for decision-making.

ACCO 627-O

Advanced Auditing

3 Credits

A study of the concepts, assumptions, standards, and issues related to contemporary auditing theory and practice.

ACCO 628-O

Advanced Accounting

3 Credits

Accounting for business combinations and mergers, preparation of consolidated financial statements, home office/branch relationships, foreign operations and transactions, partnerships. Application of different methods of accounting for investments on the books of a parent company. Topics include: consolidation procedures of non-controlling interests, intercompany sales, intercompany debt, ownership patterns and income taxes.

ACCO 629-O

Federal Taxes

3 Credits

A study of the federal income tax law, US Treasury regulations and IRS revenue rulings and court cases. A major emphasis of the course will be tax avoidance and detailed study of personal federal tax forms and ethics.

ACCO 630-O

Special Issues in Taxation

3 Credits

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

ACCO 631-O

Health and other Non-Profit Institutions Accounting

3 Credits

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

ACCO 633-O

Internal Auditing

3 Credits

The course will provide an in-depth study of internal auditing generally accepted policies and regulations. Students will analyze the ethics code and procedures for the planning, internal controls evaluation and reporting.

ACCO 635-O

Information Systems Accounting

3 Credits

The course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization's units. The course emphasizes procedural techniques and studies the flow of financial data through the institution's accounting systems.

ADED 600-O

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-O

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-O

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-O**

ADED 630-O

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-O

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-O

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.

BUSG 505-O

Research Techniques in Business Administration

3 Credits

Application of various research techniques in business. The course focuses on the relationship between practice and research. Use of data analysis and statistical applications will be examined to solve and analyze business problems. Quantitative and qualitative research designs will be studied

BUSG 651-O

Business Research

3 Credits

Presentation of a research in the area of the student's specialization. The research will be based on a previously developed research proposal. The candidate will use computerized technology and show evidence of adequately mastering communication and research skills. A minimum of 30 hours of scheduled meetings with the assigned professor will be needed to prepare for the presentation. The course is scheduled for 15 weeks. **Requisite: Academic Advisor authorization**

BUSG 655-O

Integration Seminar

3 Credits

Analysis of real and simulated case studies for the appropriate application of the planning, decision making and problem solving processes. Comparative analysis of patterns and managerial problems. Seminar geared towards the application of related principles, concepts and theories. This course includes the development of an individual research project.

COMP 110-O

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 103-O

Introduction to Criminal Justice

3 Credits

Introductory course in which the origin and development of the Criminal Justice system in Puerto Rico will be studied. The class will examine the aspect and basic functions of the police, the courts, the lawyers of the defense, the district attorney, the correction facilities and the juvenile justice system. Consideration is given to the study of the crime, definition, reach and factors associated with crime.

CRIM 118-O

Civil System

3 Credits

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

CRIM 203-O

General Principles of the Penal Code and Crimes Against Individuals

3 Credits

The general principles of the penal code of Puerto Rico is studied. The topics covered are criminal intention, tentative, authors. The conspiracy, classification of crimes, criminal concealment, the defenses, penalties, aggravating circumstance, the theory of the physiology of causality. Included are crimes against the person and property. Case study and jurisprudence.

CRIM 204-O

Special Penal Laws

3 Credits

Study of the special penal laws that regulate the penal conduct in Puerto Rico. The psychology of juvenile legislation and the study of the law that cover minor offenders. Case study and jurisprudence. One semester, 3 hours weekly.

CRIM 206-O

Criminal Procedure

3 Credits

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

CRIM 320-O

Criminal Investigation

3 Credits

The course of Criminal Investigation consists of the study of the origin and evolution of the criminal investigation and its relation with the antisocial in Puerto Rico. The process of the investigation of the felony from the study of the scene where the crime was committed until the judicial process takes place. The basic techniques of scientific interviews cross examination, and the modern methods for the investigation of crime.

CRIM 333-O

Prevention and Sociological Aspects of Criminal Behavior

3 Credits

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

CRIM 335-O

Ethical Aspects of Justice

3 Credits

This course studies the principles and ethical theories that guide the individual decision making process within the Criminal Justice System. The laws that regulate individual and professional ethical behavior are discussed. This course is carried out by use of conferences and research in jurisprudence.

CRIM 336-O

Seminar of Substance Use and Abuse

3 Credits

The course is designed to explore the use and abuse of alcohol, tobacco, and other drugs. The physiological, psychological, and social effects will be studied and analyzed critically and objectively. Particular emphasis will be placed on the participation of various agencies in relation to prevention, treatment, and the control that the substance use and abuse exercises over the community.

CRIM 340-O

The Justice System and Juvenile Delinquency

3 Credits

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

CRIM 415-O

Evidence, Case Preparation and Testimony

3 Credits

A study of the rules of evidence relating to the judicial process, with emphasis on hearsay and its exception, how to prepare an effective presentation of a case before a court, and how to present to evidence.

CRIM 425-O

Applied Criminalistics

3 Credits

Study the origin and development of the forensic sciences basing the study in the different types of evidence utilized by the criminal investigation. Emphasis is made on the importance of preservation and handing of evidence in the judicial process. **Pre-Requisite: CRIM 320-O**

CRIM 430-O

Rehabilitation, Civil Rights and the State Correctional System

3 Credits

Principles of the correction system, its philosophy, legal bases, organization and administration of correctional facilities. Included are the area of penal institutions, community programs, the parole board, community rehabilitation, the bureau of evaluation and canceling, program of treatment and assistance for people confined to penal institutions and the penal officers group.

CRIM 432-O

Criminal Technology, Fraud and Cyber Crimes

3 Credits

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

CRIM 434-O

Forensic Psychology in the Criminal Justice System

3 Credits

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

CRIM 436-O

General Principles of Forensic Sciences

3 Credits

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

CRIM 475-O

Supervised Practicum

3 Credits

This is a field experience in which the student will have the opportunity to apply the knowledge gained and the skills and values developed in a private or public agency that has as working relation with the Criminal Justice System. **Pre-Requisites: CRIM 203-O, CRIM 415-O, CRIM 425-O**

ECED 173-O

Introduction to Early Childhood/Primary Education

3 Credits

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

ECED 207-O

Theories of Child Development and Learning

3 Credits

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

ECED 308-O

Management of the Early Childhood/Primary Education Environment

3 Credits

The purpose of this course is to provide a strong foundation on the design, management, and interpersonal relationships within the learning environment. Interaction between environment and significant learning is addressed. The course provides an overview of Maryland laws and regulations as they relate to Early Childhood Education in the state.

ECED 310

Perceptual Motor- Development, Learning and the Brain

3 Credits

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

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

ECED 311-O

Cognitive and Logic – Mathematical Development

3 Credits

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

ECED 322-O

Health, Nutrition and Preventive Medicine

3 Credits

This course concentrates on the study of related factors to conservation and health improvement. The course focuses on health environment analysis and its impact on the preschooler, elementary, and secondary students. Emphases on the factors that affect the teacher's mental health as well as the student's mental health are integrated in the course. Discussion about drug and alcohol use and abuse, and its impact on conduct is addressed. The study about the importance of nutrition, hygiene, and physical aptitude is integrated in the

course. Evaluation of personal health habits and the relation with the individual performance is also studied in the course. **Pre-Requisite: None**

ECED 329-O

Nature and Needs of the Exceptional Child

3 Credits

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

ECED 332-O

Integration and Participation of Family in Pre-K Care Centers

3 Credits

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

ECED 402-O

Creative Expression in Early Childhood/Primary Education

3 Credits

In this course students are exposed to experiences in creativity in order to develop an awareness of the need of aesthetic expression in the preschool and the primary education curriculum. Workshops include movement activities, plastic arts, music, and children's games.

ECED 403-O

Curriculum Development in Preschool and Primary Education

3 Credits

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

ECED 405-O

Language Development in the Context of Reading/Writing

3 Credits

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

ECED 410-O

Emergent Reading

3 Credits

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

ECED 442-O

Practice Seminar in Early Childhood and Primary Education

1 Credit

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

ECED 443-O

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

6 Credits

This course is the final requirement in the early childhood and primary teacher education program. It is the field experience in which the candidate assumes the duties and responsibilities a teacher performs in a preschool and the primary education environment, as required in Maryland. It offers students the opportunity to promote physical, emotional, social and intellectual development of children. Students work under the supervision of a certified clinical educator from an accredited school and a college supervisor trained in clinical educator strategies. The practicum in teaching provides students with field experiences to demonstrate Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. Students must abide with the minimum required hours set by the state and local agencies for practicum experiences. The student must refer to the Internship Handbook available from the Director of Instruction and Curriculum for specific requirements and procedures. **Pre-Requisites: All Courses, concurrent with ECED 442-O**

ECON 123-O

Economics Compendium

3 Credits

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

ECON 124-O

Economics for Engineering

3 Credits

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

ECON 530-O

Business Economics

3 credits

Comprehensive course that studies the principles of macroeconomics and microeconomics applied to companies. Participants will discuss and analyze economic aspects associated with the following: economic indices, Federal Reserve policies, National Fiscal Policy, causes and effects of unemployment, inflation, and consumer demand and cost structure in business.

As part of the macroeconomic and microeconomic theories, the economic analysis tools mentioned above will be discussed; the dynamics of enterprises and the way of projecting their operations into the future. The understanding of these aspects will provide the basis for the economic analysis that integrated the knowledge of statistics, mathematics and the economic theory that are useful in the decisional process of companies.

EDAG 640-O

Development of Leadership in Education, Theories and Application

3 Credits

This course studies the origin and development of the theories and focal points of administrative and general supervision practices. Theories are applied to the complexity of education systems as learning communities. It also covers the general principles that define form and develop leaders and their influence on educational institutions. The study of the current leadership concepts in Maryland is an integral component of the course. The course covers the study the differences between various leadership styles. It also covers the importance of vision, communication, motivation, teamwork, and partnerships with community and stakeholders. Strengthen leadership by standards and of work plans. **Pre-Requisites: 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-O**

EDAG 644-O

Technology for School Administrators

3 Credits

This course prepares students to apply technology to the areas of administration, instruction and educational institutions. Students will evaluate various computer hardware and software components which are appropriate to the management of schools.

EDAG 650-O

**Human Relations, Organizational Climate and the Learning Environment
in Educational Institutions**

3 Credits

This course studies the development and evolution of the framework and theories of behavior and organizational conduct to the present. It covers explanations of the challenges and trends that affect educational organizations as open systems. It also includes analysis of individual, interpersonal, group and organizational behavior and how these influence performance of effective academic leadership. It differentiates between organizational climate and culture. It covers strategies for the development of positive community and organizational climates. Students engage in discussion of the importance of human resources in organizations. Applications of critical issues in the environment of education are addressed in the course. **Pre-Requisite: None**

EDAG 651-O

Public School Law, Labor Relations, and Ethical Leadership in Education

3 Credits

This course studies the legal aspects, regulations, and legislation developed and approved for education and public and private educational organizations, mainly in Maryland and the United States. Topics are framed in the context of the history of education in Maryland. Analysis of labor relations in education, their effects and influences on educational and administrative decision-making are incorporated in the course. Description of the history, of human rights; unionization, unions, collective bargaining and the struggles of professionals in the field of education to improve working conditions and their professional performance. Analysis of legal cases and corresponding jurisprudence, in Maryland as well as in the United States are addressed. **Pre-Requisite: None**

EDAG 652-O

Budget and Finance Systems in Educational Organizations at the School Level

3 Credits

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

EDAG 657-O

Human Resources Management and Development in Educational Leadership

3 Credits

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

EDAG 662-O

Multicultural Education for School Administrators

3 Credits

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

EDAG 663-O

Conflict Resolution for Educational Leaders

3 Credits

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

EDAG 670-O

Internship- Practice in Educational Leadership: K – 12

3 Credits

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

EDBE 502-O

Bilingual-Bicultural Curriculum Development

3 Credits

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

EDBE 504-O

Language, Literacy, and Culture

3 Credits

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

EDBE 506-O

Sociopolitical and Historical Perspectives in Bilingual Education

3 Credits

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

analyzing information, reporting findings, elaborating conclusions and generalizations, making recommendations and proposing new topics for research.

EDBE 510-O

Introduction to Research: Purposes, Issues, and Methodologies

3 Credits - Research course (6 hours):

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

EDBE 520-O

Research Methods in Bilingual and Second Language Education

3 Credits

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

EDBE 524-O

Methods of ESOL Literacy and Language Development Applied to Content 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-O

Biliteracy, Language, and Content in Bilingual Education

3 Credits

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

EDBE 526-O

Theoretical Foundations of Bilingual Education and ESOL

3 Credits

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

EDBE 566-O

First and Second Language Acquisition

3 Credits

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

information resourcing, information summarization and analysis, problem identification, formulation of hypothesis and research questions, research methods, methods of collecting and analyzing information and reporting findings.

EDBE 697-O

Field Experiences in Bilingual and Second Language Education

3 Credits

Observations and classroom participatory internship experience with second language learners and youth in a public school at the grade level the student has specialized in are required in this course. Students will follow the Internship Handbook requirements to comply with internship Maryland State and local mandates. **Pre-Requisites: 20 credits approved; including: EDBE 502-O, EDBE 525-O, & EDBE 566-O**

EDUC 135-O

Philosophical, Sociological, and Psychological Foundations in Education

3 Credits

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

EDUC 171-O

Human Growth and Development

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-O**

EDUC 204-O

Education for Children with Exceptional Needs and Inclusion

3 Credits

This is a basic introductory course that covers the physiological, social, historic, political and philosophical foundations of an education for learners with exceptional needs and strengths (K-12). In addition, this course covers procedures and instruments for assessment and authentic evaluation and programs, models, projects and approaches for teaching and curricular development. Emphasis is placed in the role and responsibility of all the professionals involved in the organization of experiences that will contribute to the holistic development of these learners, mainly those in high risk of 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-O

Sociological Foundations of Education

3 Credits

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

EDUC 355-O

Evaluation and Measurement of the Educational Process (Pre-k to Third Grade)

3 Credits

This course covers the theory and practice of the educational evaluation process in Pre-K to Third Grades in Maryland. Emphasis is placed on the taxonomy of objectives and to the skills for stimulating achievement in the student. Current concepts in evaluation criteria and in performance and mastery test, among others. Traditional concepts of preparation, administration, correction and interpretation of progress tests, and basic concepts of statistics are studied. This

course also includes the discussion of other evaluation procedures the prospective teacher should be aware of. **Pre-Requisites: EDUC 171-O, TESL 222-O**

EDUC 410-O

Teaching Math at the Primary Level

3 Credits

This course focuses on the principles, foundation, and methods of teaching Math at the primary level. It incorporates the analysis of math standards as required in the State of Maryland. The course includes research-based practices to teach Math effectively to impact student achievement. The course incorporates the requirements for Math state assessment. **Pre-Requisites: MATH 111-O, MATH 112-O**

EDUC 411-O

Teaching Sciences at the Primary Level

3 Credits

This course focuses on the principles, foundation, and methods of teaching Science at the primary level. It incorporates the analysis of Science standards as required in the State of Maryland. The course includes research-based practices to teach Science effectively to impact student achievement. The course incorporates the requirements for Science state assessment. **Pre-Requisites: SCIE 111-O, SCIE 112-O**

EDUC 420-O

Philosophical Foundations of Education

3 Credits

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

EDUC 435-O

Interdisciplinary Seminar*

3 Credits

This course is a professional seminar blending socio-humanistic and scientific academic knowledge that students have developed during their teacher preparation courses. Discussion and analysis of trends, methods and innovations related to fundamental knowledge and communication competencies of the future teacher in his/her local and global context as required

in Maryland. Emphasis in case studies, problem solving, themes discussion and application of technology are incorporated. Prerequisites: School authorization is required. **Pre-Requisites: All courses except EDUC 436-O, ECED 442-O or SPED 405-O. *Course must be completed with a passing grade before registering in ECED 442-O OR SPED 405-O**

EDUC 436-O

Pedagogical Integration Seminar*

3 Credits

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

EDUG 535-O

Action Research Evaluation

3 Credits

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

EDUG 605-O

Public School Curriculum and Instruction

3 Credits

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

EDUG 611-O

Evaluation, Measurement, and Assessment of the Teaching-Learning Processes

3 Credits

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

EETP 202-O

Circuit Analysis I (DC)

4 Credits

This course will analyze passive DC circuits using Ohm's and Kirchhoff's Laws, network theorems, and branch/mesh/nodal analysis. It will include transient analysis of R-C and R-L circuits along with concepts of energy, power, and efficiency. **Requires laboratory. Co-Requisite: MATH130-O**

EETP 203-O

Circuit Analysis II (AC)

4 Credits

This course covers the Basic concepts needed to understand alternating current theory and begins with an introduction to magnetic theory and the principles of electromagnetic induction. It continues with an introduction to AC circuit analysis in which time-varying electrical signals are presented. Capacitors and inductors are covered along with RC, RL, RLC circuits and their transient analysis. Low-pass, high-pass, band-pass, and stop-pass filters are covered along with concepts of power factor analysis, sweep generation usage, and Fourier series. **Requires laboratory. Co-Requisite: MATH 131-O, Pre-Requisite: EETP 202-O**

EETP 210-O

Microprocessors

3 Credits

This course includes an introduction to microprocessors and microprocessor-based systems. The student will learn machine and assembly language programming as well as understand the functions of interrupts and DOS entry points. The physical structure, architecture, and operation of the PC and its various peripheral attachments will be covered as well as PC troubleshooting techniques, board upgrades, and use of diagnostic software. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis, laboratory practice and responsible use of technology. The student will do presentations, written reports, solve assigned problems, and complete written and practical tests.

EETP 211-O

Electronic Communication Systems

4 Credits

This course covers the fundamentals of electronic communication systems. It focus a discussion of AM, FM, single side band and digital communications, oscillators, tuning circuits, detectors, radio frequency amplifiers, transmission lines and antennas. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis, laboratory practice and responsible use of technology. The student will do presentations, written reports, solve assign problems, will complete written and practical tests.

EETP 212-O

Electronic Technician License Review

1 Credits

This course covers the fundamental topics of the test offered by the Board of Examiners of Electronics Technicians. Included is a discussion of the most relevant concepts in mathematics, physics, regulatory laws, circuits and safety. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis and computer generated tests similar to the offered by the Board of Examiners of Electronics Technicians. The student will do presentations, written reports, solve assigned problems and complete written tests.

EETP 215-O

Digital Circuits

4 Credits

Analysis and design combinational logic and integrated circuits using Boolean Algebra, Karnaugh maps and logic diagrams. The student will study number systems, binary codes and code conversions along with flip-flops, multivibrators, decoders, encoders, multiplexers, ADCs, DACs, RAM, ROM and its applications. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis and laboratory practice and responsible use of technology.

EETP 216-O

Electronic Circuits

5 Credits

Analysis and design of solid-state semiconductor electronic devices; including diodes, bipolar and MOS transistors, zener diode regulators, clippers, clampers, amplifiers, comparators, power supplies and oscillators. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis and laboratory practice and responsible use of technology.

ENGI 100-O

Introduction to Engineering

3 Credits

Introductory required course for all first year engineering students. Introduction to the various specialties within the engineering profession. Basic concepts of engineering design and technical communication. Discussion of laws and ethics of the engineering profession.

ENGI 160-O

Introduction to Engineering Graphics

3 Credits

Includes principles of engineering drawing utilizing manual drafting methods, sketching and computer graphics with an introduction to descriptive geometry. The fundamentals of orthographic projection, auxiliary projections, sectioning, dimensioning and tolerances are presented. Isometric and oblique pictorials methods are covered as well as principles of interpretation of engineering drawings, symbols, types of views, and textural symbols. **Requires Laboratory. Co-Requisite: MATH 130-O**

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

Preparatory English

4 Credits

This course is designed for beginning level students (Level 1 – Starting) of English as a Second Language. It is a conversational/grammar based preparatory course designed to prepare undergraduate students in the four domains for language proficiency: listening, speaking, reading, and writing. Students who score between 0 - 111 points in the Accuplacer English placement test must enroll in this course in the first term of enrollment. **This Course requires the use of E-Lab or the Language Lab.**

ENGL 102-O

Basic English

4 Credits

This course is designed for students who score between 147-180 points (Level 2 – Emerging) on the Accuplacer English Placement Test. The primary goal of the course is to teach communicative competence, that is, the ability to communicate in English according to the situation, purpose, and student's roles in the communication process. Emphasis is placed on the development of oral comprehension skills. Basic reading and writing skills are also emphasized. In both cases, students' lives will be central to all activities. Reconstruction of real life activities will be used in a constructivist approach to learning. It systematically reviews basic structures and vocabulary with

a substantial amount of oral and written practice, which leads students to a more confident ownership of the language. There's laboratory practice where students will apply the skills developed in the classroom activates in communicative activities. Laboratory practice is required.

ENGL 115-O

English Reading and Writing I

4 Credits

This course focuses on strengthening college level basic reading comprehension and writing skills. An integrated language arts approach is used. Specific grammatical skills will also be developed integrating oral communication and listening skills. The ability to organize one's thoughts, to express them simply and clearly, and to observe the standards and conventions of language usage will be developed. Short research projects will be developed through the integration of technology (individual, pair, or group work). This course requires language lab activities and experiences. This course requires the use of e-lab or the language lab guided by the course faculty.

Pre-Requisite: None

ENGL 116-O

English Reading and Writing II

4 Credits

This course focuses on reading comprehension and writing skills of the English language for university students. It concentrates on strategies for generating ideas for writing, planning, and organizing materials in English. The course is intended to prepare students for the demand of college writing focusing on reading critically and incorporating source material in student's own writing. Research projects will be developed through the responsible use of technology by individual, pair, and group work with an integrated language approach. **This course requires the use of E-Lab or the Language Lab guided by the course faculty. Pre-Requisite: ENGL 115-O**

ENGL 331-O

Public Speaking

4 Credits

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

ENGL 500-O

Graduate Preparatory English

3 Credits

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

ENGL 501-O

Academic Writing for Graduate Students I

3 Credits

This course is designed for graduate students who score between 82-103 points (Level 3 – Developing and Level 4 – Expanding) on the Graduate English Placement Test. This is an application English writing class that focuses on strengthening writing skills. It examines and provides strategies for strengthening skills in writing for specific audiences, writing conventions and development of topic sentences and supporting details. It also provides emphasis on strategies for developing supporting ideas. It stresses the development of basic reading and writing skills for graduate students. It systematically reviews basic structures and vocabulary with a great deal of written practice, which lead the student to a more confident ownership of the language. Grammar and editing skills review is incorporated in the course. Therefore, the goal of this course is to provide student writers with information that will allow them to demonstrate a command of academic writing skills in English. **This course requires the use of e-lab or the language lab. Pre-Requisite: English placement test scores.**

ENGL 502-O

Academic Writing for Graduate Students II

3 Credits

This course is designed for graduate students who score between 104-130 points (Level 5 – Bridging) on the Graduate English Placement Test. ENGL 502 is a writing course designed to improve the academic writing skills of graduate students. The course focuses on organization and development of ideas and on paraphrasing and summarizing of reading selections to develop fluency, accuracy, and maturity in academic writing. A discussion of basic research skills and plagiarism is included. Editing skills are stressed, and a basic grammar review is provided. In addition, a variety of common rhetorical modes are analyzed, including narratives, informational reports, summaries, reviews, and argumentative essays. Students are placed into this course based on their English language placement results. It is an advanced English course that uses an integrated language approach. Role-play, oral presentations and other verbal and writing techniques are used. All phases of the English writing process are discussed and practiced. Students concentrate on writing good topic sentences, supporting details and paragraph unity.

This course requires the use of E-Lab or the Language Lab. Pre-Requisite: English placement test scores.

ETAP 300-O

Engineering Technology Application Project

1 Credit

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

EXPL 101-O

Experiential Learning: Introduction to Portfolio

1 Credit

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

FINA 530-O

Managerial Finance

3 Credits

An approach to business planning, long-term investment management, financial planning for taxes and for human resources in the organization, financial transactions in international markets, risk management, and the decision-making process will be studied to project the financial vision in business including going public. The course presents advanced finance concepts in asset pricing, capital budgeting, capital raising, payout policies, risk management and corporate governance as well as related practical applications. Furthermore a discussion of financial instruments, markets and institutions and how they have innovated through the use of internet-based transactions will be presented.

HESM 110-O

Health Services Management

3 Credits

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

HESM 210-O

Health Systems and Models

3 Credits

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

HESM 220-O

Health Services Planning and Evaluation

3 Credits

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

HESM 230-O

Basic Accounting for the Health Industry

3 Credits

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

HESM 310-O

Health Economics

3 Credits

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

HESM 320-O

Basic Finances in the Health Industry

3 Credits

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

HESM 330-O

Legal Aspects in the Health Industry

3 Credits

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

HESM 340-O

Budgeting for the Health Industry

3 Credits

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

HESM 410-O

Health Information Systems

3 Credits

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

HESM 420-O

Special Topics in Health Services Management

3 Credits

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

HESM 430-O

Practicum/Seminar in Health Services Management

3 Credits

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

HESM 431-O

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-O

Contemporary History

3 Credits

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

HIST 263-O

Latin American History

3 Credits

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

HIST 273-O

History of the United States of America

3 Credits

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

HUMA 101-O

World Cultures I

3 Credits

This course is a critical study of the evolution of humanity from its beginnings to the development of the cities and the urban life. The course focuses on the impact of old civilizations at the 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-O

Introduction to the Hospitality Industry

3 Credits

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

ITHM 102-O

Introduction to Management in Hospitality

3 Credits

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

ITHM 115-O

Tourism System

3 Credits

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

ITHM 250-O

Internship I

3 Credits

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

ITHM 280-O

Guest Services

3 Credits

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

ITHM 290-O

Spreadsheet and Database Applications

3 Credits

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

ITHM 300-O

Rooms Division

3 Credits

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

ITHM 302-O

Introduction to Conventions, Meetings, and Events

3 Credits

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

Pre-Requisite: ITHM 250-O

ITHM 306-O

Casino Operations

3 Credits

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

ITHM 307-O

Physical Facilities and Maintenance

3 Credits

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

ITHM 310-O

Convention and Group Sales

3 Credits

This course will provide students with the tools for presentation of the specialized sales skills required for the industry. Topics will include: vocabulary relative to the hotel sales office, understanding of the needs and wants of the two markets, introduction to room set-up, the audiovisual components and technology utilization, menu planning and the roles and responsibilities of convention sales and service managers, the concept of cold calls, successful sales techniques, booking strategies as well as the review and negotiation of contracts, and the

appropriate financial management of a meeting. Refine listening techniques and communication skills as tools of the trade. The course will use the Internet among other research tools, E-mail as a means of communication, and MS Word and Power Point for assignments, research papers, and projects. **Pre-Requisite: ITHM 250-O**

ITHM 340-O

Food and Beverage Operations

3 Credits

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

ITHM 341-O

Catering Sales & Operations

3 Credits

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

ITHM 360-O

Hospitality Accounting

3 Credits

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

ITHM 365-O

Labor and Hospitality Laws

3 Credits

This course is an application of law requirements to issues related to the hotel industry which include the innkeeper/guest relationship, rights of employees/employers, liabilities, relationship to guest, and negligent acts. Understanding of the legal considerations associated with operating a hotel or tourism business is emphasized. The course includes labor issues applied to the local environment. **Pre-Requisites: ITHM 250-O, ITHM 213-O**

ITHM 370-O

Hospitality Sales and Marketing

3 Credits

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

ITHM 390-O

Advanced Internship in Hotel Operations

3 Credits

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

ITHM 400-O

Revenue Management for Hotel Operations

3 Credits

This course investigates the different financial instruments and structures by which hotels and tourism entities operate. The concepts of revenue management and cost control are explained from a yield management and revenue management approach. The student review the basic financial concepts and reporting requirements that apply to the industry. Emphasis is placed on the uses of financial data for planning, cost control techniques and their use in defining goals of the organization. The course will use the Internet as a research tool, the Email as means of communication. MS Word, Excel, and Power Points will be used for assignments, research papers, and projects. **Pre-Requisites: ITHM 250-O, ITHM 290-O**

ITHM 402-O

Organizational Behavior in the Hospitality Industry

3 Credits

This course is an application of organizational behavior. The main concepts are explored throughout lectures, case studies, management games and exercises. Topics include leadership, decision-making, motivation, power and organizational change. The course will use the Internet

as a research tool, the Email as means of communication. MS Word will be used for research papers and projects. **Pre-Requisite: ITHM 102-O**

ITHM 404-O

Convention and Event Planning Logistics

3 Credits

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

ITHM 406-O

Special Events Management

3 Credits

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

ITHM 455-O

Internship II

3 Credits

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

ITHM 460-O

Capstone Course

3 Credits

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

MANA 101-O

Introduction to Business

3 Credits

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

MANA 210-O

Business Administration Theory

3 Credits

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

MANA 213-O

Personnel Management

3 Credits

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

MANA 217-O

International Relations

3 Credits

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

MANA 230-O

Organizational Behavior

3 Credits

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

MANA 500-O

Organizational Development and Behavior

3 Credits

The study of the impact of human behavior in the organization. The course emphasizes the application of theories and concepts of behavior in the organization and its management. Motivation, leadership, change administration, formal and informal communication, as well as the interpersonal dynamics of groups in the internal and external organization are examined.

MANA 613-O

Management of Diversity

3 Credits

Study of the complex dynamics of diversity in the organization and the strategies to promote unity and avoid stereotypes in order to achieve its mission and objectives. Evaluation of demographic trends and value diversity in labor force and its projections in the organizational structure. Analysis of the impact and legal implications in management related to discrimination for sex, ethnic origin, age, disability, sexual orientation, and religion.

MARK 510-O

Marketing Management

3 Credits

Study of the theoretical foundations of marketing management. The course emphasizes in the decision-making process involved in goal-oriented marketing management based on need-assessment and opportunities of the current market.

MATH 111-O

Intermediate Algebra I

3 Credits

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

MATH 112-O

Intermediate Algebra II

3 Credits

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

MATH 118-O

Fundamentals of Intermediate Algebra

3 Credits

This course presents the use of real numbers and their properties, basic concepts of algebra and equations, rectangular coordinate system, linear equations in two variables, polynomial expressions and operations, rational exponents and expressions, radicals and operations, complex numbers, and quadratic equations. **Pre-Requisite: None**

MATH 120-O

Introduction to Algebra

3 Credits

This course presents topics such as: the set of real numbers; percentage, algebraic expressions, linear equations, linear inequalities, polynomials and its basic operations. Emphasize in

application and comprehension skills. Develop the course concepts with responsible use of technology, cooperative learning, problem solving and different assessment techniques.

MATH 130-O

Pre-Calculus I

3 Credits

Study of relations and functions, graphs, polynomial, rational and inverse functions, linear direct and inverse variation and the binomial theorem. Emphasis is made in applications in biology, chemistry, physics, and engineering, and the use of technology tools to develop mathematical concepts and problems solving. **Pre-Requisite: None**

MATH 131-O

Pre-Calculus II

3 Credits

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

MATH 221-O

Analytic Geometry and Calculus I

4 Credits

This course covers the following advanced mathematic principles: the limit of a function, theorem of limit, continuity, the derivative, and differentiation of algebraic, trigonometric and logarithmic functions, applications to physics, fundamental theorem of differential calculus, Rolle theorem, mean value theorem, applications of the derivative to the drawing of curves, assumptions and primitive functions, the properties of Cauchy and Riemann additions, gravity, inertia and pressure centers, Lebesgue integral and integration methods. **Pre-Requisite: MATH 131-O**

NETP 207-O

Introduction to Industrial Networking

4 Credits

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

NETP 208-O

Computer and Network Operating Systems

3 Credits

This course covers an introduction to the study of basic concepts, functions and commands of the various operating systems used on computers and networks. The students will develop skills in installation, operation, security management, configuration, fault finding, documentation, and basic "hardware" applied to the operating systems used in computers and servers. Among the operating systems used are Windows, Linux and Mac OS among others. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis, laboratory practice and responsible use of technology. The student will make presentations, written reports, solve assigned problems and will complete written and practical tests.

NETP 209-O

CCNA Security

3 Credits

Cisco Certified Network Associate (CCNA) Security emphasizes in security technologies, installation, troubleshooting, and monitoring for possible vulnerabilities and attacks in the various network devices to maintain the integrity, confidentiality and availability of data. This course will provide students to demonstrate mastery of the technologies that Cisco uses in its security infrastructure. The topics covered in this course enable the student to be certified as CCNA Security. This course will be based on demonstrations, lecture and interpretation of schematics, case analysis, laboratory practice and responsible use of technology. The student will do presentations, written reports, solve assign problems, will complete written and practical tests.

NETP 210-O

Introduction to Networks

3 Credits

Introducing the underlying technology of local area networks (LANs), wide area networks (WANs), and the Internet, this course covers networking media, the Open System Interconnection (OSI) model, transmission control protocol/Internet protocol (TCP/IP), an overview of routing and switching, and small network configuration and troubleshooting.

NETP 211-O

Introduction to Routing

3 Credits

This course introduces router configuration, maintenance and troubleshooting, routing protocols, and use of access control lists (ACLs) as a traffic management tool. **Pre-Requisite: NETP 210-O**

NETP 212-O

Introduction to Switching

3 Credits

Students in this course explore advanced Internet protocol (IP) addressing techniques, intermediate routing protocols, switch configuration and maintenance, and virtual area networks (VLANs) and related protocols. **Pre-Requisite: NETP 211-O**

NETP 213-O

VoIP Administration

3 Credits

Exploring technologies and systems that serve voice traffic, this course covers enterprise switches (e.g., private branch exchanges and Centrex), networked telephony solutions, voice over internet protocol (VoIP), call centers, voice processing and wireless systems. **Pre-Requisite: NETP 212-O**

PALE 105-O

Constitutional Principles

3 Credits

Study of the Constitution of the United States of America. Emphasis on the rights, privileges, and immunities.

PHSC 205-O

Engineering Physics I

4 Credits

The course examines the basic laws of physics and their application. A calculus-based course emphasizing the principles and applications of mechanics. Topics include: motion in one, two and three dimensions, Newton's law, work and energy, rotation, static equilibrium of a rigid body, particles and conservation of momentum. Each workshop consists of three (3) class hours and one (1) lab hour.

POSC 253-O

Political System

3 Credits

This course is an analysis of the political and judicial development from the 19th century to the present and the relationship of this development to organizations and the international world. The

students will receive an introduction to the principles related to the government.
Pre-Requisite: None.

PRMG 530-O

Program Management 1: Introduction to Program Management

3 Credits

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. Emphasis in the development of skills and competencies related to planning and methodologies of the area. Study of general theoretical and practical related concepts. Contrasts between project and operations.

PRMG 640-O

Program Management II: Project Planning

3 Credits

Analysis, action plan development and usage of effective methods in project management. Study of processes in the planning and initial phases of projects. Critical analysis of inputs, products, tools and techniques used in project management processes. Application of related terminology and definitions.

PSYC 121-O

General Psychology I

3 Credits

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

PSYC 122-O

General Psychology II

3 Credits

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

PSYC 123-O

Introduction to the Study of Psychology

3 Credits

A compendium course of Psychology 121-122, this course includes the study of perception, motivation, learning, development and theories of human personality, and the effects of heredity and environment on the behavior of individuals.

PSYC 210-O

Human Sexuality

3 Credits

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

PSYC 222-O

Adolescence Psychology

3 Credits

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

PSYC 225-O

Social Psychology

3 Credits

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

PSYC 226-O

Evolutional Psychology

3 Credits

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

PSYC 321-O

Personality Theory

3 Credits

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

PSYC 322-O

Theories and Techniques in Psychotherapy

3 Credits

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

PSYC 324-O

Gender Psychology

3 Credits

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

PSYC 327-O

Psychology of the Elderly

3 Credits

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

PSYC 343-O

Theories of Learning and Motivation

3 Credits

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

PSYC 350-O

Psychopathology Principles

3 Credits

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

PSYC 355-O

Industrial Psychology

3 Credits

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

PSYC 400-O

Psychological Measurement

3 Credits

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

PSYC 402-O

Research and Methodology

3 Credits

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

PSYC 423-O

Physiological Psychology

3 Credits

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

PSYC 450-O

Psychology Seminar I

3 Credits

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

PSYC 451-O

Psychology Seminar II

3 Credits

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

PUAG 502-O

Public and Nonprofit Organizations: Management and Leadership

3 Credits

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

PUAG 512-O

Public and Non-Profit Accounting and Finance

3 Credits

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

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-O

Special Topics

3 Credits

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

PUAG 630-O

Development and Management of Strategic Alliances with Non-Profit Organizations

3 Credits

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

PUAG 610-O

Legislative Process

3 Credits

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

PUAG 640-O

Development and Management of E-government Projects

3 Credits

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

PUAG 665-O

Capstone Course

3 Credits

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

PUHE 101-O

Introduction to Public Health and Health Education

3 Credits

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

PUHE 201-O

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-O**

PUHE 203-O

Introduction to Epidemiology

3 Credits

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

PUHE 210-O

Biological Aspects of Human Diseases

4 Credits

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

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.**

REHU 600-O

Human Resources Management and Organizational Development

3 Credits

A comprehensive study of the key functions and processes of the human resources units through the evaluation of models and strategies directed toward promoting the organizational development. It emphasizes the critical analysis of the interdependency of the constitutive elements of: managerial styles, strategic planning, culture and organizational structure as a function of internal and external factors and their impact on recruitment, selection, classification, training and development, and performance evaluation processes.

REHU 610-O

Training and Development of Human Resources

3 Credits

The evaluation of methods, concepts, theories and strategies for the integral human resources development as a function of the individual and organizational needs and expectations. It will emphasize the training need assessment, instructional design, development and evaluation of training and development programs. It will also analyze research designs and other mechanisms for the evaluation of the effectiveness and efficiency of the teaching and learning process, transference and results measurement.

REHU 611-O

Labor and Industrial Relations in Human Resources Management

3 Credits

A comprehensive study of the principal labor laws, the practices and the fundamental processes related to the field of labor and industrial relations. It emphasizes the impact of labor legislation and the collective agreements on the employee, union and management relations. It will also analyze the development function and coping mechanisms of the interaction processes between the union, the employees and the management. It will discuss the rights, prerogatives and obligations of the involved parties and their implications for the organizational system.

REHU 612-O

Compensation and Benefits Management

3 Credits

Evaluation of the human resources compensation and benefits system in the organization. Emphasis on the way the system is designed and implemented to promote professional quality as it is expressed in recruitment, motivation, and retention. Analysis of systems designed in the organization for human resources selection, recruitment, development, and evaluation.

REHU 614-O

Security, Hygiene, and Labor Quality Life Management

3 Credits

The study of safety and security, disabilities, industrial hygiene, health, and legislation related to these areas and the impact in human resources management. The course focuses on the responsibility involved to create a safe place for working. Insurance, medical services, prevention, and quality life in work are discussed.

REHU 615 -O

International Human Resources Management

3 Credits

Study of the philosophy, theories, policies and predominant practices in the field of human resources management applied to an international context. It focuses on the analysis of the principal strategies applied to the human resources field, and their effect on the organizational dynamics in a global economic market. It will emphasize the study of the impact of cultural, economic, labor, human and logistic factors.

REHU 620-O

Leadership in the Organization

3 Credits

Study of leadership styles and their functions in business. Motivation, communication, control strategies, impact of change, team working, and effective relations in leadership are discussed. The course also analyzes needs to identify, understand, and maximize organizational leadership strategies. Leadership is evaluated from the following perspectives: organizational development, decision-making process, and total quality.

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**

SCIE 113-O

Integrated Sciences Compendium

3 Credits

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

SCFG 503-O

Human Development and Learning: The Early Years and Elementary

3 Credits

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

SCFG 506-O

Human Development and Learning: Secondary

3 Credits

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

SCFG 508-O

Education and Society

3 Credits

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

SOCI 201-O

Principles of Sociology I

3 Credits

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

SOCI 202-O

Principles of Sociology II

3 Credits

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

SOCI 203-O

Principles of Sociology

3 Credits

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

SOCI 213-O

Social Problems

3 Credits

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

SOSC 101-O

Introduction to the Study of Social Sciences I

3 Credits

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

SOSC 102-O

Introduction to the Study of Social Sciences II

3 Credits

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

SOSC 111-O

Individual, Community, Government, and Social Responsibility I

3 Credits

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

SOSC 112-O

Individual, Community, Government, and Social Responsibility II

3 Credits

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

SOSC 250-O

Statistics in Social Sciences

3 Credits

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

SOSC 258-O

Research Techniques in Social Sciences

3 Credits

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

SPAN 100-O

Communication Skills Spanish as a First Language

4 Credits

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

SPAN 102 – O

Basic Spanish

4 Credits

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

SPAN 115- O

Reading, Writing, and Oral Communication I

4 Credits

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

SPAN 116- O

Reading, Writing, and Oral Communication II

4 Credits

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

SPAN 255- O

Spanish for Writing and Research

4 Credits

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

SPAN 500-O

Graduate Preparatory Spanish

3 Credits

This is a preparatory Spanish course for graduate level students. It is designed based on a conversational and grammatical integrated approach. The course integrates a language lab to complete graduate level activities, workshops, and exercises to increase proficiency in Spanish. Dual language (English/Spanish) methodologies and strategies are used. A student who takes the SUAGM Spanish Placement Test (for native speakers of Spanish) and scores between 0 and 40% must register for this course. **This course requires the use of E-Lab or the Language Lab.**

SPAN 501-O

Academic Writing for Graduate Students I

3 Credits

This is an intermediate developmental Spanish writing course designed to improve the Spanish academic writing skills of graduate students. Students will understand the steps of the Spanish writing process, practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and writing styles, promote a research-based attitude, demonstrate originality, and academic honesty that will be reflected on written assignments, and essays required for the course. A student who takes the SUAGM Spanish Placement Test (for native speakers of Spanish) and scores between 41% and 64% must register for this course. **This course requires the use of E-Lab or the Language Lab.**

SPAN 502-O

Academic Writing for Graduate Students II

3 Credits

A native speaking student who takes the SUAGM Spanish Placement Test and receives a score of 65 to 100 percent will need to enroll in this course within the first semester of enrollment. This is a Spanish writing course designed to improve the academic writing skills of graduate level students. Students will practice and handle grammatical structures related to spelling and punctuation, practice writing from the sentence to paragraph, write different sorts of paragraphs and essays, and learn about different types of Spanish academic writing. The course focuses on the process of creation, writing, and revision. The course seeks to promote a research-based, originality, and academic honesty attitude that will be reflected on written assignments. **This course requires the use of E-Lab or the Language Lab.**

SPED 101-O

Teacher Preparation in Special Education

3 Credits

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

SPED 102-O

Assistive Technology and other Resources in Special Education

3 Credits

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

SPED 103-O

Learning Disabilities

3 Credits

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

SPED 203-O

Nature, Needs and Behavior Modification in the Special Education Student with Attention Deficit Disorder

3 Credits

This course focuses on the analysis of 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-Requisites: EDUC 135-O, EDUC 171-O, SPED 101-O**

SPED 204-O

Nature, Needs and Behavior Modification in the Gifted Education Students

3 Credits

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

SPED 205-O

Integration of the Fine Arts in Special Education

3 Credits

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

SPED 207-O

Methodology, Adaptations and Accommodations for the Special Education Student in Science and Mathematics Teaching at the Elementary Level

3 Credits

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

SPED 208-O

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

3 Credits

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

SPED 210-O

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

SPED 211-O

**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-O**

SPED 215-O

Curricular Foundations for Special Education

3 Credits

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

SPED 295-O

Evaluation and Assessment in Students with Special Needs

3 Credits

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

SPED 300-O

The Brain and Learning

3 Credits

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

SPED 405-O

Teaching Practicum in Special Education

5 Credits

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

SPED 406-O

Seminar on Teaching Practicum in Special Education

1 Credit

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

STMG 600-O

Leadership and Entrepreneurial Vision

3 Credits

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. Application of theoretical knowledge in relation to individual, interpersonal and group behavior within the organization. The course addresses the study of leadership and organizational behavior in a continuous changing environment.

STMG 601-O

Strategic Management

3 Credits

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

STMG 602-O

Technological Applications and Information Systems

3 Credits

Develops analytical skills for the operational integration of different information resources. Allows for the identification, analysis and evaluation of alternatives for the improvement of the organizations' effectiveness. Emphasizes the importance of technology for strategic planning and problem solving. This course focuses in the development and application of the knowledge and skills needed to understand, evaluate and make decisions related with information systems.

STMG 603-O

Entrepreneurial Communication

3 Credits

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

STMG 604 -O

Organizations in a Global Economy

3 Credits

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

STMG 608-O

Strategies for Change, Professional and Entrepreneurial Development

3 Credits

Analysis of topics in the areas of power relations and resistance to change, motivation, and human behavior. Comprehension and respect for diversity and group dynamics. Evaluation and design of strategies for the development of a positive organizational culture. Emphasis in environmental and structural forces within the organization. Appraises the different variables related to the organizational capacity for managing change and the development of plans and strategies.

TESL 222-O

Methods of Teaching ESOL Students in Schools

3 Credits

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

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 Maryland regarding ESOL. This course focuses on the application of the historical processes and research based proven practices for ESOL students to achieve academic performance in school from the perspective of the guidance counselors' and school administrators' expectations and roles. This is a survey course that addresses the following areas: linguistics, culture, methods, curriculum, and assessment best practices proven to impact student achievement. **Pre-Requisite: None**

Educational Need

A-2: Educational Need (MASTERS IN SOCIAL WORK)

A.2.a. What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet?

Educational Need Consistent with the Maryland State Plan for Postsecondary Education.

The new MSW program aligns with the *Maryland Ready 2013-2017: Maryland State Plan for Postsecondary Education (2013)*, especially for Goal 3, that refers to "ensuring equitable opportunity for academic success and cultural competency for Maryland's population diversity". The MSW program, which integrates the Discipline-Based Dual Language Immersion Model[®] as the education delivery model for the new curriculum, offers supportive, linguistically relevant, and culturally competent postsecondary learning environment conducive to the academic success of Maryland Hispanic students. It provides an innovative approach to the development of community health professionals who seek English language proficiency in parallel to their major, enabling graduates to readily contribute to their communities.

Furthermore, the MSW program contributes to achieving *Maryland State Plan for Postsecondary Education* Goal 5, which states "Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research." The MSW program has four main goals which include: (1) prepare students for beginning and advanced social work practice and careers; (2) promote social justice and social change; (3) advance the knowledge base of social work and (4) serve as a resource to the community. Because of the increase of participation by Hispanics in the overall population of the DMV area there is significant opportunity for employment and advancement of bilingual MSW graduates with the key social work values which include the pursuit of equality and social justice, and the appreciation and celebration of diversity.

Moreover, the curriculum design promotes and embraces all ten competencies suggested by the 2008 EPAS, which among them include the application of social work ethical principles to guide professional practice, advancement of human rights and social economical justice, the engagement of research-informed practice and practice-informed research, among others.

A.2.a.1 Occupational Need

Social Work Professionals

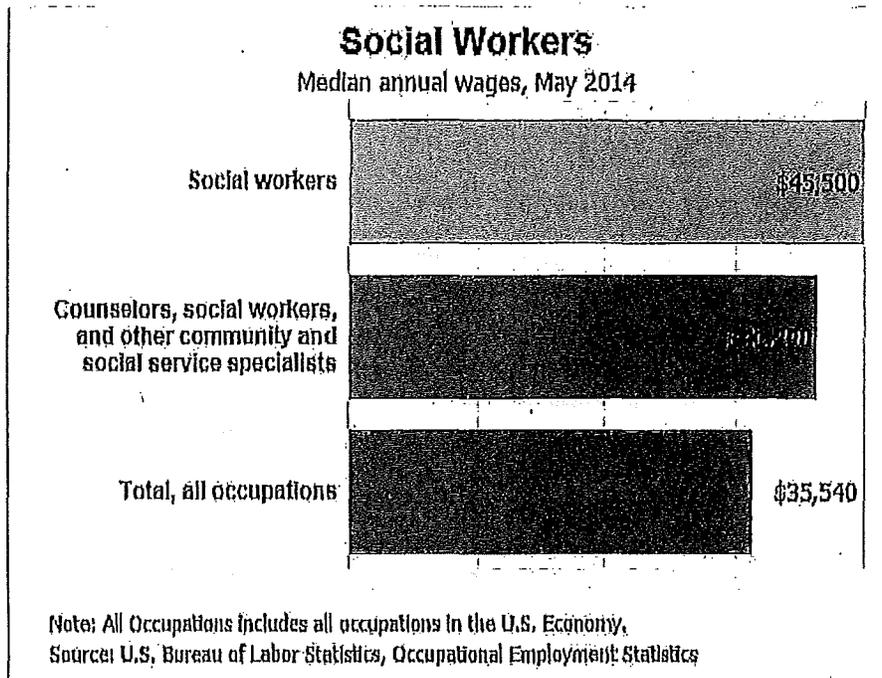
According to the Bureau of Labor Statistics employment of social workers is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialty (BLS, 2014). Growth is equivalent to 74,800 new jobs in this field at a national level over a decade (See Table 1). The median pay was reported as \$45,500 by BLS on May, 2016 with the highest 10 percent earning more than \$75,000 (See Graph 1).

TABLE 1. Quick Facts: Social Workers

Quick Facts: Social Workers	
2014 Median Pay	\$45,500 per year
Number of Jobs, 2014	649,800
Job Outlook, 2014-24	12% (Faster than average)
Employment Change, 2014-24	74,800

Source: 2014 Bureau of Labor Statistics

GRAPH 1. Social Work: Median Salary



Social Workers help people solve and cope with problems in their everyday lives. Responsibilities include the identification of people and communities in need, helping clients' needs, situations, strengths and challenges in their lives, such as illness, divorce, and/or unemployment, they respond to crisis situations such as child abuse and mental health emergencies, among other activities. The scope of a Social Worker expands to helping children, people with disabilities, and people with serious illnesses and addictions. They also help with a wide range of situations including the adoption of a child and being diagnosed with a terminal illness (BLS, 2015). There is no tracking at professional, Federal, or state levels on ethnicity of Social Work professionals. Consequently, employer data offers the best guidance as to the demand of bilingual, bicultural professionals in this field.

The following are examples of types of social workers (BLS, 2015):

- Child and family social workers – they protect vulnerable children and help families in need of assistance.
- Clinical social workers – these “licensed clinical social workers” diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression.
- School social workers – work with teachers, parents, and school administrators to develop plans and strategies to improve students’ academic performance and social development.
- Healthcare social workers – help patients understand their diagnosis and make the necessary adjustments to their lifestyle, housing, or healthcare. These types of social workers sometime specialize in geriatric social workers, hospice and palliative care social workers and medical social workers.
- Mental health and substance abuse social workers – help clients with mental illnesses or addictions. They help with activities such as support groups and 12-step programs.

The BLS Employment Projections program (2014) reported that social workers who have completed a formal education program and those who have experience working with a specific population may enjoy favorable job prospects. In addition, opportunities may be better for candidates who speak a foreign language (BLS, 2014).

Availability of Job Openings In UNE-CAC Service Area

At a local level, the opportunity to earn a good living as a Social Worker professional in the Greater Washington D.C./Maryland metro areas can be combined with the opportunity to use bilingual skills, given the high proportion of Spanish-speaking residents in some areas. Social Workers, who typically share ethnicity, language, socioeconomic status, and life experiences with the communities they serve, are particularly relevant to Maryland areas with high proportion of Hispanic residents.

A recent online search yielded the following job openings related to Social Work positions in the DMV area: (1) Resident Counselor, responsible for conducting client skill assessment, short-term and long-term goal setting, as well as coordinating cases for low income families; (2) Mental Health Therapist, responsible for providing individual, family, and group therapy to children, adolescents, and families; (3) Social Work Manager, responsible for clinically supervising, administratively manage and responsible for all Licensed Clinical Social Workers; and (4) Case Manager/Social Worker, responsible for working with diverse populations with multifaceted needs.

Various Job Posting websites were researched to determine the demand of social workers in the area. When utilizing the Indeed search engine with the key words social work jobs in Maryland, the resulted yielded 5,097 job postings. Doing a quick profile of this search we found the following: 86% of the job postings were for full time positions and 44% of the job postings had a salary offering of over \$55,000/year. In the Job Postings for the National Association of Social Workers, specifically in their Career Center, there were a total of 470 job postings across the nation. 40 of these job openings were located in the DMV area.

If we look at the data for the DMV Metropolitan Area the projected employment change for the three major Standard Occupational Classification (SOC) associated with Social Work all show double digit growth percentages that are above the national average. An estimated 15.6% increase for Community and Social Service Occupations as well as a 19.1% increase in Social and Community Service Managers. The median salary is also above the national average with \$50,570 and \$81,230 respectively (See Table 2)

TABLE 2: DMV Area Occupational Projections (2012-2022)

Washington-Arlington-Alexandria, DC-VA-MD-WY Metropolitan Statistical Area Occupational Projections, 2012-2022*									
Soccode	Occupational Title	Employment		Change 2012-2022		Average Annual Openings			Median
		2012	2022	Numeric	Percent	Replacem	Growth	Total	Annual
21-0000	Community and Social Service Occupations	58,678	67,851	9,173	15.63	935	1,366	2,301	\$50,570
25-1113	Social Work Teachers, Postsecondary	311	354	43	13.83	4	5	9	\$113,540
11-9151	Social and Community Service Managers	6,053	7,211	1,158	19.13	116	125	241	\$81,230

Source: Bureau of Labor Statistics, Occupational Employment Statistics (OES), May 2012 survey

CAC Service Area Survey: Demand for Bilingual Social Work Professionals

According to the American Community Survey (2014, 1-yr estimates) 14.5% or 848,000 of the 5.8 million population of the DMV area are Hispanics, making this the twelfth biggest metropolitan area in the United States, in respect to the number of Hispanics (PEW, 2012). Of these 42% or 360,000 reported that they did not speak English or that they didn't speak English very well. The issues of cultural competence and limited English proficiency (LEP) contribute to efforts to address racial and ethnic disparities in health, mental health, and education status and the disproportionate confinement in restrictive settings in the child welfare, juvenile justice and criminal justice system (Social Work Speaks, 2009).

As the Latino population has grown and dispersed throughout most states in the nation, both law and practice have had to confront issues associated with employees who speak a language other than English in the workplace. Further studies (Alarcón et al., 2014) have tested the hypothesis that bilingual workers would be better compensated in particular employment areas—health and public safety—where the need for accurate interpersonal communication is not only high, but can constitute a life-or-death situation (Gándara, 2015).

"Today's young language minority population is unique; their experiences have made them distinct from previous generations, and not only with respect to their access to social media and entrance into a global economy. Children of immigrants today are coming of age in a majority-minority era. Their linguistic and cultural cache is becoming normative, and employers increasingly prefer employees who can reach a wider client base and work collaboratively with colleagues across racial, ethnic, and cultural lines. The new economy calls for a multilingual approach to educating America's children, and the evidence now suggests that these young

multilingual individuals will be well rewarded in the future for this human capital that they bring to school and to the labor market."

-Patricia Gándara, ETS

A more specific research was done in several job posting that were specific to Bilingual Social Workers with key words that included Spanish and Bilingual. In the National Association of Social Workers Career Center, out of 470 job postings across the nation, 40 came up when using the keyword "Spanish", 34 when using the word bilingual and 26 when using keyword "bilingual Spanish". In CareerBuilder.com there were a total of 370 jobs nationwide when using search keyword "Social Worker Spanish".

In summary the need for bilingual social workers is evident. Three local community leaders have expressed as much. Furthermore, the data presented clearly demonstrate that Hispanic minorities have social, health and economical needs that surpass that of the general population. The OMH (2016) stated that Hispanic health, as well as other social factors, is often shaped by factors such as language/cultural barriers, lack of access to preventive care, and the lack of health insurance. The bilingual MSW program prepares students to attend all these critical issues.

Projected Supply of Prospective Graduates

The new bilingual MSW program will capture student demand not currently satisfied by English- language Social Work degree programs. The innovative characteristics of the dual language MSW program that combines the degree content with language acquisition coursework satisfies the requirements of minority students that would be considered at risk in English language higher education institutions. UNE programs offered at CAC are especially supportive of adults with demanding work schedules and environments.

In addition to the opportunity for Hispanic adults to further their education, other factors motivating participants to begin the MSW program include: robust employment opportunities; opportunities to serve a growing Hispanic population, and interest in pursuing social work careers. The new MSW program has a proposed start of September 1, 2016 (Fall, 2016) and SUAGM-UNE has already identified student demand in the community and within local community potential employers.

Based on prior experience with other UNE dual language programs, the institution will be capable of graduating approximately 10 students in year 3, equivalent to 70% retention of the initial group of enrolled students. UNE – CAC's estimated graduation rate of 20 per year at full enrollment would only partially fill the estimated demand, and even at the lowest projected demand for bilingual Social Work professionals in Maryland, there will continue to be an unmet need in the sector.

TABLE 3: MSW 5-year Enrollment & Graduation Projections – SUAGM UNE

	New Students	Enrollment*	Graduates**	Cumulative Graduates
Year 1 (2016-17)	24	24	-	-

Year 2 (2017-18)	24	34	-	-
Year 3 (2018-19)	24	56	10	10
Year 4 (2019-20)	24	68	20	30
Year 5 (2020-21)	24	90	20	50

A.2.a.2 Societal Need

At a national level nearly 15% of the population lives below the poverty line. People living in poverty need social workers to help them cope with the overwhelming challenges which arise with unemployment, underemployment and poor health. According to the American Community Survey (ACS) Hispanics have a poverty level 3% above the state average in Maryland, which raises the need for social workers who can provide service to this sector of the population.

In this same line, the number of reported cases of mental illness in the United States continues to be staggering. According to the U.S. Surgeon General, nearly 20% of the U.S. population is affected by mental illness during a given year. Social Workers are key in these cases as they provide clinical services to people who struggle with mood disorders, substance abuse and other forms of mental illness. According to the Office of Minority Health (OMH, 2012) the percent of Hispanics with serious psychological distress is 0.3% above the percentage of Non-Hispanic White. Furthermore, the percentage of Hispanics who have identified as sad, hopeless and worthless is nearly double of the percentage of the Non-Hispanic White community.

The National Association Social Workers (NASW) published the National Study of Licensed Social Workers in 2004. The report identifies the demographic profile of the social work practitioners in the State of Maryland. According to their respondents (n=253), 79% identified themselves as Caucasian and 18% as African Americans; there was no mention of the percent of Hispanic respondents. In 2011, the Center for Workforce Studies of the (NASW), published an occupational profile: "Social Work Salaries by Race and Ethnicity". In the overview section of this document the NASW recognizes the discrepancy between the social work workforce and the demographic profile of many client groups, which has led the profession to identify and emphasize the need for social workers to develop competence in culturally and ethnic competence practice (Gilberman, 2005).

Two of such cultural competences of the social work practice are being able to provide services, information or referrals in the language appropriate to the client; even recommending that social workers be proficient at another language (Standard 9: Language and Communication) and being able to communicate information about diverse client groups to other professionals (Standard 10: Leadership to Advance Cultural Competence). Because of the underrepresentation of social workers of color within the profession the NASW concludes that there is the increased likelihood that practitioners who are prepared to provide services to and motivated to work with diverse populations will find employment opportunities. Such is the support received by social work field leaders in the DMV area to the MSW program offered by Universidad del Este at the Capital Area Campus:

"We find it equally to support the social work program as the need is perhaps even greater (than nursing). Psychological support for the families that struggle with language issues can make a difference between meeting their needs and providing good care or not."

-Ann Mitchell, President and CEO of the Montgomery Hospice

"...a dual language social work program would be a welcome and valuable addition to the varied educational opportunities in Montgomery County."

-Darren M. Popkin, Montgomery County Sheriff

"In Montgomery County we have a critical need for bilingual social workers to serve the needs of the community. There is a Federal mandate to provide meaningful access to our services that receive Federal Funding... To meet our Federal mandate, we have to be able to serve the increased needs in the number of foreign-born residents with limited or no English proficiency in Montgomery County with bilingual social workers."

-Uma S. Ahluwalia, Director, Montgomery County Department of Health and Human Services

This program will allow an increased number of students in the social work programs to become licensed social workers and assist in the achievement of core outcomes of public child welfare programs that ensure child safety and well-being. As it will help address the gap of supporting services, specifically in social work, for the Hispanic community. This program will increase the number of professionally trained social workers to work the increased multi-cultural/lingual population. There is also opportunity for the graduated to attend the need of bilingual social for Hispanic seniors as well as opportunities to address the mental health needs of child, adolescent and adult residents in the DMV area.

A.2.b Reasonableness of Program Duplication

The proposed MSW for our Capital Area Campus is unique since it will be the first MSW that will follow the dual language approach, in which courses are taught 50% in English and 50% in Spanish. A graduate of Universidad Del Este MSW at CAC is expected to be a Dual Language Professional who demonstrated professional competencies in social work in Spanish and English. This unique academic background will permit them to communicate seamlessly in both languages, serving Hispanics in Maryland, the U.S., Puerto Rico and Latin America. Based on this unique approach, there is no other program in Maryland that it duplicates.

Furthermore, the proposed program would only be offered using the Discipline-Based Dual Language Immersion Model[®]. The universities of the Ana G. Méndez University System (AGMUS) including Universidad del Este in 2003 became the first in the nation to incorporate two-way developmental bilingual or dual immersion education at the university level. Since then we have confirmed that they remain the only universities in the United States to do so. Thus the proposed dual language programs do not duplicate programs currently offered not only in the State of Maryland but also in the entire Washington Metropolitan Area.

Programs of similar content offered by the other Universities in the area do not incorporate the two-way dual language immersion methodology. They do not incorporate the basic elements of the Discipline-Based Dual Language Immersion Model[®] that have proven effective through institutional assessment to "offer students the opportunity to pursue a university degree in the field of their choice while at the same time they develop their language skills in English and Spanish in order to function effectively as dual language professionals".



MONTGOMERY COUNTY PUBLIC SCHOOLS
MARYLAND
www.montgomeryschoolsmd.org

February 25, 2016



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11006 Viers Mill Road L-1
Wheaton, Maryland 20902

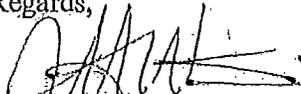
Dear Ms. Nazario-Cardona:

On behalf of Montgomery County Public Schools (MCPS), I am pleased to provide this letter in support of the establishment of dual language social work programs, Bachelor's in Social Work (BSW) and Master's in Social Work (MSW), at the Ana G. Méndez University System Wheaton Area Campus. We understand that students in this program will be required to take all their courses in both English and Spanish based on the discipline dual language model, an evidenced based conceptual model developed for the purpose of providing dual language instruction. This approach is well suited to the needs of our community.

As you may be aware, MCPS is a vibrant and diverse community and we are proud to serve over 156,000 students, 29 percent of which are Hispanic/Latino. This number has continued to increase, and we envision a growing need for trained professional with Spanish language skills. Currently we have several positions requiring preparation in social work including Head Start, alternative programs, English for Speakers of Other Languages counseling and special education and our student support staff interact on a consistent basis with social workers from the United States Department of Health and Human Services. Having staff well prepared to meet the needs of our Hispanic community is a great asset for us. We applaud your initiative to contribute skilled bilingual professionals to Montgomery County's workforce ensuring both that the community's needs are met and that those meeting them reflect the community they serve.

I look forward to hearing more about your progress.

Regards,


Maria V. Navarro, Ed.D.
Chief Academic Officer

MVN:lsl

Office of the Chief Academic Officer

850 Hungerford Drive, Room 129 ♦ Rockville, Maryland 20850 ♦ 301-279-3127



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Isiah Loggett
County Executive

February 25, 2016

Uma S. Ahluwalia
Director

Sandia A. Nazario-Cardona
Capital Area Campus Director
Chief Development Officer
Ana G. Méndez University System
11006 Veirs Mill Road L1
Wheaton, Maryland 20902

Dear Ms. Nazario-Cardona:

This letter of support is being written for the establishing of a dual language social work programs (Bachelor's in Social Work (BSW) and Master's in Social Work (MSW) at the Ana G. Méndez University System Wheaton Area Campus. We understand that students in this program are required to take all their courses in both English and Spanish based on the discipline dual language model, an evidenced based conceptual model developed for the purpose of providing dual language instruction.

In Montgomery County we have a critical need for bilingual social workers to serve the needs of the community. There is a Federal mandate to provide meaningful access to our services that receive Federal Funding. Currently 15.7% of the residents of Montgomery County speak Spanish and 44.3 % of those speak English less than "very well" according to the 2010-2014 American Community Survey 5-Years estimates. To meet our Federal mandate, we have to be able to serve the increased needs in the number of foreign-born residents and residents with limited or no English proficiency in Montgomery County with bilingual social workers.

Specifically, for Child Welfare clients in Montgomery County this program would allow an increased number of students in the social worker program to become licensed social workers and assist with the achievement of core outcomes of public child welfare programs that ensure child safety, permanency and well-being. The students seeking a bachelor's program at the school can easily continue directly into the school's MSW program. There are a growing number of other graduate/undergraduate programs that offer similar dual programs to address the specific needs (and gaps in services) of the Latino community. This program would help address the gap of supporting the services for the Latino community. We know that approximately 20% of youth in foster care identify as Hispanic/Latino. This program would increase the number of professionally trained social workers to work the increasing multi-cultural/lingual (immigrant) population (culturally competent and responsive social work).

In our Aging and Disabilities program, we need bilingual social workers to address needs of Latino seniors. In our Behavior Health and Crisis Services program, we need bilingual social workers to address the mental health needs of both child, adolescent and adult residents in Montgomery County. Based on our critical need for bilingual social workers, we support the establishment of a dual language social work programs (BSW and MSW) at the Ana G. Méndez University System.

I personally support this effort and please contact our HR Manager, Adriane Schifrien, with any questions at 240-777-3310. Thank you for this consideration.

Sincerely,

Uma S. Ahluwalia
Director

USA:ads

Office of the Director



Maryland's First
Nationally Accredited
Sheriff's Office



50 Maryland Avenue
Rockville, Md. 20850
240-777-7000
240-777-7148 Fax

SHERIFF DARREN M. POPKIN

February 17, 2016

Dr. James D. Fielder, Jr., Ph.D.,
Acting Secretary of Higher Education
Nancy S. Grasmick Building, 10th floor
6 North Liberty St., Baltimore, MD 21201

Re: Ana G. Mendez University System-
Dual language social work programs (BSW and MSW)

Dear Dr. Fielder:

As the elected Sheriff of Montgomery County, Maryland, I am supportive of the request to establish dual language social work programs (BSW and MSW) at the Ana G. Mendez University System's Wheaton Area Campus. It is my understanding that students will be required to take all their courses in both English and Spanish based on the discipline dual language model, an evidenced based model developed for the purpose of providing dual language instruction.

The Sheriff's Office service needs, in law enforcement and domestic violence prevention, require an increasingly diverse Montgomery County work force. The 2014 US Census estimates shows that Montgomery County's population is 18.7% Hispanic or Latino. While attempts are made to attract a work force that is reflective of our diverse community, the presence of an educational institution with multi-cultural dual-language graduates will facilitate our ability to recruit a diversified work force. The university programs may also provide the opportunity for Sheriff's Office and Family Justice Center staff to participate in dual-language training.

Assuming that the quality of SGMUS classes, programs, financial practices, admission standards and credit transferability, comport with those provided by Maryland public higher educational institutions, a dual language social work program would be a welcome and valuable addition to the varied educational opportunities in Montgomery County.

Sincerely,

Darren M. Popkin
Montgomery County Sheriff

Dr. James D. Fielder, Jr., Ph.D.,
Acting Secretary of Higher Education
Ana G. Mendez University System
Bachelor and Master of Social Work Program
February 17, 2016
Page 2 of 2

cc: Syndia A. Nazario-Cardona
Capital Area Campus Director
Chief Development Officer
Ana G. Méndez University System

Ms. Grace Rivera-Oyen

Montgomery HOSPICE

Hospice at Home

1355 Piccard Drive, Suite 100
Rockville MD 20850
phone 301 921 4400
fax 301 921 4433

Casey House

6001 Muncaster Mill Road
Rockville MD 20855
240 631 6800 phone
240 631 6809 fax

www.montgomeryhospice.org

February 12, 2016

Syndia A. Nazario-Cardona
Capital Area Campus Director
Chief Development Officer
Ana G. Méndez University System
Phone: 301-949-2224 EXT. 8403
Mobile: 301-332-8536

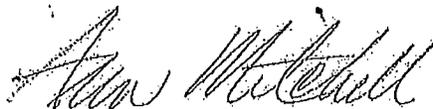
Dear Ms. Nazario-Cardona,

Montgomery Hospice is submitting a letter of support for the starting of a dual language social work programs (BS and MSW) at the Ana G. Méndez University System Capital Area Campus.

We are going to partner with the nursing program that is already in motion as we strongly desire to form and recruit bilingual nursing staff to work serving the Montgomery County community. We find it equally important to support the social work program as the need is perhaps even greater. Psychosocial support for families that struggle with language issues can make a difference between meeting their needs and providing good care or not.

We are aware that the dual language model, developed for the purpose of providing dual language instruction, is quite successful and we know that this program will help clinical staff at all health care facilities in the area provide better care for an underserved community.

Yours Truly,



Ann Mitchell

President and CEO

Recent Approval Letter



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fleider, Jr., Ph. D.
Secretary

April 17, 2016

Alberto Maldonado-Ruiz, Esq.
Chancellor
Sistema Universitario Ana G. Mendez
Universidad del Este
P.O. Box 2010
Carolina, PR 00984-2010

Dear Chancellor Maldonado-Ruiz:

The Maryland Higher Education Commission has received a renewal application from Sistema Universitario Ana G. Mendez, Universidad del Este to continue to offer bilingual programs in Wheaton, Maryland. I am pleased to inform you that Sistema Universitario Ana G. Mendez, Universidad del Este is authorized to offer the programs as listed below until August 31, 2016.

Approved programs:

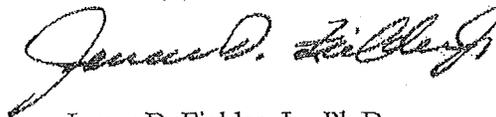
- I. Associate of Science in Networking Engineering Technology
- II. Associate of Science in Electronic Engineering Technology
- III. Bachelor of Science in Hotel Management
- IV. Bachelor of Science in Psychology
- V. Bachelor of Science in Health Services Management
- VI. Bachelor of Arts in Prekindergarten/Primary Education
- VII. Bachelor of Arts in Special Education
- VIII. Master of Science in Educational Leadership
- IX. Master of Public Administration in Public and Non-Profit Management
- X. Master of Education in Bilingual Education
- XI. Master of Science in Administration of Adult Education

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.maryland.gov. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2016-2017. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution

and the Maryland Higher Education Commission.

Sincerely,



James D. Fielder, Jr., Ph.D.
Secretary

JDF:MRW:jmc

C: Mr. Luis J. Zayas-Sejio, VP for National and International Affairs, Sistema Universitario
Ana G. Mendez, Universidad del Este