

Universidad Ana G. Mendez– Carolina Campus's
application to operate in Maryland as an out-of-state
institution at a site not previously approved while under
extended approval in accordance with COMAR
13B.02.01.08I Further Requests by Institution

UAGM-Carolina Campus Relocation Application 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- Relocation Address 100-200 Inventa West Tower,
One Discovery Place Silver Spring, MD 20910

PROPOSED START DATE OF CONTINUED OPERATION. November 30, 2019

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: Universidad Ana G. Méndez-Carolina Campus

Web Address: <http://unc.suagm.edu/>
<http://agmus.suagm.edu/en/content/capital-area-campus>

OPEID Code: 003941

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. Mildred Huertas Solá , Chancellor

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

Telephone: (787)257-7373 Email: ue_mhuertas@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

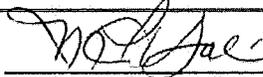
Telephone: (407) 563-6501, ext. 1889

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).

September 18, 2019 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 of 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: for the 2019-2020 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 Maryland Higher Education Center. See Attachment 2: Copy of checks for \$16,000.00. Checks will be sent by FEDEX.

Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g) See Attachment 3: UAGM-Carolina Campus- 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 August 12, 2019.

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 August 12, 2019.

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

➤ **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
Networking Engineering Technology	AS	Classroom	69	Yes
Electronic Engineering Technology	AS	Classroom	65	Yes
Hotel Management	BS	Classroom	121	Yes
Psychology	BS	Classroom	121	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
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

See Attachment A-1 New Programs UAGM-Carolina Campus

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

In the Spring of 2019, UAGM-Carolina Campus enrollment of 93 students showed the following profile. Students at the CAC are mostly Hispanic, with an average age of 36. The gender composition of the student body indicates a higher percentage of females of about 77% over males. At the undergraduate level, most students attend the CAC on a Part-Time basis 70% (less than 12 credits). About 30% of Graduate students attend classes on a full-time basis. The average family composition of all CAC students is three family members. Student origin largest group is from El Salvador (26%), but about every country in Latin America is represented on the campus. The origin of students is a reflection of the metropolitan area Hispanic population.

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.

See Attachment A-2 –Educational Need UAGM-Carolina Campus

- (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

See Attachment A-2 –Educational Need UAGM-Carolina Campus

- (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?

See Attachment A-2 – Educational Need UAGM-Carolina Campus

- (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.

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

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

Please see Attachment A-4: Faculty Changes

(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.

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?

The Capital Area Campus Learning Resources Center 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
- Approximately 1,000 Sq. Ft. more that the current library.

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 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 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?

No change

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

No change

(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: 8, 16 & 37 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 37. 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 Relocation to a new facility.

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.

The new facilities will have 11,038 sq. feet with one additional fully equip nursing laboratory, one additional computer lab, and an education teaching lab. Attachment A-7- Facilities Relocation Proposal

(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?

Included in Operational Budget adequate resources for the repair and maintenance of the new facilities.

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

Additional facilities for 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

Educational Need

Attachment A-2: Educational Need

Universidad Ana G. Méndez- Carolina Campus

Sec. 13b.02.01.06. Need Criteria

B (1) Degree to be Awarded: Associate in Science (AS) (69 Credits)

**B (2) Area of specialization: Major in Networking Engineering Technology
(CIP Code 15.1204)**

B (3) Purpose and objectives of the program:

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.

B (4) Academic Content of Program:

<p align="center">Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School Science and Technology Program Title: Networking Engineering Technology Credential Issued: Associate in Science (AS) Degree Requirements: 69 Credits</p>							
<p align="center">General Education Courses (32 Credits)</p>							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1 st term of enrollment	MATH 120-O Introduction to Algebra	3		
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
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				
<p align="center">Core/Professional Courses (9 Credits)</p>							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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						
<p align="center">Major Courses (28 Credits)</p>							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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				
REVISED 04/2018.							

B (5) Quality of Program in comparison to existing programs

The proposed Networking Engineering Technology Associate degree 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 installing, managing and supporting modern networks services and systems 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM AS major in Networking Engineering Technology program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the technology 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 technical professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education by*

Goal 1: Access and Affordability- by offering an affordable AS degree in Networking Engineering Technology that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of technical positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 network development students that will graduate 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland's economy by providing bilingual professionals in this field.

D (1) Societal Needs and Occupational needs (2)

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 academic 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 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 UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language AS 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 network systems and need to improve English language proficiency.
2. Adults are working full-time in local businesses 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 in network systems maintenance and installations.
4. Transfer students from certificate programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

AS Networking Engineering Technology (CIP Code 15.1204)

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
15-1131	Computer Programmers	7734	7400	-334	437
15-1132	Software Developers, Applications	14452	19164	4712	1526
15-1152	Computer Network Support Specialists	4945	5538	593	435
15-1133	Software Developers, Systems Software	22039	24484	2445	1704
		49170	56586	7416	4102

When searched in IPEDS, there were no completers found for either an Associate of Bachelor level degree in the fields of computer software technology/Technician corresponding to CIP 15.1204. There might be other computer and related networking academic programs offered in Maryland or within the MSA region.

B (1) Degree to be awarded: Associate in Science (AS) (65 Credits)

**B (2) Area of specialization: Major in Electronic Engineering Technology
(CIP Code 15.0303)**

B (3) Purpose and objectives of the program:

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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School Science and Technology Program Title: Electronic Engineering Technology Credential Issued: Associate in Science (AS) Degree Requirements: 65 Credits							
General Education Courses (32 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1 st term of enrollment	MATH 120-O Introduction to Algebra	3		
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
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)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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						
Accounting Major Courses (18 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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
EETP 210-O Microprocessors	3		EETP 215-O	EETP 211-O Electronic Communications	4		EETP 216-O
EETP 215-O Digital Circuits	4			EETP 216-O Electronic Circuit	5		EETP 203-O
ETAP 300-O Engineering Technology Application Project	1		Enroll in Last Term				
REVISED 03/2014.							

B (5) Quality of Program in comparison to existing programs

The proposed Electronic Engineering Technology Associate degree 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 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 and demonstrate the knowledge, skills of installing, managing and supporting modern digital and electronic systems 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State's equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM AS major in Electronic Engineering Technology program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, "Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions." The discipline-based dual language educational model for the technology 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 technical professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education by*

Goal 1: Access and Affordability- by offering an affordable AS degree in Electronic Engineering Technology that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of technical positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 technical competencies in students that will graduate 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland's economy by providing bilingual professionals in this field.

D (1) Societal Needs and Occupational needs (2)

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 academic 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 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 UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language AS technical program will attract the following groups of students in the state (although it may be of interest to other student populations as well):

5. Hispanic working adults who pursue a career in modern electronic systems and need to improve English language proficiency.
6. Adults are working full-time in local businesses with responsibilities in Hispanic community outreach and provision of services.
7. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus in electronic systems maintenance and installations.
8. Transfer students from certificate programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data , E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

AS Electronic Engineering Technology(CIP Code 15.0303)

According to the data the current graduates with an associate’s degree cannot supply the demand of the linked occupation.

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
Soccode	Occupational Title	Employment		Change 2016-2026	Openings
		2016	2026	Numeric	2016-2026
17-3023	Electrical & Electronics Engineering Technicians	2269	2488	219	223

	Total Graduates	Total Hispanics	% Hispanic
Electrical Electronic and Communications Engineering Technology/Technician Associate's degree	9	1	11%

B (1) Degree to be Awarded: Bachelor of Science in Public Health (BS) (123 Credits)

**B (2) Area of specialization: Major in Health Services Management
(CIP Code 51.0701)**

B (3) Purpose and objectives of the program:

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:

- 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/Outcome

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 UAGM-Carolina Campus 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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School for Professional Studies Program Title: Health Services Management Credential Issued: Bachelor of Science in Public Health (BS) Degree Requirements: 123 Credits							
General Education Courses (54 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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
COMP 110-O Computer and Software	3			ENGL 331-O Public Speaking	4		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 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	CR	UE-T	Pre-Req	Course	CR	UE-T	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 201-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 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 on the first semester				
Major Courses (30 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
HESM 110-O Health Services Management	3			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 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
REVISED 03/2014							

B (5) Quality of Program in comparison to existing programs

The proposed Health Service Management 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 services and resources in the Health System 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State's equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BS in. major in Health Service Management program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, "Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions." The discipline-based dual language educational model for the Health Management 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education by*

Goal 1: Access, Affordability- by offering an affordable BS degree in Health Management that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of health system related positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 health system managers that graduates 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland's economy by providing bilingual professionals in this health delivery system field.

D (1) Societal and Occupational needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BS in Health Service Management 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 health delivery entities and need to improve English language proficiency.
2. Adults are working full-time in local private and business sectors.
3. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus in health maintenance and services.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

BS Health Services Management(CIP Code 51.0701)

Although market supply (college graduates) may be large enough to cover the projected job openings on an annual basis, there is still an underrepresentation of Hispanics in this field when compared to the area’s population composition by race and ethnic background.

Table 2: WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9111	Medical & Health Services Managers	7162	8778	1616	767

2016	Total Graduates	Total Hispanic	% Hispanic
Health/Health Care Administration/Management Bachelor's degree)	303	20	7%

B (1) Degree to be Awarded: Bachelor in Social Sciences (BS) (121 Credits)

B (2) Area of specialization: Major in Psychology

(CIP Code 42.0101)

B (3) Purpose and objectives of the program:

Program Description

The Bachelor in Science, Major in Psychology trains students to develop, apply, and disseminate new topics in regards to the scientific study of human behavior. The graduate will be a bilingual professional with vast knowledge and skills that will allow him/her to seek entry-level employment in Psychology related disciplines and other fields, including law, human resources, management, business services and education. The graduate has broad areas to explore and search for alternatives to the problems in mental health, industrial-organizational psychology, and other related fields of general psychology. The program provides the student with a foundation in psychology to facilitate graduate studies in fields related to education, clinical psychology, industrial psychology, counseling, and social work. Students must comply with state and local requirements or limitations to practice the profession.

Program Objectives

- Use their knowledge and understanding of key concepts, principles, theoretical perspectives, foundational models, and historical trends in Psychology in a wide range of careers.
- Apply their gained knowledge in the area of psychological research and analysis to interpret different sociocultural situations using scientific inquiry and critical thinking to solve problems.
- Adhere to ethical and legal standards in the use and practice of psychological techniques with an understanding of their social responsibility to their community at a local, national and global level.
- Communicate effectively to express their ideas, engage others in discussion of psychological concepts, and present information for different purposes through oral and written skills in English and Spanish.
- Exhibit technical skills and abilities in application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation

Professional Outcomes

The Bachelor in Science, major in Psychology program will prepare students to:

- Apply the knowledge of psychology to matters relating to the person, organizations, groups, and society.
- Utilize diverse means to compile information on the behavior of an individual and organization.
- Analyze human behavior based on various conceptual frameworks.
- Demonstrate the use ethics in the performance of the profession.
- Communicate and present visual, oral, and written analysis of psychological problems and recommended solutions.

B (4) Academic Content of Program:

<p style="text-align: center;">Ana G. Méndez University – Carolina Campus School for Professional Studies Program Title: Psychology (BS) Credential Issued: Bachelor of Sciences Degree Requirements: 121 Credits</p>							
General Education Courses (51 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	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 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 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 on the first semester				
Core Professional Courses (18 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
SOCI 204-O Principles of Sociology	3		SOSC 112-O	PSYC 131-O Ethics in Psychology	3		PSYC 122-O
SOSC 250-O Statistics in Social Sciences	3		MATH 111-O	SOSC 260-O Research Techniques in Social Sciences	3		SOSC 250-O
PSYC 121-O General Psychology I	3		SOSC 112-O	PSYC 122-O General Psychology II	3		PSYC 121-O
Major Courses (52 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
PSYC 210-O Human Sexuality	3		PSYC 122-O	PSYC 222-O Adolescence Psychology	3		PSYC 122-O
PSYC 225-O Social Psychology	3		PSYC 122-O	PSYC 226-O Evolutional Psychology	3		PSYC 122-O
PSYC 228-O Psychology of Diversity	3		PSYC 122-O	PSYC 321-O Personality Theory	3		PSYC 320-O
PSYC 344-O Theories of Learning and Motivation	3		PSYC 226-O	PSYC 322-O Theories and Techniques of Psychotherapy	3		PSYC 321-O
PSYC 330-O Interpersonal Psychology	3		PSYC 122-O	PSYC 327-O Psychology of the Elderly	3		PSYC 122-O
PSYC 320-O Abnormal Psychology	3		PSYC 122-O	PSYC 410-O Organizational Psychology	3		PSYC 330-O
PSYC 423-O Physiological Psychology	3		PSYC 226-O	PSYC 415-O Psychology of Leadership	3		PSYC 410-O
PSY324-O Gender Psychology	3		PSYC122-O	PSYC 460-O Senior Capstone in Psychology	3		Upon completion of 90 credits

PSYC 461-O Senior Seminar in Psychology	4		PSYC 460-O			
REVISED 6/15/19.						

B (5) Quality of Program in comparison to existing programs

The B.S. major in the Psychology program at UAGM-Carolina Campus is unique since it will be the only B.S. in Psychology that will follow the dual language approach, in which courses are taught 50% in English and 50% in Spanish. A graduate of UAGM Carolina Campus is expected to be a dual language professional who demonstrates professional competencies in social work in Spanish and English. This unique academic background will allow 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, this program would only be offered using the Discipline-Based Dual Language Immersion Model®. The UAGM Carolina Campus programs became the first in the nation to incorporate two-way developmental bilingual or dual immersion education at the university level in 2003. Since then, we have confirmed that the university remains the only university 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.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expands the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM B.S. major in Psychology program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the Psychology 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 psychological professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses:

Goal 1: Access, Affordability- by offering an affordable B.S. degree in psychology that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of psychology-related positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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. This flexibility in scheduling also supports the second goal, strategy 5 for non-traditional students.

Goal 2: Success- this degree program builds knowledge and skills to meet the competencies of psychology graduates 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland's economy by providing bilingual professionals in this field.

D (1) Societal and Occupational Needs

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.

In keeping with current professional needs and expectations, recent professional changes to the curriculum for the Bachelor in Science, major in Psychology program have been added. These changes align to relevant discipline principles and new areas for growth within the field of practice, as described in the Guidelines for the Undergraduate Psychology Major: Version 2.0 of the American Psychological Association.

This framework identified four skills-based goals and one content-focused goal that helps to establish a progression from foundational concepts to the application for students who complete a baccalaureate program and seek employment, to advanced expectations for those seeking professional training in graduate and professional schools (American Psychological Association, 2013).

The goals are as followed: 1) Knowledge Base in Psychology, 2) Scientific Inquiry and Critical Thinking, 3) Ethical and Social Responsibility in a Diverse World 4) Communication, and 5) Professional Development. These goals offered a guideline in the curriculum revision for the proposed undergraduate Psychology program for the UAGM-Carolina campus. Although the current curriculum already embodied many of these goals, the changes further align the curriculum to the content and professional expectations in the field of Psychology for undergraduate students.

Finally, UAGM academic efforts and services 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 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 UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MS in Psychology 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 school, mental health and business entities and need to improve English language proficiency.
2. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus in health maintenance and counseling services.
3. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

BS Psychology(CIP Code 42.0101)

Although most who want a career in psychology must continue to graduate school, those seeking jobs have a wide range opportunities, not necessarily saturating the job market.

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9199	Managers, All Other	70727	73491	2764	5252
19-3031	Clinical, Counseling, & School Psychologists	2459	2827	368	204
19-3039	Psychologists, All Other	790	893	103	63
		73976	77211	3235	5519

2016	Total Graduates	Total Hispanic	% Hispanic
Psychology, General	1859	203	11%

**B (1) Degree to be Awarded: Bachelor of Science in International Tourism and Hospitality Management (BS)
(121 Credits)**

**B (2) Area of specialization: Major in Hotel Management
(CIP Code 52.0901)**

B (3) Purpose and objectives of the program:

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 UAGM-Carolina Campusgraduate 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 UAGM-Carolina Campus 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.

B (4) Academic Content of Program:

<p style="text-align: center;">Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School for Professional Studies Program Title: Hotel Management Credential Issued: Bachelor of Science (BS) Degree Requirements: 120 Credits</p>							
General Education Courses (51 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	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 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 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 on the first semester				
Core Professional Courses (39 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	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 370-O Hospitality Sales and Marketing	3		ITHM 102-O	ITHM 250-O Internship I	3		ITHM 102-O ITHM 115-O ITHM 280-O
Major Courses (30 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-T	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	CR	UE-T	Pre-Req	Course	CR	UE-T	Pre-Req
	3				3		
	3						
REVISED 3/2014.							

B (5) Quality of Program in comparison to existing programs

The proposed Hotel Management program 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 hotel and leisure services and resources in the industry 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BS in. major in Hotel Management program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the Hotel Management 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education* by

Goal 1: Access, Affordability- by offering an affordable BS degree in Hotel Management that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of hotel and leisure system positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 leisure system managers that graduates 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland’s economy by providing bilingual professionals in this health delivery system field.

D (1) Societal and Occupational needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MS Hotel Management 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 hotel and leisure services entities and need to improve English language proficiency.
2. Adults are working full-time in local private and business sectors.
3. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus in hotel and leisure services management.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

BS Hotel Management(CIP Code 52.0901)

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026

11-9051	Food Service Managers	9136	10001	865	1095
11-9081	Lodging Managers	792	847	55	87
		9928	10848	920	1182

2016	Total Graduates	Total Hispanics	% Hispanic
Hospitality Administration/Management General	42	4	10%

B (1) Degree to be Awarded: Bachelor of Arts in Education (BA) (123 Credits)

**B (2) Area of specialization: Major in Pre-Kindergarten/Primary Education
(CIP Code 13.1210)**

B (3) Purpose and objectives of the program:

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 Director of Integrated Services 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
3. Issues in Family and Community Involvement
4. Health, Nutrition, and Safety
5. Curriculum Development
6. Observation, Planning, and Evaluation
7. Creative Expression of Children
8. Development of Language and Literacy
9. Cultural and Family Systems
10. Classroom Management
11. 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.

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.

B (4) Academic Content of Program:

<p style="text-align: center;">Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School for Professional Studies Program Title: Pre-Kindergarten/Primary Education Credential Issued: Bachelor of Arts in Education (BA) Degree Requirements: 130 Credits</p>							
General Education Courses (57 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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 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 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 in the 1 st term of enrollment				
Core/Professional Courses (24 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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		
EDUC 403-O Curriculum Design	3			TESL 223-O Applied Linguistics in ESOL	3		
Marketing Major Courses (18 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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 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 nonEnglish Speakers in PreK-3	3		ECED 405-O
EDUC 410-O Teaching Math at the Primary Level	3		MATH 112-O	EDUC 411-O Teaching Sciences at the Primary Level	3		
EDUC 414-O Language Arts at the Primary Level	3		ENGL 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				
REVISED 07/2016.							

B (5) Quality of Program in comparison to existing programs

The proposed PK/Elementary Education program 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 teaching Pre-K and Elementary grades 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BA in Pre-K and Elementary education program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the Pre-K and Elementary Education 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

The Maryland State Department of Education reports more than 1,400 public schools in 24 public school systems with an enrollment of over 890,000 students. The new Maryland Report Card gauges schools’ performance on state assessments, growth in achievement, high school graduation, student access to a well-rounded curriculum, progress of English language learners, and postsecondary readiness. These factors are all areas that school counselors affect through advocacy, leadership, and collaboration to create systemic change to provide equitable educational access by aligning and directing the program to the district’s mission and continuous improvement plans to provide optimal learning environments for all students. Bilingual teachers also, serve critical needs for the progress of English language learners not only through language but also by building connections for these students to gain high education opportunities that continue to sustain their bilingual skills.

This degree program addresses:

Goal 1: Access, Affordability- by offering and affordable BA in Education Degree that encourages program completion in dual-language setting will maximize a student's opportunities in the 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 school PK and elementary levels 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 interactions, and responsibilities of school elementary teachers.

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 both in content and language in a multicultural environment to students 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.

D (1) Societal and Occupational Needs (2)

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 graduate 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 academic 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 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 graduate degree.

In alignment with UAGM-CAROLINA CAMPUS particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BA in Pre-K and Elementary Education 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 want to pursue a career in teaching and need to improve English language proficiency.
2. Adults are working in local private and business sectors that want to change their career path to education.
3. Hispanic adults who want to pursue bilingual careers in teaching at the Pre-K and Elementary educational system.

4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

BA Pre-K / Primary Education(CIP Code 13.1210)

According to data reported to IPEDS under the CIP 13.1210 “Early Childhood Education and Teaching there are only 46 graduates in 2016. Hispanics are under represented in this program.

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
25-2011	Preschool Teachers, Except Special Education	3946	4089	143	402
25-2012	Kindergarten Teachers, Except Special Education	122	137	15	15
		4068	4226	158	417

	2016	Total Graduates	Total Hispanic	% Hispanics
Early Childhood Education and Teaching Bachelor's degree		46	1	2%

B (1) Degree to be Awarded: Bachelor of Arts in Education (BA) (130 Credits)

B (2) Area of specialization: Major in Special Education

(CIP Code 13.1001)

B (3) Purpose and objectives of the program:

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 Director of Integrated Services 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.

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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School for Professional Studies Program Title: Special Education Credential Issued: Bachelor of Arts in Education (BA) Degree Requirements: 130 Credits							
General Education Courses (54 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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 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 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 in the 1 st Semes.				

Core/Professional Courses (24 Credits)							
Course	CR	UE-T	Pre-Req	Course	CR	UE-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	UE-T	Pre-Req	Course	CR	UE-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 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 SPED 405-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				
REVISED 07/2016.							

B (5) Quality of Program in comparison to existing programs

The proposed Special Education program 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, teaching skills 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BA in Special Education program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for Special Education 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

The Maryland State Department of Education reports more than 1,400 public schools in 24 public school systems with an enrollment of over 890,000 students. The new Maryland Report Card gauges schools’ performance on state assessments, growth in achievement, high school graduation, student access to a well-rounded curriculum, progress of English language learners, and postsecondary readiness. These factors are all areas that school teachers affect through teaching, leadership, and collaboration to create systemic change to provide equitable educational access by aligning and directing the program to the district’s mission and continuous improvement plans to provide optimal learning environments for all students. Bilingual Special Education teachers also, serve critical needs for the progress of English language learners with special education needs not only through language but also by building connections for these students to gain high education opportunities that continue to sustain their bilingual skills.

This degree program addresses:

Goal 1: Access, Affordability- by offering an affordable BA in Special Education education degree that encourages program completion in dual-language setting will maximize a student’s opportunities in the 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 school special education students at the elementary levels 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 interactions, and responsibilities of school elementary special education students teachers.

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 both

in content and language in a multicultural environment to students 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.

D (1) Societal and Occupational Needs (2)

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 academic 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 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 UAGM-CAROLINA CAMPUS particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BA in Special Education 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 want to pursue a career in teaching and need to improve English language proficiency.
2. Adults are working in local private and business sectors that want to change their career path to education.
3. Hispanic adults who want to pursue bilingual careers in teaching Special Education in the State and Regional educational systems.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

BA Special Education (CIP Code 13.1001)

2016	Total Graduates	Total Hispanics	% Hispanics
Special Education and Teaching General Bachelor's degree	22	1	5%

B (1) Degree to be Awarded: Master of Science (MS) (42 Credits)

**B (2) Area of specialization: Major in Educational Leadership
(CIP Code 13.0401)**

B (3) Purpose and objectives of the program:

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 major is for education certified students with experience in the educational field only.

Program Objectives

Upon completion of the program, the student will possess:

1. Knowledge, skills, and competencies necessary for successful school leadership.
2. Ability to be proactive and decisive with a moral, 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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G.Méndez- Carolina Campus School for Professional Studies Program Title: Educational Leadership (K-12) Credential Issued: Master of Science (MS) Degree Requirements: 42 Credits			
Major Courses (36 Credits)			
Courses	CRS	UE-T	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
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 Courses (3 Credits)			
Courses	CRS	UT-T	Pre-Requisite
EDAD 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 Certification Test
Elective Courses (3 Credits)			
Courses	CRS	UT-T	Pre-Requisite
EDAD 663-O Conflict Resolution for Educational Leaders	3		
Revised 06-2011.			

B (5) Quality of Program in comparison to existing programs

The proposed MA in Educational Leadership program proposed 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 adult education services and resources 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

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The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

]

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM, MA in Educational Leadership program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the Educational Leadership 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

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This degree program addresses:

Goal 1: Access, Affordability- by officering and affordable MA in Education Leadership degree that encourages program completion in dual-language setting will maximize a student’s opportunities in the 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 school administrators 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 practical experiences where students will apply their knowledge and skills in a supervised setting that reflects the daily duties, direct interactions, and responsibilities of school administrators.

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 both in content and language in a multicultural environment to students 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.

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In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MS in Education Leadership 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 want to pursue a career in Education Leadership and need to improve English language proficiency.
2. Adults working in local private and business sectors that want to change their career path to education.
3. Hispanic adults who want to pursue bilingual careers in school administration and leadership in the State and Regional educational systems.
4. Transfer students from bachelor’s degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

MS Specialization in Educational Leadership (CIP Code 13.0401)

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9031	Education Administrators, Preschool & Childcare Center/Program	1244	1286	42	98

11-9032	Education Administrators, Elementary & Secondary School	2381	2656	275	214
11-9033	Education Administrators, Postsecondary	3172	3565	393	286
11-9039	Education Administrators, All Other	2483	2680	197	210
		9,280	10,187	907	808

2016	Total Graduates	Total Hispanics	% Hispanic
Educational Leadership and Administration General Master's degree	143	12	8%

B (1) Degree to be Awarded: Master of Education (M.Ed.) (36 Credits)

B (2) Area of specialization: Major in Bilingual Education

(CIP Code 13.0201)

B (3) Purpose and objectives of the program:

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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G.Méndez- Carolina Campus School for Professional Studies Program Title: Bilingual Education Credential Issued: Master in Education (M.Ed.) Degree Requirements: 36 Credits			
Core Professional Courses (6 Credits)			
Courses	CRS	UE-T	Pre-Requisite
SCFG 508-O Education and Society	3		
Students will choose one of the following courses (3 Credits)			
SCFG 503-O Human Development and Learning: The Early Years and Elementary	3		
SCFG 506-O Human Development and Learning: Secondary	3		
Major Bilingual/Bicultural Courses (21 Credits)			
Courses	CRS	UE-T	Pre-Requisite
EDBE 502-O Bilingual-Bicultural Curriculum Development	3		
EDBE 504-O Language, Literacy, and Culture	3		
EDBE 525-O Biliteracy, Language, and Content in Bilingual Education	3		
EDBE 566-O First and Second Language Acquisition	3		
EDBE 524-O Methods of ESOL Literacy and Language Development Applied to Content Areas	3		
EDBE 506-O Sociopolitical and Historical Perspectives in Bilingual Education	3		
EDBE 526-O Theoretical Foundations of Bilingual Education & ESOL	3		
Research Courses (6 Credits)			
Courses	CRS	UE-T	Pre-Requisite
EDUC 600-O Educational Research Methods in ESOL	3		All Core and Major Courses
EDUC 617-O ESOL Seminar in a School Setting (Internship)	3		EDUC 600-O
Field Experience Hours (3 Credits)			
Courses	CRS	UE-T	Pre-Requisite
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-O, EDBE 525-O and EDBE 566-O
REVISED 7/2016.			

B (5) Quality of Program in comparison to existing programs

The proposed M. Ed. in Bilingual Education program proposed 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 teaching knowledge and skills of teaching ELL 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State's equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM, M. Ed. Bilingual Education program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, "Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions." The discipline-based dual language educational model for the Bilingual Educational curriculum offers supportive, linguistically relevant, and culturally competent postsecondary learning environment conducive to the academic success of Maryland ELL students. It provides an innovative approach to the development of professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

The Maryland State Department of Education reports more than 1,400 public schools in 24 public school systems with an enrollment of over 890,000 students. The new Maryland Report Card gauges schools' performance on state assessments, growth in achievement, high school graduation, student access to a well-rounded curriculum, progress of English language learners, and postsecondary readiness. These factors requires bilingual teachers that will provide equitable educational access to ELL teachers by aligning and directing the program to the district's mission and continuous improvement plans to provide optimal learning environments for all students. Bilingual Leadership also, serve critical needs for the progress of English language learners with needs not only through language but also by building connections for these students to gain high education opportunities that continue to sustain their bilingual skills.

This degree program addresses:

Goal 1: Access, Affordability- by officering and affordable M. Ed. in Bilingual Education degree that encourages program completion in dual-language setting will maximize a student's opportunities in the 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 school administrators 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 practical experiences where students will apply their knowledge and skills in a supervised setting that reflects the daily duties, direct interactions, and responsibilities of bilingual teachers.

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 both in content and language in a multicultural environment to students 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.

D (1) Societal and Occupational Needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the 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 want to pursue a career in Bilingual Education and need to improve English language proficiency.
2. Adults working in local private and business sectors that want to change their career path to education.
3. Hispanic adults who want to pursue bilingual teaching careers in school in the State and Regional educational systems.
4. Transfer students from bachelor's degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

MED Bilingual Education(CIP Code 13.0201)

As in the rest of the U.S. the number of ELL has increased rapidly in the DC-MD-VA area pushing a demand for adequate ESOL and bilingual education programs with well prepared staff.

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*

Soccode	Occupational Title	Employment		Change 2016-2026	Openings
		2016	2026	Numeric	2016-2026
25-2012	Kindergarten Teachers, Except Special Education	122	137	15	15
25-2021	Elementary School Teachers, Except Special Education	4531	5072	541	390
25-2022	Middle School Teachers, Except Special & Career/Technical Education	2350	2636	286	203
25-2031	Secondary School Teachers, Except Special & Career/Technical Education	5165	5750	585	429
25-3011	Adult Basic & Secondary Education & Literacy Teachers & Instructors	1245	1270	25	138
		13,413	14,865	1,452	1,175

2016	Total Graduates	Total Hispanics	% Hispanic
Bilingual and Multilingual Education Master's degree	2	1	50%

B (1) Degree to be Awarded: Master of Science (MS) (36 Credits)

**B (2) Area of specialization: Major in Administration of Adult Education
(CIP Code 13.0403)**

B (3) Purpose and objectives of the program:

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 major, 3 credits for an Internship and 3 credits in research.

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

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

Program Objectives

Upon completion of the program, students will develop:

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

B (4) Academic Content of Program:

<p>Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School for Professional Studies Program Title: Administration of Adult Education Credential Issued: Master of Science (MS) Degree Requirements: 36 Credits</p>			
Major Courses (12 Credits)			
Courses	CRS	UE-T	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		
Major Courses (18 Credits)			
Courses	CRS	UE-T	Pre-Requisite
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)			
Courses	CRS	UE-T	Pre-Requisite
EDUG 535-O Action Research Evaluation	3		All Core and Major Courses (30 Credits)
EDAG 680-O Practice in Educational Administration: Adult Programs*	3		All Courses
Revised 8/2014			

B (5) Quality of Program in comparison to existing programs

The proposed MA in Administration of Adult Education program proposed 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 their knowledge and skills of teaching adult students 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM MA in Administration of Adult Education program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the 2017-2021 Maryland State Plan for Postsecondary

Education, “Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions.” The discipline-based dual language educational model for the Bilingual Adult Educational curriculum offers supportive, linguistically relevant, and culturally competent postsecondary learning environment conducive to the academic success of Maryland adult students. It provides an innovative approach to the development of professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

The Maryland State Department of Education reports more than 1,400 public schools in 24 public school systems with an enrollment of over 890,000 students. The new Maryland Report Card gauges schools’ performance on state assessments, growth in achievement, high school graduation, student access to a well-rounded curriculum, progress of English language learners, and postsecondary readiness. These factors requires Education Administrators that will provide equitable educational access to adult students by aligning and directing the program to the district’s mission and continuous improvement plans to provide optimal learning environments for all students. Administrators with knowledge of critical needs for the progress of English language adult learners will use their learned competencies not only through language but also by building connections for these students to gain high education opportunities that continue to sustain their bilingual skills.

This degree program addresses:

Goal 1: Access, Affordability- by officering and affordable MS in Administration of Adult Education degree that encourages program completion in dual-language setting will maximize a student’s opportunities in the 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 school administrators 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 practical experience where students will apply their knowledge and skills in a supervised setting that reflects the daily duties, direct interactions, and responsibilities of bilingual teachers serving adult students in Maryland.

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 both in content and language in a multicultural environment to students to gain an advanced degree. Furthermore, this knowledge of content and language will add value to or affect Maryland’s economy by providing bilingual administrators in the field of adult education.

D (1) Societal and Occupational Needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MS in Administration Adult Education 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 want to pursue a career in Adult Education Administration and need to improve English language proficiency.
2. Adults working in local private and business sectors that want to change their career path to education.
3. Hispanic adults who want to pursue administration careers in schools in the State and Regional educational systems.
4. Transfer students from bachelor’s degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

MS Administration Adult Education(CIP Code 13.0403)

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9039	Education Administrators, All Other	2483	2680	197	210

	2016	Total Graduates	Total Hispanic
Adult and Continuing Education Administration Master's degree		0	0

B (1) Degree to be Awarded: Master in Public Administration (MPA) (36 Credits)

**B (2) Area of specialization: Major in Public and Non-Profit Management
(CIP Code 44.9999)**

B (3) Purpose and objectives of the program:

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, advoUAGM-Carolina Campusy 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.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School For Professional Studies Program Title: Public and Non-Profit Management Credential Issued: Master in Public Administration (MPA) Degree Requirements: 36 Credits			
Core Professional Courses (21 Credits)			
Courses	CRS	UE-T	Pre-Requisite
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		
Advance Practice Core Courses (select four (4) courses)			
Courses	CRS	UT-T	Pre-Requisite
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-O Special Topics	3		
PUAG 610-O Legislative Process	3		
Capstone Course (3 Credits)			
PUAG 665-O Capstone Course	3		9 Approved Credits of Major Courses
Revised 6/2014			

B (5) Quality of Program in comparison to existing programs

The proposed MPA in Public and Non-Profit Management program proposed 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 their knowledge and skills of teaching adult students 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State's equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (1) Critical and compelling regional or statewide need

In alignment to societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM MPA in Public and Non-Profit Administration program offers a unique educational approach with the Discipline-Based Dual Language Immersion Model©. This innovative approach aligns with the *2017-2021 Maryland State Plan for Postsecondary Education*, "Strategy 4: Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions." The discipline-based dual language educational model for the Hotel Management 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 professionals who seek English language proficiency in parallel to their major, enabling graduates to contribute readily to their communities.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education* by

Goal 1: Access, Affordability- by offering an affordable MPA degree in Public and Non-Profit Administration that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of health system related positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 health system managers that graduates 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland's economy by providing bilingual professionals for the public and non-profit sectors.

D (1) Societal and Occupational needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language MPA in Public and Non-Profit Administration 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 public and non-profit services entities and need to improve English language proficiency.
2. Adults are working full-time in local private and business sectors.
3. Hispanic adults are pursuing bilingual careers in nonprofit, and private industry with a focus on public services.
4. Transfer students from bachelor’s degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years & E (3) Current supply of graduate in the program area in State and Region.

MPA Public and Non Profit Management (CIP Code 44.9999)

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
Soccode	Occupational Title	Employment		Change 2016-2026	Openings
		2016	2026	Numeric	2016-2026
11-1011	Chief Executives	14330	13899	-431	944
11-1021	General & Operations Managers	108258	118026	9768	10071
11-1031	Legislators	2250	2419	169	178
11-3071	Transportation, Storage, &	1836	1919	83	149

	Distribution Managers				
11-9151	Social & Community Service Managers	4948	5643	695	520
11-9199	Managers, All Other	70727	73491	2764	5252
		202,349	215,397	13,048	17,114

2016	Total Graduates	Total Hispanic	% Hispanic
Master's degree Public Administration	508	26	5%

B (1) Degree to be Awarded: Master in Social Work (MSW) (54 Credits)

**B (2) Area of specialization: Major in Social Work
(CIP Code 51.1503)**

B (3) Purpose and objectives of the program:

Program Description:

The professional in the Social Work Program promotes social and economic equity and justice and the well-being of human and social systems. Social workers utilize theories of human behavior and social systems to intervene at the points where people interact with their environments. Human rights and social justice are fundamental tenants of social work. Social workers offer a variety of services to individuals, families, groups, organizations and communities.

Social workers understand both the public and the private social service systems and how it serves its clientele. Among the services performed by social workers are appropriate referrals, direct services, short-term therapies, crisis interventions, information gathering, planning, administration and evaluation of social services. Social workers analyze legislation and social policies in order to make recommendations for improving the quality of life of all citizens. Graduates of Social Work must seek professional licensing from the Social Work Board of Examiners at the State Department of Maryland (for detail information see Universidad Ana G.Méndez- Carolina Campus Institutional Catalog).

Admission Requirements

1. An earned bachelor's degree from a college or university accredited by a recognized regional accrediting agency
2. An undergraduate GPA of at least 2.75
3. Two letters of recommendation
4. An interview
5. An essay, written at the time of the interview
6. Submit a Curriculum Vita

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

Universidad Ana G.Méndez- Carolina Campus 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 (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez- Carolina Campus School of Social and Human Sciences Program Title: Social Work Credential Issued: Master in Social Work (MSW) Degree Requirements: 54 Credits			
Foundation Courses (27 Credits)			
Courses	CRS	UE-T	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 506-O
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 601-O
SWGR 555-O Social Work with Seminar and Field Practicum I	3		SWGR 504-O SWGR 505-O SWGR 507-O SWGR 510-O SWGR 606-O
SWGR 670-O Comprehensive Exam (1 st part)	3		Concurrent with SWGR 555-O
Major Courses (21 Credits)			
Courses	CRS	UT-T	Pre-Requisite
SWGR 602-O Clinical Intervention I	3		
SWGR 607-O Clinical Intervention II	3		SWGR 602-O
SWGR 511-O Research Analysis	3		SWGR 510-O
SWGR 655-O Social Work with Seminar and Field Practicum II**	6		SWGR 555-O SWGR 511-O SWGR 670-O
SWGR 665-O Social Work with Seminar and Field Practicum III**	6		SWGR 655-O
SWGR 671-O Comprehensive Exam (2 nd Part)	0		SWGR 670-O

Sub-Major 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 670-O
SWGR 620-O Adult and Elderly Development	3		SWGR 670-O
SWGR 623-O Drug and Substance Abuse	3		SWGR 670-O
SWGR 616-O Violence and Society	3		SWGR 670-O
SWGR 627-O Mental Health Services and Policies	3		SWGR 670-O
SWGR 625-O Psychopharmacology and Social Work	3		SWGR 604-O SWGR 670-O
REV 10-25-16			

B (5) Quality of Program in comparison to existing programs

The proposed MSW in Social Work program proposed 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 their knowledge and skills in the field of social work 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 is unique in Maryland and the U.S.

B (6) Analysis of the market for the program (see sections E (1-3))

B (7) State’s equal opportunity obligations under State and Federal Law

The approval of the program application expand the higher education opportunities of Hispanic minorities in the State, the region and the Nation. Thus advancing equal opportunities in higher education under State and Federal Law.

C (2) Consistent with Maryland State Plan for Post-Secondary Education

This degree program addresses the three goals of the *2017-2021 Maryland State Plan for Postsecondary Education* by :

Goal 1: Access, Affordability- by offering an affordable MSW in Social Work that encourages program completion in a dual-language setting will maximize employable bilingual candidates in public and non-profit positions throughout Maryland. In addition, the University provides a course schedule offering that allows 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 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.

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 both in content and language in a multicultural environment to students. Furthermore, this knowledge of content and language will add value to Maryland’s economy by providing bilingual professionals for government and non-profit entities and organizations.

Furthermore proposed MSW program aligns with the *Maryland Ready 2017-2021: Maryland State Plan for Postsecondary Education (2017)*, especially for Strategy 4 , that refers to “Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions” and continue to promote equal opportunities. . The MSW program, which integrates de 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.

D (1) Societal and Occupational needs (2)

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 academic 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 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 graduate degree.

In alignment with UAGM-Carolina Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed MSW 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 careers in public and non-profit social services entities and need to improve English language proficiency.
2. Adults are working full-time in local private and business sectors.
3. Hispanic adults who want to pursue bilingual careers in social work in nonprofit, professional organizations and private industry.

4. Transfer students from bachelor's degree programs in Maryland and other college programs as well as international students.

E (1) Market Demand Data, E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

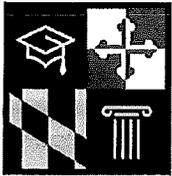
MSW Social Work (CIP Code 51.1503)

If we look at the data for the DMV Metropolitan Area the projected employment change for the major Standard Occupational Classification (SOC) associated with Social Work all show significant numeric growth that are above the national average and significant under-representation of Hispanics (5%) in the professional field.

Table : WASHINGTON-ARLINGTON-ALEXANDRIA DC-VA-MD-WV METROPOLITAN STATISTICAL AREA LONG-TERM OCCUPATIONAL PROJECTIONS, SEPARATIONS, OPENINGS, AND WORKER CHARACTERISTICS, 2016 and projected 2026*					
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9151	Social & Community Service Managers	4948	5643	695	520
21-1013	Marriage & Family Therapists	206	264	58	30
21-1019	Counselors, All Other	803	916	113	99
21-1021	Child, Family, & School Social Workers	9842	10704	862	1108
21-1022	Healthcare Social Workers	2780	3355	575	363
21-1023	Mental Health & Substance Abuse Social Workers	3575	4298	723	464
21-1029	Social Workers, All Other	1586	1692	106	174
21-1092	Probation Officers & Correctional Treatment Specialists	2045	2217	172	194
		25785	29089	3304	2952

2016	Total Graduate	Total Hispanic	% Hispanic
Social Work Master's degree	162	8	5%

Recent Approval Letter



MHEC

Creating a state of achievement

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Governor

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

April 15, 2019

Dr. Mildred Huertas-Solá
Chancellor
Universidad Ana G. Mendez - Carolina Campus
P.O. Box 2010
Carolina, PR 00984-2010

Dear Chancellor Huertas-Solá:

The Maryland Higher Education Commission has received a request from Sistema Universitario Ana G. Mendez, Universidad del Este to change its name to Universidad Ana G. Mendez - Carolina Campus. This request was approved by the Commission at a public meeting on March 27, 2019. Accordingly, Universidad Ana G. Mendez - Carolina Campus, previously operating as Sistema Universitario Ana G. Mendez, Universidad del Este in Maryland, is authorized to operate in Maryland under an out-of-state Certificate of Approval. Universidad Ana G. Mendez -Carolina 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, 2021.

Approved programs:

1. Associate of Science in Networking Engineering Technology
2. Associate of Science in Electronic Engineering Technology
3. Bachelor of Science in Hotel Management
4. Bachelor of Science in Psychology
5. Bachelor of Science in Health Services Management
6. Bachelor of Arts in Prekindergarten/Primary Education
7. Bachelor of Arts in Special Education
8. Master of Science in Educational Leadership
9. Master of Public Administration in Public and Non-Profit Management
10. Master of Education in Bilingual Education
11. Master of Science in Administration of Adult Education
12. Master of Social Work (M.S.W.)

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 location after the stated expiration date, the renewal

Universidad Ana G. Mendez – Carolina Campus
April 15, 2019
Page 2

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 2021-2022. 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: Ramón L. Nieves, Esq., Director Licensing and Accreditation, Universidad Ana G. Mendez

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