

Ana G. Mendez University – Gurabo Campus’s application
submitted in accordance with Code of Maryland
Regulations 3B.02.01.08I ‘Further requests by institution’
that has received extended operational approval



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April 26, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty St., Baltimore, MD 21201

ATT: Ms. Jacqueline M. Cade
Education Policy Analyst &
ACM State Coordinator

Dr. Fielder:

Enclosed is the application for our new Social and Community Services (M.Ed.) program at our Universidad Ana G. Méndez- Gurabo Campus, at 11006 Veirs Mill Road, Suite L-1, Wheaton.

The program prepares and develops professionals to advise individuals in post-secondary institutions, businesses, and community organizations in the advancement of their education, professional development, and career planning. The program provides graduates with the background in principles, theories, and practice of advising and general counseling.

Graduates from this program will be able to interact and establish relationships allowing them to work in situations that require skills in effective communication, career development, conflict management, problem-solving and decision-making. Universidad Ana G. Méndez-Gurabo Campus in Maryland is well poised to prepare students in promising careers in the area, where being bilingual professionals is highly marketable and tailored to the needs of the growing Hispanic population in Maryland and the Nation.

Finally, we include in a separate mailing one check for \$850.00 to cover the fee of our new program.

Respectfully,

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Educational Need

**Universidad Ana G. Mendez- Gurabo Campus
Capital Area Campus
11006 Veirs Mill Rd. Suite L-1
Weathon, MD 20902**

**New Program
Master's in Education (M.ED.)
Major in Social and Community Services
36 Credits**

April 23, 2019

**Universidad Ana G. Mendez- Gurabo Campus
Capital Area Campus
11006 Veirs Mill Rd. Suite L-1
Weathon, MD 20902**

**Master is in Education (M.ED.)
Major in Social and Community Services
36 Credits**

A. Centrality to Institutional Mission and Planning Priorities

A-1 Program Description

The program prepares and develops professionals to advise individuals in post-secondary institutions, businesses, and community organizations in the advancement of their education, professional development, and career planning. The program provides graduates with the background in principles, theories, and practice of advising and general counseling. Graduates from this program will be able to interact and establish relationships allowing them to work in situations that require skills in effective communication, career development, conflict management, problem solving and decision-making. Graduates will have the opportunity to apply interdisciplinary knowledge about human needs and social, economic, and cultural impacts to advise individuals in their life transitions in educational, profit, non-profit, and government settings. The graduates will be prepared to collaborate with diverse stakeholders; manage programs to meet the needs of individuals, and communicate recommendations regarding care, resources, and services.

The curriculum includes 100 hours of pre-approved practicum experiences in the field based on the student's area of interest. This program is not designed to meet licensure requirements for the social work and counseling professions.

The M. ED., major in Social and Community Services relates to UAGM's mission: "...an institution of higher education with broad academic offerings of the highest standards of quality" by providing students with the necessary tools to develop the programs needed to meet students' needs in Maryland for a professional career. The degree program directly relates to the UAGM's vision to "be the leading educational institution in teaching and research, which promotes innovation, entrepreneurship, internationalization, and sensibility towards cultural diversity and the environment."

A-2 Program support of Institutional goals and priorities

The UAGM model of bilingual education is incorporated in the Discipline-Based Dual Language Immersion Model® that entails faculty and staff to “integrate strategies that promotes y supports a multicultural learning environment.” The M. ED., major in Social and Community Services degree is designed to use English and Spanish in content courses with language objectives incorporated alongside learning objectives.

The University pays special attention to ensuring students have the opportunity to develop the four language domains in both languages: speaking, listening, reading and writing; students have access to web-based resources that facilitate learning in both languages to maximize language skills. Furthermore, to ensure that students receive support and instruction to meet their specific needs in a bilingual environment, our bilingual facilitators and staff have intensive professional development in the model and resources available to provide a multicultural learning environment.

The challenge of creating and actualizing academic offerings “in response to the need of the market area” in Maryland, challenges the University to integrate standards-based instruction and assessment with “innovative technology in the professional field” to provide students with the knowledge and skills to ensure progress and effectiveness of their program of study in Community and Social Services.

This degree equips students to meet the multicultural, ethical, and professional competencies to facilitate resources and support, advice to promote academic and professional development, manage and evaluate the effectiveness of the program to impact the community and their target audience.

A-3 Program Funding

The Maryland Capital Area Campus (CAC) with a current operating budget of \$ 4.7M that would support the program. This covers the current administrative staff that has and continue to support the program. We do not expect additional administrative staff beyond the current 21 current and available positions assigned to the CAC. These program enrollment goals were projected based on five new students/per semester with a retention rate of 80% gradually increasing to 20 full-time students by the fifth year. Expenses for library materials, faculty development, and a full-time professor were projected for the fourth year, see section L for the detailed financial projections.

A-4 Institutional Commitment

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. As we enter our nine years of operations, we are planning to expand our facilities and propose new innovative programs to continue serving the growing Hispanic population in Maryland.

B. Critical and Compelling Need as Identified in the State Plan

B-1 Need for Program

In the 2018 Maryland Workforce Innovation and Opportunity Act (WIOA) publication, twenty-one growth industries were identified, one of them being Social Assistance at a 1.8% gain in employment.

The document also lists the top skills requested by Maryland employers: customer service, problem-solving, interpersonal skills, flexibility and time management—all critical components integrated into the curriculum of this program to prepare graduates to perform and function within this field.

The Division of Workforce Development and Adult Learning (DWDAL), for example, has several specialized offices that focus on the needs of business and job seekers. A graduate from this program could very well assist and growth the effort of the state by applying their knowledge and skills of coordinating resources and support for those seeking help from this Division.

The development of this program considered the demand for professionals to provide a service that could help develop individuals, communities, and business not only to serve themselves but also to create and expand their academic and vocational opportunities that would overall affect the workforce of the state of Maryland and its economy.

This degree program addresses:

Goal 1: Access, Affordability- by offering an affordable Master's degree that encourages program completion in the dual-language setting will maximize a student's posture in the social and community service workforce. Also, the University provides course offerings that allow students to keep their current job while completing their degree, reducing the risk of not completing their degree and potentially allocating funds towards lowering their debt.

Goal 2: Success- this degree program builds knowledge and skills to meet the competencies of social and community services in a dual language setting that supports content and language development with resources and innovative technological tools facilitated by highly trained bilingual faculty in a multicultural environment. The curriculum includes practicum experience where students will apply their knowledge and skills in a supervised setting that reflects the daily duties, direct interaction, and responsibilities of social and community services professionals.

Goal 3: Innovation- The University incorporates an innovative bilingual education model in higher education. The Discipline-Based Dual Language Immersion Model® develops faculty and staff to impart knowledge and skills with content and language in a multicultural environment to students in order to gain an advanced degree. Furthermore, this knowledge of content and language will add value to or affect Maryland's economy by providing bilingual professionals in this field.

C. Market Supply and Demand

C-1 Alignment with National Trends

According to O-Net On Line's summary report for Social and Community Managers positions, in 2016 there were about 147,300 nationally and 2,520 in the state of Maryland in this field. There is an 18 percent change nationally and over an 8 percent change in the state of Maryland from 2016 to 2026, creating 220 job openings in Maryland alone.

Quick Facts: Social and Community Service Managers

<u>2017 Median Pay</u>	\$64,100 per year \$30.82 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	Less than five (5) years
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2016</u>	147,300
<u>Job Outlook, 2016-26</u>	18% (Much faster than average)
<u>Employment Change, 2016-26</u>	26,500

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited March 09, 2019).

C-2 Market and Demand in the Region and State

In the State of the State Report in 2015¹, five main principles were presented, two of which this degree program will directly impact:

- 1) Economic Development and Jobs
- 2) Improving Quality of Life

The Social and Community Services program will prepare professional who could guide individuals, in educational institutions, businesses, and community centers they serve, through quality decision-making into pipelines of “partnerships of State and local partners, businesses, economic development, education, and community stakeholders.”¹ Threading Maryland’s workforce through systems like Employment Advancement Right Now (EARN) that connects them to the education, training and professional development they need, will immediately impact the state’s economy.

Our graduates through their preparation in this would have knowledge of Registered Apprenticeship (RA), Division of Rehabilitation Services (DORS), Maryland State Rehabilitation Council (MSRC), and other partners of Maryland’s Workforce Innovation and Opportunity Act (WIOA) that work to meet connecting individuals to the workforce, resource and support needed to improve their quality of life.

Projected Employment for Social and Community Service Managers in MARYLAND

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
United States	147,300	173,800	18%	16,300

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	2026		
Maryland	2,520	2,720	+8%	220

Source: Bureau of Labor Statistics 2017 wage data external site and 2016-2026 employment projections external site. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement

¹(n.d.). Retrieved from <http://www.dllr.maryland.gov/wdplan/wdstateplan.pdf>

D. Reasonableness of Program Duplication

D-1 Program Duplication

The proposed Master's in Education, Social and Community Services for the Capital Area campus will be offered using the Disciplined-Based Dual Language Immersion Model®, which makes this offering unique in the state of Maryland. Courses will be taught 50% in English and 50% in Spanish, alternating language weekly. Graduates will demonstrate the knowledge, skills of imparting and managing social, community services, and resources within academic, non-profit, and profit organizations while gaining academic language proficiency needed to meet professional competencies in their field. This program does not duplicate any other program, as the incorporation of a dual language program at the university level and a Social and Community Services program within the School of Education is not offered in the state of Maryland.

E-F Relevance to Historically Black Institution (HBIs) sections are not applicable

G. Curriculum Design, Program Modality & Outcomes

G-1 Curriculum Development

The Master's in Education, Social and Community Services program was established in alignment with the American School Counselor Association's (ASCA) School Counselor Competencies. The Counsel for Accreditations of Counseling and Related Educational Programs (CACREP) and ASCA's Ethical Standards that outline the knowledge, abilities, skills, and attitudes to help ensure graduates are equipped to meet the rigorous demands of the profession in leading individuals in guidance through life's transitions in individual and group settings. In addition, national standards of the Council for Standard in Human Service Education (CSHSE) are integrated into the curriculum. To develop conceptual mastery of philosophical and theoretical underpinnings of this profession such as; historical legislation affecting services delivery and its range, how public and private attitudes influence legislation of policies including international and global influences, and the difference between systems of governance and economics.

The program is standard and performance-based to prepare graduates in planning, organizing, implementing and evaluating comprehensive programs that are appropriate and result-based. Graduates will be able to target the academic, career, and personal/social developmental needs of individuals and have the knowledge and skills to provide direct services to individual or groups by using the appropriate prevention, intervention and maintenance strategies and techniques from them to achieve their goals.

University faculty are high-qualified, bilingual practitioners in the field of counseling. They will assess, monitor and evaluate the process of graduates through regular and performance-based assessments. Faculty will provide feedback to students promptly to ensure they have the opportunity to demonstrate mastery of knowledge and skills to meet course and graduation requirements. Also, faculty will also supervise in the field practicum and internship. They will actively observe and provide students the feedback to meet all the objectives of both the practicum and internship.

Finally, the proposed curriculum went through the appropriate review and approval process from the campus to UAGM-Turabo Campus executive level. At the campus, the Academic Affairs Committee

subcommittee of the larger Academic and Student Affairs Committee (ASAC) composed of faculty, administrators, and content experts in the field, reviewed, commented and recommended the approval of the proposed changes. The members of ASAC approved the proposed changes to the program and subsequently approved by the UAGM institutional Administrative Council.

G-2 Program Outcomes

The 36 credits in the Masters of Education in Social and Community Services will be delivered in an accelerated studies program format that schedules courses in five, eight, ten and fifteen-week sessions. Students have required a minimum of ten hours of individual or teamwork outside the classroom per week per class. Faculty and students will have access and interact through Blackboard for coursework outside the classroom. Also, the delivery and application of the course modules follow the Discipline-Based Dual Language Immersion Model®, a model that provides development of English and Spanish language skills for students to apply to program and professional content.

This program will prepare students with the knowledge, skill, and abilities to provide and facilitate service to individuals to pursue their academic, professional and developmental goals.

Program Objectives

Students will be able to:

- Apply knowledge and understanding of fundamental theories in guidance, counseling, career, and adult development to help students and adults with their education, career and professional development.
- Use advising and counseling theories, techniques, and skills to analyze client's needs, develop goals and implement a plan of action that promotes life planning towards academic success, career, and adult development
- Use skills in conflict management, problem-solving, and decision-making to support and guide individuals through life transitions and efficacy.
- Demonstrate effective oral and written communication in English and Spanish for relationship building with individuals and stakeholders, professional administrative duties, and disseminate and present materials to promote civic engagement.
- Apply knowledge of ethical issues and legal aspects of advising in post-secondary institutions, profit, non-profit, and government settings.
- Design and implement programs for diverse populations understanding human needs, addressing collected data and using best practices to advise on educational goals and career advancement to help resolve underemployment or unemployment.
- Use assessment techniques to inform advising.
- Understand the context and role of diversity to establish and implement culturally relevant and inclusive professional advising practices for students and adults in post-secondary institutions, community service, and businesses.
- Use educational research to maintain high-quality performance in practice.
- Understand the range and characteristics of community resources and their conceptual models for direct care, resource sharing, and services.

- Evaluate interventions most appropriate to help students and adults in overcoming educational and social barriers to improve their performance garnering support and resources in their community.

Program Outcomes

Graduates will be able to:

- Offer individual advising to develop personal exploration, decision-making, and goal-setting skills needed to actualize educational, career, or professional goals.
- Offer group advising in post-secondary, career, and professional development.
- Administer and interpret diverse assessments and results.
- Offer guidance and advisement in career selection.
- Design educational and career advising plans for individuals.
- Conduct workshops with different students and adult populations.
- Engage diverse stakeholders to develop and implement schools-college-business-community partnerships to promote advocacy and collaboration.
- Provide guidance and resources needed for life transitions for students and adults.
- Coordinate programs that are reflective of the developmental and demographic profiles of individuals served.
- Communicate information about programs and services to individuals using various methods of delivery.

G-3 Delivery Format

One-semester credit hour is equivalent to a minimum of fifteen (15) hours of planned learning experiences composed of hours of instruction and individual or group activities as indicated in the course module under the guidance of a qualified instructor.

Each part of the term (PT), professors will evaluate students based on the competencies required by the course where there will be at least three (3) partial evaluations and a final evaluation. The weight of each evaluation will depend on the judgment and evaluation method of each professor. These evaluations may consist of exams, projects, cases or other appropriate activities based on objectives and standards of the course.

G-3a Student Outcomes Assessment

The UAGM institutional assessment process documents student achievement of learning outcomes in two ways. The first includes a process with faculty experts that develop an assessment instrument (assignment and rubric) based on general course and program outcomes and then administer it to students embedded in the course assignments. The use of this assessment of learning is focused on program objectives. It is collected at Midpoint (halfway into the academic program) and Capstone courses (end of the academic program). Each assessment instrument collects the achievement of program objectives expected to that point.

The second method consists of the evaluation of the student portfolio. This tool collects evidence of the student's learning while studying at Ana G. Méndez. Faculty and students select the course work that will be part of the portfolio. A rubric is applied for the establish levels of achievement considering

Content Objectives and Language Objectives. The expected outcome is for students to demonstrate at least "Partially Mastered" on all objectives of the course and the program overall.

G-4 Program Curriculum and Courses

Courses with titles, semester credit hours and courses description are included in **APPENDIX 1**.

G-5 General Education

Not applicable, students would have completed their general education requirements in the bachelor's degree.

G-6 Accreditation

There are no specialized accreditation, licensure or graduate certification requirements for this program and its students.

G-7 Partnering Institutions

University has a Field Experience Agreement with Montgomery County Public Schools for practicum for students who would like to pursue academic or career counseling in schools that have no certification requirement in providing career guidance. Additional agreements are currently being sought in profit and nonprofit organizations to provide students a wide range of settings to gain the practical experience of service delivery and program management and to provide the opportunity to integrate the knowledge, theory, skills and professional behaviors of the professional practice, see **APPENDIX 2**.

G-8 University Catalog

The university catalog provides assurance and evidence that the Social and Community Services program provides students with clear, complete and timely information about the program, services, and resources at the university. In Section III of the Universidad Ana G. Mendez- Gurabo Campus catalog for our Capital Area Campus, information relating to school administrators, calendar, academic requirements, regulations, and services are included. Graduation requirements, financial aid, and costs are also included in this section (pp 12-39). See **APPENDIX 3**.

G-9 Recruitment

The UAGM- Gurabo Campus at CAC relies on various methods to advertise and recruit students for the proposed program. These methods include billboards, radio announcements, flyers, social media, and website information. Admission personnel provides students with an institutional and programmatic orientation as part of the recruitment process. The university catalog is accessible at all time through the university's website at <http://agmus.suagm.edu/en/content/capital-area-campus>. It includes all admission, program requirements and additional services for students clearly and accurately, See **APPENDIX 3**.

Also, we are including a draft of promotional material illustrating the recruiting and admissions material that will use for the proposed program, see **APPENDIX 4**.

H. Adequacy of Articulation

H-1 Affiliations

Currently the University has an agreement of affiliation with Montgomery County Public Schools in which students will fulfill their practicum in career counseling positions available in schools that align with the knowledge and skills of this program. The school district is notified by June 1 and Oct 1 of students entering practicum or internship. The school district will place and make all necessary arrangements with interns on the background and fingerprinting requirements. The University assigns a field supervisor who performs a minimum of three observations to gather data and anecdotal data to give students feedback for continual improvement in the field. The University Field Experience agreement document, **APPENDIX 2**, is current through June 30, 2020.

I. Adequacy of Faculty Resources

I-1 List of Professors

NAME	EDUCATION	SPECIALIZATION	DEGREES/DIPLOMAS HELD & AWARDED INSTITUTION	COURSES
LÓPEZ, José	MSW	Guidance and Counseling	Master in Social Work, Pontifical Catholic University, 2007	EDUC 581 / EDUC 584 / EDUC 585 / EDUC 586 / EDUC 645 / EDUC 618 /
BRANA, Blanca	MA	Counseling	MA in Professional Counseling/Psychology, American School of Professional Psychology, Argosy University, Washington, DC Arlington, VA, 2007	PSYC 121/ PSYC 122 / PSYC 225 / PSYC 226 / PSYC 321 / PSYC 322 / PSYC 343 / PSYC 350 / PYSC 400 / PSYC 402/ PSYC 423/ PSYC 450 / PSYC 451/ EDUC 171/ EDUC 172/ EDUC 580/EDUC 581/EDUC 582

In addition, to these specialized faculty resources, CAC has other faculty members that teach general and specific core areas in the new program as needed, see **APPENDIX 5**.

I-2 Faculty

All faculty is prepared to provide students with optimal support academically and linguistically. Professional development workshops are provided to develop knowledge and skills in delivering instruction within the Discipline-Based Dual Language Model®. Faculty gains knowledge of language acquisition, teaching strategies, learning styles and University research-based resources to facilitate academic content to students with a constructivist approach and an adult learner perspective

J. Library Resources

J-1 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 UAGM institutional virtual libraries
- Access to databases with more than 2,000,000 documents, scholarly and peer-reviewed publications
- 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 the use of all LRC resources

Bibliographic instruction

Bibliographic instruction is an essential 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 takes an active part and instructs them on how to visit and use the Virtual library resources, Webmail, Office 365 and Blackboard. Also, the LRC specialist has an active role in the Attitude Development and University Adaptation courses.

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 Services Description

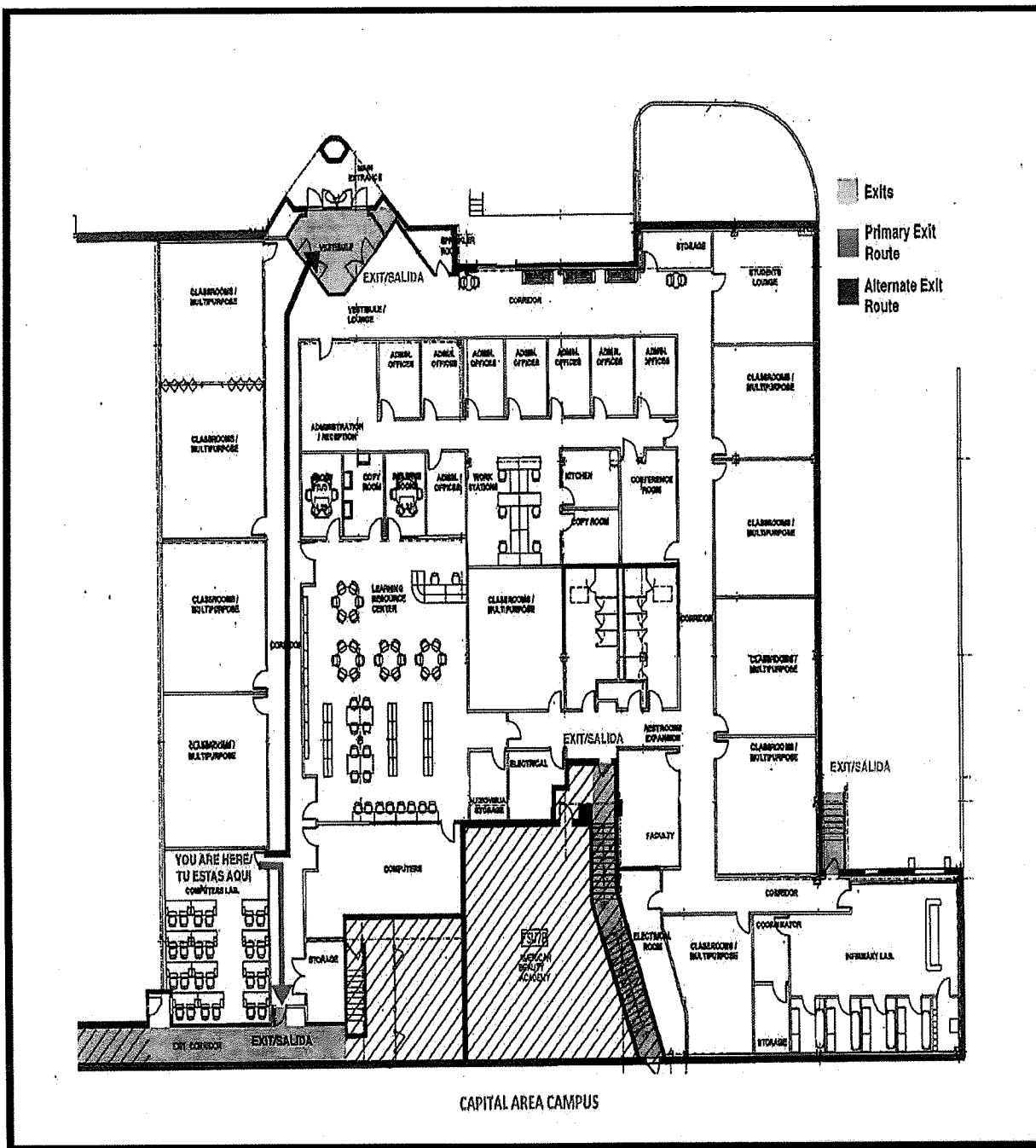
The CAC provides access to information resources to all members of our academic community, students, faculty and administrative staff. The physical collection in Spanish and English supports the dual language immersion program. The library has an entirely automated system that provides access to the materials available in all of the three libraries of the UAGM. All UAGM'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 UAGM. 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' laptops.

K. Physical Facilities, Infrastructure, and Instructional Equipment

K-1 Physical Facilities

The Capital Area Campus (CAC) is located at 11006 Veirs Mill Road, Suite L-1, Wheaton, MD 20902. The campus has 20,000 sq. Feet with ten classrooms, one nursing lab, two computer laboratories, a library,

administration offices, a student and a faculty lounge as well as a parking area. We include a plot of the facility that shows the mentioned spaces.



L. Adequacy of Financial Resources with Documentation

The projected growth for the Social and Community Services program is included in Table 1. We expect by the fifth year to have 20 Full-Time students. This projected enrollment goal was based on five new

students per semester with a retention rate of 80% and an academic load of 12 credits per student per semester with a cost per credit of \$476 with an increase of 3% every two years.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g)	\$ 86,400	\$ 115,596	\$ 136,937	\$ 158,686	\$ 181,921
a. Number of F/T Students	10	13	15	17	20
b. Annual Tuition/Fee Rate	\$ 8,640	\$ 8,892	\$ 8,892	\$ 9,162	\$ 9,162
c. Total F/T Revenue (a x b)	\$ 86,400	\$ 115,596	\$ 136,937	\$ 158,686	\$ 181,921
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$ 86,400	\$ 115,596	\$ 136,937	\$ 158,686	\$ 181,921

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$ 6,039	\$ 9,813	\$ 12,787	\$ 119,168	\$125,465
a. Number of FTE	0	0	0	1	1
b. Total Salary	\$ 5,490	\$ 8,921	\$ 10,568	\$ 98,486	\$103,690
c. Total Benefits	\$ 549	\$ 892	\$ 2,219	\$ 20,682	\$ 21,775
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
TOTAL (Add 1 – 7)	\$ 11,039	\$ 14,963	\$ 18,092	\$ 124,632	\$131,092

M. Provisions for Evaluation and Assessment of Program

M-1 Program Evaluation and Assessment

The assessment plan focuses on two main aspects in compliance with our mission. On one side, program effectiveness looks at the general satisfaction with services and offerings we have available to students. Key indicators such as enrollment, retention, and graduation are also taken into account to gauge the effectiveness of the program. On the other, the focus of the assessment of learning looks at the actual

development of the knowledge and skills of the academic program in compliance with the institutional mission.

The assessment plan includes four activities focused on program effectiveness, and three focused on the assessment of learning. It is important to note that these activities complement themselves and that their primary focus does not imply that they exclusively influence each area.

The activities that focus on program effectiveness are:

1. **Student Representative Meetings:** These are students meetings in which a student representative is selected in each course. Student representatives meet with campus administration to discuss services and satisfaction. A satisfaction questionnaire is administered and minutes of meetings are shared with the administration to take action on issues if warranted.
2. **End-of-Course Evaluations:** This effectiveness questionnaire is administered online (through the class management system Blackboard) to students during the last week of class, in every section. The questionnaire allows students to assess the class as they agree or disagree (5 point scale) with expected assertions regarding course modules, instructional resources, and the faculty facilitator. Question 22 provides for indirect learning assessment as it refers to what was learned in class. Faculty receive summaries of the sections directly related to their performance along with copies of the commentaries from students. Program administrators receive summary reports of overall results. The expected performance of faculty is to obtain a total average of 4 points in the 5-point scale.
3. **External Peer Reviews:** The evaluation and contributions from the external evaluators are essential components of the Discipline-Based Dual Language Immersion Model[®]. Dr. Sonia Soltero and Dr. Margarita Calderón have been external evaluators for our institution since 2010. They have over 30 years of experience in the field of bilingual education and English learner education as a dual language teachers and coordinators.
As a result, critical elements of the institution have been revamped in pursuit of higher standards of excellence. In doing so, Dr. Soltero has created cadres in Second Language Acquisition and Metalinguistic/ Teaching for Transfer in all US Continental branch campuses. Also, Dr. Margarita Calderón has created cadres for ExC-Ell, which is expediting comprehension for English Language Learners. These cadres complement the faculty professional development to ensure a better prepare faculty to teach language across the curriculum.
Furthermore, the institution has implemented the recommendations of the consultants for the continuing improvement of our model. Some of these recommendations are but not limited to: the development of dual language handbook, dual language professional development, language laboratories, assessment strategies, language courses scope and sequence, establishing the Professional Learning Communities, integration of technological resources as Rosetta Stone, and the establishment of the English-week and Spanish-week used by students, faculty, and staff.
4. **Student Satisfaction Surveys:** As part of a satisfaction survey series, the office of Planning and Institutional Effectiveness has included surveys at different times and contexts. The Student Satisfaction Survey is administered periodically to a majority sample of the general population of students. The Graduating Candidates Survey is administered every year at the time of the graduation clearance process. The results from all these surveys are compared to determine a better approximation of the satisfaction of students and graduates with their experience at UAGM U.S. branch campuses. This is possible as students are asked similar questions in different contexts and times.

N. Consistency with the State's Minority Student Goals

N-1 Minority Student Access and Success

The Hispanic population growth in the United States in the past decades has led to Hispanics becoming the largest minority in the United States. This trend has not been accompanied by a corresponding growth of Hispanics entering and finishing undergraduate and graduate degrees in higher education.

According to the 2016 U.S. Census, Hispanics attained undergraduate and graduated degrees at a lower level than other races and ethnic groups, with fewer adult Hispanics (11%) earning a bachelor's degree, compared to Asians (32%), Whites (23%) and Blacks (15%). At the graduate level, fewer adult Hispanics (4%) earned a master's degree compared to Asians (17%), Whites (10%) and Blacks (7%). The same trend was found at the doctoral level, with fewer Hispanics (.7%) attaining doctoral degrees than Asians (5%), Whites (2%) and Blacks (1%).

This underrepresentation at the undergraduate and graduate levels among the largest minority group creates an opportunity for UAGM to offer minority students an innovative path to the attainment of higher education degrees.

UAGM- Gurabo Campus educational efforts and services are to promote constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of the certificate, associate, bachelor, graduate studies, and continuing education programs in Puerto Rico and the United States, specifically Maryland. UAGM-Gurabo Campus has included in its modality the Discipline-Based Dual Language Immersion Model® in the United States to offer Hispanic a higher level of access and success with a bilingual route for students interested in a higher level of proficiency in English to gain those skills while completing their undergraduate degree.

In alignment with CAC particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language 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 services 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 are 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.

O. Relationship to Low Productivity Programs identified by MHEC is not applicable.

P. Adequacy of Distance Education Programs is not applicable.

Course descriptions from the College's catalog

Proposed Curriculum Outline
Ana G. Mendez University - Gurabo
School for Professional Studies
Program Title: Social and Community Services
Credential Issued: Master's in Education (M.Ed.)
Degree Requirements: 36 credits hours

Core Professional Courses (21 credits)

Courses	CRS	UT	Pre-Req.
<i>ESCS 578-O Introduction Social and Community Services</i>	3	New Course	
EDUC 580-O Education Psychology: Human and Growth Development	3		
EDUC 582-O Legal and Ethical Issues in Counseling	3		EDUC 578-O Introduction to Social and Community Services
EDUC 588-O Instruments and Techniques for Measurement and Assessment	3		EDUC 578-O Introduction to Social and Community Services EDUC 582-O Legal and Ethical Issues in Counseling
EDUC 584-O Individual Counseling Techniques	3		EDUC 588-O Instruments and Techniques for Measurement and Assessment
EDUC 585-O Group Counseling Techniques	3		EDUC 588-O Instruments and Techniques for Measurement and Assessment
EDUC 634-O Educational Research Methods	3		18 credits from core professional courses

Major in Social and Community Services (15 credits)

EDUC 633-O Development and Management of Counseling Programs	3		EDUC 634-O Educational Research Methods
EDUC 586-O Career Counseling	3		
<i>ESCS 601-O Service Delivery Systems and Access</i>	3	New Course	
<i>ESCS 602-O Student Affairs</i>	3	Revised Course	
<i>ESCS 652-O Practicum in Social and Community Services</i>	3	New Course	Core professional and major courses

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 scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised April 8, 2019

New Course Description

ESCS 578-O Introduction to Social and Community Services (3 credits)

This course is designed to introduce students to the theory, practice and research of guidance to enhance their knowledge and ability to work with adults in a collaborative partnership using a holistic and developmental approach in defining, clarifying and achieving academic, personal and career goals. This course's framework emphasizes the development of professional skills and understanding of interpersonal relations, the needs of specific individuals, groups, or communities, learning principles, and multicultural aspects of advising. Students will be able to recognize the impact of varied institutional programs and services can exert upon learning and development. Students will also identify professional development resources to stay current, knowledgeable and well-trained to fulfill responsibilities and performance expectations of an advisor.

Pre-Requisite: None

ESCS 601-O Service Delivery Systems and Access (3 credits)

This course is designed to expose the student to the management and access of community resources within a human services approach. The purpose of the course is to provide students with knowledge of the effective use and access to community resources to advise individuals in their needs and life goals. Through the course, students will become familiar with current resources and intervention technologies.

Pre-Requisite: None

Revised Courses

ESCS 602-O Student Affairs (3 credits)

This course is designed to familiarize students with student affairs. These course main topics are: nature and purpose of student affairs, its functions, and how they can be managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate the learning and development of students. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historical, theoretical, research, resource, ethical, legal, and best practice perspectives.

Pre-Requisite: None

ESCS 652-O Practicum in Social and Community Services (3 credits)

This practicum is designed to expose students to their professional role by completing a minimum total of 100 hours in the field. Students will assume responsibilities in educational, profit, non-profit, and government settings; identifying community resources and services to assist adults in advancing in their education, professional development, and career planning. The course instructor will conduct at least one visit for each student enrolled in the Practicum course.

Pre-Requisite: Core professional and major courses

Existing Courses

EDUC 580 Education Psychology: Human and Growth Development (3 credits)

This course covers the study of theories of human development as seen from different perspectives: biological, social, philosophical, historical, and psychological dimensions. It examines the physical, moral,

sexual, social, and cognitive development of individuals from conception through the aging process. Human development is analyzed as a continuous process throughout a lifespan, given special attention to the social and cultural contexts in which human development occurs.

Pre-Requisite: None

EDUC 588-O Instruments and Techniques for Measurement and Assessment (3 credits)

This course includes the study of instruments and techniques used for assessment, measurement, and evaluation. The purpose, characteristics, types of standardized tests, scale observations, and records will be analyzed. Emphasis is placed on aptitude, achievement, intelligence, and personality tests. Ethical test use, diversity and inclusion issues are also addressed in serving student populations.

Pre-Requisite: EDUC 5XX-O Introduction to Social and Community Services

EDUC 582-0 Legal and Ethical Issues in Counseling

EDUC 582-O Legal and Ethical Issues in Counseling (3 credits)

Study of the ethical and legal issues related to the guidance and counseling process. Emphasis is given to legal dispositions related to the services, procedures and the rights of individuals involved in the process. The course also provides the student with knowledge of ethical codes and standards for the counseling profession.

Pre-Requisite: EDUC 579-O Introduction to Social and Community Services

EDUC 584-O Individual Counseling Techniques (3 credits)

This course includes the study and analysis of the support process of individual counseling. Emphasis on the counseling process stages, (establishing the relationship, assessing the problem, goal setting, initiating interventions, termination, and follow-up) as a helping system, are integrated. It also includes the exposition, study, and discussion of different techniques with an emphasis on the cognitive/behavioral and affective areas.

Pre-Requisite: EDUC 588-0 Instruments and Techniques for Measurement and Assessment

EDUC 585-O Group Counseling Techniques (3 credits)

This course includes the study and analysis of theories, techniques, and procedures used in group guidance and counseling. Discussion of topics such as for purposes and goals of group guidance and counseling, advantages/disadvantages, selection of members, roles, and leadership as well as the different phases of the process.

Pre-Requisite: EDUC 588-0 Instruments and Techniques for Measurement and Assessment

EDUC 586-O Career Counseling (3 credits)

This course examines studies and analyzes foundations, theories, and principles of career counseling. Includes theoretical knowledge, application and practice of key areas of counseling and guidance: career counseling theories and models, career resources, practice current tendencies, issues, intervention models, counseling strategies, career-counseling tools and resources for the counselor. This study is explored the use and goals of assessment methods and counseling resources as it is the use of standardized tests, aptitude, personality, and career interests. It is emphasized the development of a comprehensive view of careers as a lifestyle and the application of information and career counseling theories within a professional context.

Pre-Requisite: None

EDUC 633-O Development and Management of Counseling Programs (3 credits)

This course focuses on the philosophy of counseling/advising in comprehensive models and their development and management. Students demonstrate professional knowledge, skills, and competencies needed to promote academic excellence also, the personal, emotional, and social development of their target population. The course emphasizes the critical role of counselors or advisors in different settings such as K-12 school, higher education, business or community organizations. Students will analyze strategies to develop, plan, implement and assess programs in education, community, and businesses based on their major. Students will also examine different models and strategies of case management, with emphasis on basic interviewing and assessment strategies, case conceptualization, effective intervention strategies, and effective documentation. This course will familiarize students with content areas: terminology, process, leadership, assessment of culture and structure within a variety of systems.

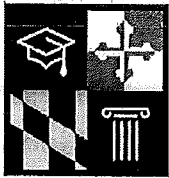
Pre-Requisite: EDUC 634-0 Educational Research Methods

EDUC 634-O Educational Research Methods (3 credits)

This course focuses on evaluation research and provides a foundation in the design of qualitative, quantitative and mixed method approaches to research and evaluation. Students will identify and analyze research methods for limitations, strengths, and appropriateness in research design. Students will analyze the quality of data; interpret basic measurement and statistics in research. Students will recognize research components, interpret various sources and apply effective strategies to the field of practice.

Pre-Requisite: 24 credits from core professional courses

Recent Approval Letter



MHEC
Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

April 16, 2019

Dr. E. David Méndez
Chancellor
Universidad Ana G. Méndez – Gurabo Campus
P.O. Box 3030
Gurabo, PR 00778-3030

Dear Chancellor Méndez:

The Maryland Higher Education Commission has received a request from Sistema Universitario Ana G. Méndez, Universidad del Turabo to change its name to Universidad Ana G. Méndez - Gurabo Campus. This request was approved by the Commission at a public meeting on March 27, 2019. Accordingly, Universidad Ana G. Méndez - Gurabo Campus, previously operating as Sistema Universitario Ana G. Méndez, Universidad del Turabo in Maryland, is authorized to operate in Maryland under an out-of-state Certificate of Approval. Universidad Ana G. Méndez - Gurabo Campus is approved to offer the programs listed below at the previously approved site located at 11006 Veirs Mill Rd, Suite L-1, in Wheaton, MD, until August 31, 2022.

Approved programs:

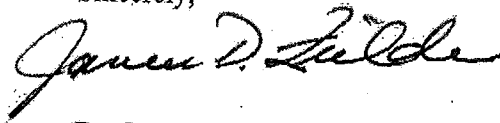
- I. Bachelor of Arts in Elementary Education
- II. Bachelor of Arts in Secondary Education, Mathematics
- III. Bachelor of Arts in Business Administration
 - Areas of concentration:
 - i. Accounting
 - ii. Management
 - iii. Marketing
 - iv. Computerized Information Systems
- IV. Bachelor of Science in Nursing
- V. Bachelor of Science in Community Health
- VI. Master of Education in Guidance and Counseling
- VII. Master of Education in Teaching of English as a Second Language
- VIII. Master of Education in Library Services and Technology Information
- IX. Master of Arts in Criminal Justice
- X. Master of Science in Nursing
 - Area of concentration:
 - i. Family Nurse Practitioner

Universidad Ana G. Mendez – Gurabo Campus
April 16, 2019
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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 2017-2018. 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,



Dr. James D. Fielder
Secretary

JDF:EAAD:MJK:KKS:jmc

C: Mr. Ramon Nieves, VP for National and International Affairs, Universidad Ana G. Mendez

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