

Universidad Ana G. Mendez– Cupey 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

Relocation Application UAGM-Cupey Campus 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-Cupey Campus

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

OPEID Code: 025875
U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. Angel A. Toledo López, Acting Chancellor

Mailing Address: PO Box 21150, San Juan, PR 00928-1150

Telephone: (787)766-1717 Email: atoledo@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

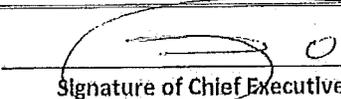
Telephone: (407) 563-6501, ext. 1889

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 25, 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 or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time 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 \$10,050.00. Check will be sent by FEDEX.

Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g) See Attachment 3:UAGM-Cupey 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 19, 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. **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
Criminal Justice	BA	Classroom	120	Yes
Accounting	MBA	Classroom	38	Yes
Finances	MBA	Classroom	39	Yes
Human Resources	MBA	Classroom	42	Yes
Management	MBA	Classroom	38	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

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

In the Spring of 2019 UAGM-Cupey Campus enrollment of 41 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-Cupey 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-Cupey 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-Cupey 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 counselling, 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. See Attachment A-4 – Faculty Changes for curriculum vitae/resumes for each new faculty member.

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

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

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

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

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

- A physical collection of 3,007 volumes of textbooks and reference materials to support courses and the learning process.
- Access to a collection of more than 80,000 electronic books available through the UAGM institutional virtual libraries
- Access to databases with more than 2,000,000 documents, scholarly and peer-reviewed publications
- 39 computer workstations for students to access the virtual libraries
- Online access to institutional e-lab that includes online language development software, online tutoring (English, Spanish, Mathematics, Business) and tutorials for the use of all LRC resources
- Approximately 1,000 Sq. Ft. more that the current library.

Bibliographic instruction

Bibliographic instruction is an essential part of the teaching-learning process at the CAC. Students and faculty are oriented to the different electronic resources available as soon as possible. New students have a "Welcome orientation" where the LRC personnel takes an active part and instructs them on how to visit and use the Virtual library resources, Webmail, Office 365 and Blackboard. Also, the LRC specialist has an active role in the Attitude Development and University Adaptation courses.

Bibliographic instruction sessions are offered either on a one-on-one basis or as part of in-class instruction coordinated by the course instructor. To increase awareness of our electronic resources the LRC personnel coordinates visits with faculty to demonstrate the learning resources available according to the course's specific needs or assignment. A schedule of workshops has been developed in order to make students, faculty and staff members aware of the different electronic resources available for searching.

Library Services Description

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

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.

(c) 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: 8,17 & 38 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 38. 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. Current Fire and Occupation Permits included in Attachment 5.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes. Relocation Facility fire and occupation permits will be provided for temporary and new facilities as they are finished.

(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-Cupey Campus

Sec. 13b.02.01.06. Need Criteria

B (1) Degree to be Awarded: Bachelor of Arts in Social Sciences (BA) (120 Credits)

**B (2) Area of specialization: Major in Criminal Justice
(CIP Code 43.0103)**

B (3) Purpose and objectives of the program :

Program Description

This program ushers student to academic and professional environments related to the Criminal Justice field. The Bachelor of Arts with major in Criminal Justice provides students a detailed view of the field with specific emphasis on the legal, forensic, and academic aspects of the discipline.

Students who graduate from this program can pursue professional positions in the public or private sector, or pursue a graduate degree in law or in the social sciences. The program is structured to address current topics in the field such as multiculturalism, alternate sentencing methods, rehabilitation processes, and cybercrimes, among others. Students must comply with state and local requirements or limitations to practice profession.

Program Objectives/Outcomes

Provide students with theoretical and practical knowledge that will facilitate problem solving and analysis in the criminal justice field.

- Develop critical thinking skills that help students comprehend the causes of crime and the different alternatives to tackle these causes.
- Enhance students' knowledge and experiences to facilitate the attainment of new or higher professional positions in the field.
- Provide a comprehensive examination of the Criminal Justice field with specific emphasis on crime prevention and law enforcement, legal foundations, and academic research.
- Develop awareness of diversity and justice in students' analysis of criminal conducts and alternatives for punishment.
- Offer an innovative and current curriculum that fulfills the students' professional and academic goals, and responds to the country's social, economic, cultural, and professional needs.
- Empower students with a holistic and balanced view of the discipline to facilitate the application and practice of their acquired skills.
- Develop proficiency to communicate adequately in English and Spanish both orally and in writing

B (4) Academic Content of Program:

**Sistema Universitario Ana G. Méndez
Universidad Ana G. Méndez-Cupey Campus
School for Professional Studies
Program Title: Criminal Justice
Credential Issued: Bachelor of Arts (BA)**

Degree Requirements: 120 Credits							
General Education Courses (45 Credits)							
Course	CR	UM-T	Pre-Req	Course	CR	UM-T	Pre-Req
SCIE 111-O Integrated Science I	3			COMP 110-O Computer and Software	3		
ENGL 115-O College Reading and Writing I	4		ENGL 102-O*	ENGL 116-O College Reading and Writing II	4		ENGL 105-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and the Oral Communication in Spanish I	4		SPAN 102-O*
SPAN 116-O Reading, Writing, and the Oral Communication in Spanish II	4		SPAN 115-O	SPAN 255-O Spanish for Writing and Research	4		SPAN 116-O
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-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 120-O Algebra	3						
Core Professional Courses (30 Credits)							
Course	CR	UM-T	Pre-Req	Course	CR	UM-T	Pre-Req
CRIM 107-O Introduction to Criminal Justice	3		SOSC 112-O	SOCI 203-O Principles of Sociology/Survey Course	3		SOSC 112-O
SOSC 258-O Research Techniques in Social Sciences	3		SOSC 303-O	PSYC 123-O General Psychology	3		SOSC 112-O
PSYC 350-O Psychopathology Principles	3		PSYC 123-O	SOSC 303-O Applied Statistics Methods for Social Sciences	3		MATH 120-O
SOCI 325-O Sociology of Deviancy	3		SOCI 203-O	CRIM 400-O Human Rights in the Contemporary World	3		SOSC 112-O
POSC 373-O Political Systems of United States of America	3			QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the first semester of Enrollment
Major Courses (45 Credits)							
Major in Criminal Justice: Theory and Practice							
Course	CR	UM-T	Pre-Req	Course	CR	UM-T	Pre-Req
CRIM 306-O Comparative Criminal Justice System	3		CRIM 107-O	CRIM 335-O Ethical Aspects of Justice	3		CRIM 107-O
CRIM 350-O The Correction System	3		CRIM 107-O	CRIM 405-O Multiculturalism and Crime	3		CRIM 107-O
CRIM 427-O Therapeutic Jurisprudence and Restorative Justice	3		CRIM 107-O				
Major in Criminal Justice: Law Enforcement							
Course	CR	UM-T	Pre-Req	Course	CR	UM-T	Pre-Req
CRIM 300-O General Principles of Penal Law	3		CRIM 107-O	CRIM 301-O Special Laws in Criminal Legislation	3		CRIM 300-O

CRIM 360-O Criminal Investigation Techniques	3		CRIM 300-O	CRIM 380-O Criminalistics	3		CRIM 360-O
CRIM 432-O Criminal Technology, Fraud and Cybercrimes	3		CRIM 107-O				
Major in Criminal Justice: Law							
Course	CR	UM-T	Pre-Req	Course	CR	UM-T	Pre-Req
CRIM 200-O Constitutional Protections and Civil Rights	3		SOSC 112-O	CRIM 302-O Criminal Procedure	3		CRIM 300-O
CRIM 370-O Law of Evidence	3		CRIM 302-O	CRIM 415-O Evidence, Case Preparation and Testimony	3		CRIM 370-O
CRIM 434-O Forensic Psychology in the Criminal Justice System	3		CRIM 370-O PSYC 123-O SOCI 325-O				
REVISED 2017.							

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

The proposed Criminal Justice 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 Criminal Justice 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 BA. major in Criminal Justice 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 Criminal Justice 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 BA degree in Criminal Justice that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice -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 criminal justice 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 Needs and Occupational needs (2)

The Hispanic population growth in the United States in the past decades is leading to Hispanics becoming the largest minority in the United States. In a Metropolitan Statistical Area (DC-MD-VA) of a over 6 million people (6,090,196 in 2017, US American Community Survey 5 year estimates) there are about a million Hispanics or roughly 15% of the total. According to the PEW Research Institute, the DC-MD-VA occupies the 9th position in the United States of MSA's with the largest Hispanic concentration.

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-Cupey Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language BA major in criminal justice 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 law enforcement and need to improve English language proficiency.
2. Adults are working full-time in local law enforcement agencies with responsibilities in Hispanic community outreach and provision of services.
3. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus in criminal justice.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

Criminal Justice(CIP Code 43.0103)

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.

With the growth of the Hispanic community in the area, there is a need to have law enforcement prepared to speak and relate to the community it serves. As identified in the Montgomery County, MD Police career website (https://www.montgomerycountymd.gov/POL/career/police_officer/po_req_benefits.html) there is a paid difference (incentive) for bilingual officers. According to regional data using the MD-DC-VA MSA as basis, there were 209 graduates from a similar bachelor level program (same CIP code) in the area. This searched included 92 institutions of higher education located within the area of interest.

2016	Total Graduates	Total Hispanic Graduates	% of Total
43.0103 Criminal Justice / Law Enforcement Administration	209	26	12%

According to their related occupation using the CIP and SOC data the following represent the number of occupations and their openings projections between 2016 and 2026 showing that there is a need for additional graduates of a Criminal Justice / Law enforcement administration majors.

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 Projections			Occupational
		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-9199	Managers, All Other	70727	73491	2764	5252

25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	132	153	21	12
33-1012	1st Supervisors of Police & Detectives	6828	7116	288	438
Totals		77,687	80,760	3,073	5,702

B (1) Degree to be Awarded: Master in Business Administration (MBA) (38 Credits)

**B (2) Area of specialization: Major in Management
(CIP Code 52.0201)**

B (3) Purpose and objectives of the program :

Program Description

The Graduate Program in Business Administration of the School of Business Administration at Universidad Ana G. Méndez-Cupey Campus offers a Master of Business Administration Degree with majors in Human Resources and Management, Accounting and Marketing. The program offers an outstanding curriculum, which prepares students to effectively and efficiently assume management responsibilities required by today's organizations.

The academic experience in the program allows students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors. The program also contributes to the student's formation as persons who are educated and skilled, capable of meeting personal and professional goals, and able and willing to assume social responsibility.

Program Objectives/Outcomes

Upon completion of this program students will have:

- advanced concepts in the different management areas, such as: accounting, marketing, production, statistics, finance, organizational behavior, management information systems, and others which will help him/her in the performance of administrative positions
- skills in decision-making, planning, organization, supervision and managerial controls
- conceptual, psychomotor and affective skills, related with the new managerial technology
- written and verbal skills
- attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success
- ethic and social conscience, such as to be a competent professional and exemplary citizen
- skills in the research process and in the solution of administrative problems
- communicate adequately in English and Spanish both orally and in writing

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez-Cupey Campus School for Professional Studies Program Title: Management Credential Issued: Master in Business Administration (MBA) Degree Requirements: 38 Credits			
Courses	CRS	UM-T	Pre-Requisite
ACCO 500-O Accounting Survey (This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours, they are not counted towards the total amount of credits for the degree)	3		
Core/Professional Courses (24 Credits)			
Courses	CRS	UM-T	Pre-Requisite
HURE 501-O Human Capital Management	3		
MANA 505-O Management Information Systems	3		
MANA 600-O Business Policy and Ethics	3		
MANA 720-O Operations and Production Management	3		
ACCO 503-O Managerial and Financial Accounting	3		
ECON 519-O Managerial Economics	3		
MARK 511-O Marketing Management	3		
STAT 556-O Applied Managerial Statistics	3		
Major Courses (14 Credits)			
Courses	CRS	UM-T	Pre-Requisite
INBU 600-O International Business	3		
MANA 605-O Business at the Private- Public Intersection	3		
MANA 700-O Entrepreneurship	3		
MANA 709-O Managing Organizational Diversity	3		
MANA 755-O Global Management Practicum	2		
REV 1/15/17.			

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

The proposed MBA in 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 and skills needed to manage services, and resources in profit organizations while gaining academic language proficiency needed to meet professional competencies in their field. This program does not duplicate any other program, as the incorporation of a dual language program at the university level 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 MBA in 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 Criminal Justice 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 MBA degree in management that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice -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 business 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 business 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-Cupey Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MBA in 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 business 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 managing.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

MBA Management (CIP Code 52.0201)

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.

The market demand for MBA and general business majors is very ample, the number of graduates and the Hispanic total still reveal disparities. Hispanic completers in the 2016 academic year were only 6% of total graduates in the DC-MD-VA MSA region.

2016	Total Graduates	Total Hispanics	% Hispanics
Business Administration and Management General Master's degree	5666	343	6%

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*

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
11-2022	Sales Managers	10923	11795	872	1035
11-3011	Administrative Services Managers	6634	7230	596	607

11-3051	Industrial Production Managers	646	650	4	45
11-3071	Transportation, Storage, & Distribution Managers	1836	1919	83	149
11-9021	Construction Managers	10872	11951	1079	877
11-9151	Social & Community Service Managers	4948	5643	695	520
11-9199	Managers, All Other	70727	73491	2764	5252
13-1051	Cost Estimators	5522	6192	670	631
13-1111	Management Analysts	73496	82274	8778	7405
25-1011	Business Teachers, Postsecondary	2294	2805	511	241

B (1) Degree to be Awarded: Master in Business Administration (MBA) (42 Credits)

**B (2) Area of specialization: Major in Human Resources Management
(CIP Code 52-1001)**

B (3) Purpose and objectives of the program :

Program Description

The Graduate Program in Business Administration of the School of Business Administration at Universidad Ana G. Méndez-Cupey Campus offers a Master of Business Administration Degree with specializations in Human Resources Management, Management, and Accounting. The program offers an outstanding curriculum which prepares students to effectively and efficiently assume management responsibilities required by today's organizations.

The academic experience in the program permits students to develop the necessary competencies in the area of Business Administration which will enable them to assume managerial and leadership positions in the public and private sectors. The program also contributes to the student's formation as persons who are educated and skilled, capable of meeting personal and professional goals, and able and willing to assume social responsibility.

Program Objectives/Outcomes

Upon completion of this program, students will have:

- advanced concepts in the different management areas, such as: accounting, marketing, production, statistics, finance, organizational behavior, management information systems, and others which will help him/her in the performance of administrative positions
- skills in decision-making, planning, organization, supervision and managerial controls
- conceptual, psychomotor and affective skills, related with the new managerial technology
- written and verbal skills
- attitudes, work habits and skills for interpersonal relations which guarantee personal and professional success
- ethic and social conscience, such as to be a competent professional and exemplary citizen
- skills in the research process and in the solution of administrative problems
- communicate adequately in English and Spanish both orally and in writing

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez-Cupey Campus School for Professional Studies Program Title: Human Resources Management Credential Issued: Master in Business Administration (MBA) Degree Requirements: 42 Credits			
Courses	CRS	UM-T	Pre-Requisite
ACCO 500-O Accounting Survey (This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours, they are not counted towards the total amount of credits for the degree)	3		
Core/Professional Courses (24 Credits)			
Courses	CRS	UM-T	Pre-Requisite
MANA 501-O Organizational Behavior	3		
STAT 555-O Statistics for Managerial Decision Making	3		
ECON 519-O Managerial Economics	3		
MANA 720-O Operations and Production Management	3		
ACCO 503-O Managerial and Financial Accounting	3		ACCO 500-O or Equivalent
MARK 511-O Marketing Management	3		
FINA 503-O Corporate Finance I	3		ACCO 503-O; STAT 555-O
MANA 600-O Business Policy and Ethics	3		18 Core Credits
Major Courses (14 Credits)			
Courses	CRS	UM-T	Pre-Requisite
MANA 715-O Supervision and Leadership	3		
HURE 730-O Compensation and Benefits Administration	3		HURE 725-O
HURE 725-O Labor Legislation**	3		
HURE 750-O Human Resources Seminar** (Mandatory Course)	3		
HURE 700-O Organizational Development and Design	3		MANA 501-O
HURE 710-O Human Resources Administration **	3		
HURE 640-O Collective Bargaining	3		
HURE 720-O Training Design and Methodology	3		HURE 710-O MANA 501-O
Elective Courses (Select 1 course – 3 Credits)			
Courses	CRS	UM-T	Pre-Requisite
FINA 670-O Risk and Insurance	3		FINA 503-O
COIS 505-O Information Systems for Managers	3		
BUSI 605-O Business Research Methods	3		STAT 555-O
FINA 620-O International Finance	3		FINA 503-O
FINA 630-O Investments	3		ACCO 503-O; FINA 503-O ECON 519-O
Professional Development Workshops (6)			
1.			4.
2.			5.
3.			6.
07/2016			

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

The proposed MBA in Human Resources 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 and skills needed to manage human resources in profit organizations while gaining academic language proficiency needed to meet professional competencies in their field. This program does not duplicate any other program, as the incorporation of a dual language program at the university level 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 MBA in Human Resources 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 Criminal Justice 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 MBA degree in Human Resources Management that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice -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 business human resources managers 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 business 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.

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In alignment with CAC particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MBA in Human Resources 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 business 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 managing.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

MBA Human Resources (CIP Code 52-1001)

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.

The % of Hispanic attaining an MBA in Human Resources is only 8% which is about half the rate of the Hispanic population as of total population.

2016	Total Graduates	Total Hispanics	% Hispanic
Human Resources Management/Personnel Administration General Master's degree	250	19	8%

Still the number of openings in 2016 and the projected openings show a promising opportunities for additional graduates in the Human Resources program.

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
11-3111	Compensation & Benefits Managers	615	643	28	47
11-3121	Human Resources Managers	5368	5788	420	480
13-1071	Human Resources Specialists	22368	23822	1454	2333
13-1075	Labor Relations Specialists	1033	989	-44	91
13-1141	Compensation, Benefits, & Job Analysis Specialists	3825	4471	646	395
13-1151	Training & Development Specialists	6941	7843	902	792
25-1011	Business Teachers, Postsecondary	2294	2805	511	241
		42,444	46,361	3,917	4,379

B (1) Degree to be Awarded: Master in Business Administration (MBA) (38 Credits)

**B (2) Area of specialization: Major in Major in Accounting
(CIP Code 52.0301)**

B (3) Purpose and objectives of the program :

Program Description:

This MBA Major in Accounting is designed to provide the skills knowledge and abilities necessary in the area of Accounting. This major is geared towards the fundamental characteristics of an accounting manager providing emphasis in the accounting skills and knowledge required in today's constant changing economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

The standard Master's Degree in Business Administration (MBA) provides the general technical knowledge in specific areas such as Accounting, Finance, Human Resources, and Marketing. However, it lacks on the specific technical knowledge

necessary in the accounting area for the application and execution of techniques, tools and procedures at all technical levels. It will allow the development of professional leaders and managers the accounting knowledge that will efficiently operate in the managerial and accounting area. The MBA in Accounting will provide the accounting knowledge with special interest in the areas and application of technology, innovation, management, global economy and international affairs, among others.

The MBA in Accounting will offer courses in Finance, Management, Accounting, Marketing, and other general management functions with a more detail and specific focus or vision. The students in this program will be able to work in current and new business focusing into the local economy as well as into the international and global economy. In addition, this program will allow the students to utilize the current technology at different management levels and will learn to apply the accounting techniques with the technology to be successful in the current dynamic and multi-cultural economy; the students will learn new technical tools that affect the local and global economy and influence the use of economic resources and is accounting.

Program Objectives/Outcomes

- To provide a course of study consistent with the needs of the industry
- To provide the knowledge of the accounting theories
- To provide the understanding of the processes of accounting and the use of computers.
- To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process
- To promote participation in community affairs
- To develop among students good interpersonal and communication skills
- To provide workshops in management techniques, marketing, accounting, and computers

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez-Cupey Campus School for Professional Studies Program Title: Accounting Credential Issued: Master in Business Administration (MBA) Degree Requirements: 38 Credits			
Courses	CRS	UM-T	Pre-Requisite
ACCO 500-O Accounting Survey (This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours, they are not counted towards the total amount of credits for the degree)	3		
Core/Professional Courses (24 Credits)			
Courses	CRS	UM-T	Pre-Requisite
HURE 501-O Human Capital Management	3		
MANA 505-O Management Information Systems	3		
MANA 600-O Business Policy and Ethics	3		
MANA 720-O Operations and Production Management	3		
ACCO 503-O Managerial and Financial Accounting	3		
ECON 519-O Managerial Economics	3		
MARK 511-O Marketing Management	3		
STAT 556-O Applied Managerial Statistics	3		
Major Courses (14 Credits)			
Courses	CRS	UM-T	Pre-Requisite
ACCO 615-O Corporate Financial Reporting: Operations	3		ACCO 503-O
ACCO 616-O Corporate Financial Reporting: Financial Transactions	3		ACCO 503-O ACCO 615-O
ACCO 711-O Contemporary Assurances and Audit Services	3		ACCO 503-O
ACCO 720-O Accounting Capstone	2		ACCO 503-O

FINA 670-O Risk and Insurance	3	ACCO 503-O
REV 6/29/17.		

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

The proposed MBA in Accounting 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 and skills needed to manage fiscal and accounting resources in profit organizations while gaining academic language proficiency needed to meet professional competencies in their field. This program does not duplicate any other program, as the incorporation of a dual language program at the university level 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 MBA in Accounting 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 Criminal Justice 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 MBA degree in Accounting that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice -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 accounting 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 business bilingual professionals in the field of accounting.

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 CAC particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MBA in Accounting 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 business 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 managing.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

MBA Accounting (CIP Code 52.0301)

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.

The available jobs and the projected openings in the field of accounting provide an ample demand for additional academic programs to graduate accounting majors, over 6,500 opening in the next 10 years. The supply of Master's degree Accounting majors was 433 students from the 92 institutions of higher education researched in the DC-MD-VA area.

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*

Soccode	Occupational Title	2016	2026	Numeric	2016-2026
13-2011	Accountants & Auditors	53538	58336	4798	5350
13-2031	Budget Analysts	5624	5964	340	457
13-2041	Credit Analysts	2275	2500	225	214
13-2061	Financial Examiners	1747	1829	82	140
13-2081	Tax Examiners & Collectors, & Revenue Agents	1660	1700	40	119
25-1011	Business Teachers, Postsecondary	2294	2805	511	241
		67,138	73,134	5,996	6,521

2016	Total Graduates	Total Hispanics	% Hispanic
First major Accounting Master's degree)	433	15	3%

B (1) Degree to be Awarded: Master in Business Administration (MBA) – Major in Finance (39 Credits)

**B (2) Area of specialization: Major in Finance
(CIP Code 52.0801)**

B (3) Purpose and objectives of the program :

Program Description:

This Master’s Degree program in Business Administration is designed to provide the skills, knowledge and abilities necessary in the area of Finance. This specialty is geared towards the fundamental characteristics of a financial manager providing emphasis in the skills and knowledge required in the finance area that will go along with the constant changes in the economy. Also, it will provide knowledge on the use of technology to communicate and handle information and it will develop and enhance the communication skills and the management capabilities of each person.

The standard Master’s Degree in Business Administration (MBA) provides the general technical knowledge in specific areas such as Accounting, Finance, Human Resources, and Marketing. However, it lacks on the specific technical knowledge

necessary in the finance area for the application and execution of the tools at all technical levels and will allow the development of professional leaders and managers that will efficiently operate in the finance area. The MBA in Finance will provide the knowledge in this area and will provide special interest in the areas and application of technology, innovation, management, global economy and international affairs, among others.

The MBA in Finance will offer courses in Finance, Management, Accounting, Marketing and other general management functions with a more detail and specific focus or vision. The students in this program will be able to work and operate in current and new business focusing more into the international and global economy. In addition, this program will allow the students to utilize the current technology at different management levels and will learn how the use of technology can provide them the tools and competitive edge to be successful in the current dynamic and multi-cultural economy; the students will learn new technical tools that affect the local and global economy and influence the behavior of the human resources and industries.

Program Objectives

- Develop and form new highly skill professionals in the area of Finance with high quality standards in the areas of management and business administration that can take the challenges in the finance field to follow the path and vision of present and future companies.
- Graduates from the MBA in Finance program will be able to acquire the knowledge and experiences necessary to become leaders in the finance field with high values and ethics
- Graduates will be able to function in an environment full of uncertainties and growing competition and will have the ability to identify and develop the opportunities in the finance area to adapt and change
- Graduates will be capable to excel in a constantly changing business world full of new technologies with an increasing demand for globalization as part of a national and international community operating in a dynamic and multi-cultural society
- Graduates will be able to effectively communicate, analyze, and make decisions to solve problems and implement solutions
- The program will create professionals with the vision to implement financial techniques to take advantage of new opportunities for the development and growth of a company in the local and global economy
- Graduates will have the knowledge to incorporate technology and the latest communication tools and techniques to operate and be competitive in the global economy
- Graduates will know the importance of integrity and ethics in the performance of their functions with special attention to the company’s human resources and the social responsibilities for the entire community
- The program will provide the knowledge and skills necessary in the finance area to develop and start a new business and achieve the maximum level of success in either the private, public, or non-profit sectors with the highest levels of technology and ethic integrity.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Méndez-Cupey Campus School for Professional Studies Program Title: Finance Credential Issued: Master in Business Administration (MBA) Degree Requirements: 39 Credits			
Courses	CRS	UM-T	Pre-Requisite
ACCO 500-O Accounting Survey (This course is recommended for those students who do not possess a background in business administration although this course is worth 3 credit hours, they are not counted towards the total amount of credits for the degree)	3		
Core/Professional Courses (24 Credits)			
Courses	CRS	UM-T	Pre-Requisite
HURE 501-O Human Capital Management	3		

MANA 505-O Management Information Systems	3		
MANA 600-O Business Policy and Ethics	3		
MANA 720-O Operations and Production Management	3		
ACCO 503-O Managerial and Financial Accounting	3		
ECON 519-O Managerial Economics	3		
MARK 511-O Marketing Management	3		
STAT 556-O Applied Managerial Statistics	3		
Major Courses (15 Credits)			
Courses	CRS	UM-T	Pre-Requisite
FINA 635-O Investment Analysis and Portfolio Management	3		ACCO 503-O
FINA 650-O Financial Market, Currency and Banking	3		ACCO 503-O
FINA 670-O Risk and Insurance	3		ACCO 503-O
FINA 691-O Financial Modeling	3		ACCO 503-O
FINA 735-O Mergers and Acquisitions	3		ACCO 503-O
REV 1-15-17.			

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

The proposed MBA in Finance 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 and skills needed to manage human resources in profit organizations while gaining academic language proficiency needed to meet professional competencies in their field. This program does not duplicate any other program, as the incorporation of a dual language program at the university level 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 MBA in Finance 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 Criminal Justice 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 MBA degree in Finance that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice

-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 the Finance field 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 business bilingual professionals in the field of Finances.

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.

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In alignment with UAGM-Cupey Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MBA in Finance 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 business 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 Finances.
4. Transfer students from associate degree programs in Maryland and other college programs as well as international students.

MBA Finance (CIP Code 52.0801)

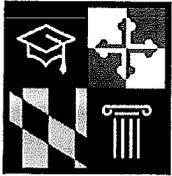
E (1) Market Demand Data, E (2) Market Data employment five years and E (3) Current supply of graduate in the program area in State and Region.

Similar to other business graduate degrees, the demand of openings in the next 10 years, in the MSA area of DC-MD-VA will not only absorb the graduates in the area, but will also require out of state hiring. Hispanic graduates in Finance graduate degrees in the area are only 1% of total graduates.

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*					
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-1011	Chief Executives	14330	13899	-431	944
11-1021	General & Operations Managers	108258	118026	9768	10071
11-3031	Financial Managers	26765	30394	3629	2434
13-2031	Budget Analysts	5624	5964	340	457
13-2041	Credit Analysts	2275	2500	225	214
13-2051	Financial Analysts	14263	16353	2090	1476
13-2052	Personal Financial Advisors	4426	5068	642	413
13-2072	Loan Officers	4608	5318	710	466
13-2099	Financial Specialists, All Other	9762	10336	574	886
25-1011	Business Teachers, Postsecondary	2294	2805	511	241
		192,605	210,663	18,058	17,602

2016	Total Graduates	Total Hispanic	% Hispanic
Finance General Master's degree	849	10	1%

Recent Approval Letter



MHEC

Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

April 15, 2019

Dr. Carlos A. Padín
Chancellor
Universidad Ana G. Mendez – Cupey Campus
P.O. Box 21150
San Juan, PR 00928-1150

Dear Chancellor Padín:

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

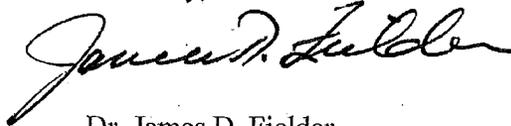
- Bachelor of Arts (B.A.) in Criminal Justice
- Master of Business Administration (M.B.A.):
 - Accounting
 - Finance
 - Management
 - Human Resources

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 application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2017-2018. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

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

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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