Universidad Ana G. Mendez– Gurabo 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

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.

PREVIOSLY 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 INSITUTION APPLYING FOR APPROVAL.

Name of Institution:	**Universidad Ana G. Méndez-Gurabo Campus**
Web Address:	http://ut.suagm.edu/es www.suagm.edu/capitalareacampus
OPEID Code:	**011719** U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.
Chief Executives Officer:	**Dr. David Méndez Pagán, Chancellor**
Mailing Address:	**PO Box 3030, Gurabo, PR 00778-3030**
Telephone:	**(787)743-7979** Email:edmendez@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 19, 2019	
Date	Signature of Chief Executive Officer

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 <u>renewed annually</u>. 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 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. <u>CHECK EACH ITEM AS ATTACHED.</u>

☒ <u>Catalogs and Other Institutional Publications.</u> 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.

☒ <u>Application Fee.</u> (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

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 $20,250.00. Checks will be sent by FEDEX.**

☒ Accreditation. COMAR 13B.02.01.08B(4)(g) **See Attachment 3: UAGM-Gurabo 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   **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 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 **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   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.

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 QUESTIONAIRE

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
Elementary Education	BA	Classroom	127	Yes
Secondary Education, Mathematics	BA	Classroom	124	Yes
Accounting	BBA	Classroom	123	Yes
Management	BBA	Classroom	123	Yes
Marketing	BBA	Classroom	123	Yes
Computerized Information Systems	BBA	Classroom	123	Yes

Nursing	BSN	Classroom	128	Yes
Nursing (RN to BSN)	BSN	Classroom	128	Yes
Community Health	BSCH	Classroom	120	Yes
School Counseling	MEd	Classroom	48	Yes
Teaching of English as a Second Language	MEd	Classroom	39	Yes
Family Nurse Practitioner	MSN	Classroom	51	Yes
Criminal Justice	MA	Classroom	39	Yes
Bachelor in Social Work	BSW	Classroom	122	Yes
Master Public Affairs : Forensic Science	MA	Classroom	42	Yes
Master Communications: Multimedia Journalism	MA	Classroom	33	Yes
Social and Community Services	M.E.d	Classroom	36	Yes

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

---

Please see Attachment A-1: New Programs UAGM-Gurabo 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-Gurabo Campus enrollment of 181 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.

Please see Attachment A-2: Educational Need UAGM-Gurabo 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

Please see Attachment A-2: Educational Need UAGM-Gurabo 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?

Please see Attachment A-2: Educational Need UAGM-Gurabo 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, the resumes for all new staff at the Capital Area Campus.

4. Faculty

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

(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

(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 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: 7, 16 & 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
>
> 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.
> (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.

(d) 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- Gurabo Campus

Sec. 13b.02.01.06. Need Criteria

B (1) Degree to be Awarded: Bachelor in Business Administration (BBA) (123 Credits)

B (2) Area of specialization: Major in Accounting

(CIP Code 52.0301)

B (3) Purpose and objectives of the program:

Program Description

This concentration prepares students in diverse aspects like the preparation of financial statements, analysis of costs, contributions, audit, and principles of accounting outpost. The student has the opportunity to take additional courses in the areas of contributing systems of Maryland, federal contributions, computerized information systems of accounting, information systems of accounting, accounting for government and organizations without profit aims.

Program Objective

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

Program Outcomes

The students will:

1. Establish and maintain a continuous development in technological use applied to accounting
2. Promote changes in his/her labor environment,
3. Work in accountability positions in the private industry as well as in government agencies
4. Have knowledge of analysis, design and application techniques of accountability theories
5. Be able to assume multiple roles as analyst, budget evaluators or auditors
6. Prepare accounting reports in English and Spanish,
7. Enroll in continuing education courses
8. Communicate adequately in English and Spanish both orally and in writing.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez
Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Professional Studies
Program Title: Accounting
Credential Issued: Bachelor in Business Administration (BBA)
Degree Requirements: 123 Credits

General Education Courses (54 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-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	QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment
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	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (42 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	FINA 202-O Business Finance	3		ACCO 112-O
MANA 204-O Business Law and Professional Ethics	3			MANA 210-O Business Administration Theory	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MARK 133-O Marketing Principles	3		
MANA 340-O Operations Management	3		STAT 201-O	INBU 350-O International Business	3		

Accounting Major Courses (18 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 301-O Intermediate Accounting I	3		ACCO 112-O	ACCO 302-O Intermediate Accounting II	3		ACCO 301-O
ACCO 303-O Cost Accounting	3		ACCO 302-O	ACCO 320-O Federal Income Tax I	3		ACCO 303-O
ACCO 304-O Auditing I	3		ACCO 302-O	ACCO 453-O Accounting Project	3		ACCO 303-O ACCO 304-O (3) Spec. Credits

Accounting Specialization Courses (The student will select one of the following two areas after completing 9 major credits)

Auditing (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 307-O Auditing II	3		ACCO 304-O	ACCO 310-O Forensic Accounting	3		ACCO 307-O
ACCO 330-O Corporate Accounting Government	3		ACCO 302-O	ACCO 340-O EDP Auditing	3		ACCO 307-O

Financial Analysis (9 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 391-O Cost Accounting II	3		ACCO 303-O	ACCO 395-O Managerial Accounting I	3		ACCO 112-O
ACCO 396-O Managerial Accounting II	3		ACCO 395-O	FINA 410-O Corporate Finance	3		ACCO 302-O FINA 202-O

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

The proposed BBA in Accounting for the UAGM-Gurabo 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BBA 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 Accounting 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 the 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 BBA 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 bilingual business 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 Hispanics a higher level of access and success with a bilingual route for students interested in a higher level of proficiency in English to gain those skills while completing their undergraduate degree.

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

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.

Demand and employment in this occupational area are significant, but Hispanic under-representation in accounting remains to provide an additional argument for the proposed academic offering.

BBA Accounting (CIP Code 52.0301)

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**
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	% Hispanics
Accounting Bachelor's degree	852	65	8%

B (1) Degree to be Awarded: Bachelor in Business Administration (BBA) (123 Credits)

B (2) Area of specialization: Major in Computerized Information Systems

(CIP Code 11.0101)

B (3) Purpose and objectives of the program:

Program Description

This major provides an ample curriculum so that the student has the opportunity to know the different current technological trends and to develop his level of competition in the use of emergent applications, in the field of information systems. The commitment of this major is to develop professionals able to become effective agents of change in their field, for the benefit of the organization and society in general.

Program Objectives

1. To provide students with the technical skills and the understanding of the socio-economic, institutional framework within which businesses operate, that enables them to perform the responsibilities of leaders in executive positions.
2. To provide training for different productive sectors of the economy, including the public sector.
3. To improve and develop the technical skills required by the person currently holding positions in business administration in the area of computer information systems.
4. To provide technical knowledge of diverse computerized systems and applications.
5. To stimulate a positive attitude toward education, strengthening the concept of education as an on-going process.
6. To promote participation in community affairs.
7. To provide workshops in management techniques, marketing, accounting, and computers.

Program Outcomes

The students will:

1. Establish and maintain a continuous development in technology
2. Promote changes in his/her labor environment
3. Have the knowledge of design and application of computer systems
4. Prepare reports in English and Spanish
5. Enroll in continuing education courses
6. Communicate adequately in English & Spanish, both orally and in writing

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School for Professional Studies Program Title: Computerized Information Systems Credential Issued: Bachelor in Business Administration (BBA) Degree Requirements: 123 Credits							
General Education Courses (54 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-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

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 331-O Public Speaking	4		ENGL 116-O	QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the 1st term of enrollment
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	COMP 110-O Computer and Software	3		
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-O
SOSC 111-O Individual, Community, Government, and Social Responsibility I	3			PSYC 123-O General Psychology (Compendium)	3		

Professional Courses (42 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	FINA 202-O Business Finance	3		ACCO 112-O
MANA 204-O Business Law and Professional Ethics	3			MANA 210-O Business Administration Theory	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MARK 133-O Marketing Principles	3		
MANA 340-O Operations Management	3		STAT 201-O	INBU 350-O International Business	3		

Computerized Information Systems Major Courses (18 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
COIS 102-O Logical Concepts and Problem Solving	3		COMP 110-O	COIS 240-O Object Oriented Programing	3		COMP 110-O
COIS 250-O Systems Analysis and Design	3		COIS 102-O	COIS 360-O Introduction to Telecommunications and Computer Networks	3		COMP 110-O
COIS 420-O Introduction to Databases and SQL Programming	3		COIS 240-O COIS 250-O	COIS 450-O Information Systems Development Project	3		All Major and Specialization Cr.

Computerized Information Systems Specialization Courses (The student will select one of the following two areas after completing 9 major credits)							

Telecommunications and Computer Networks (9 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
COIS 432-O Computer Network Design	3		COIS 360-O	COIS 433-O Wireless Local Area Networks	3		COIS 360-O
COIS 434-O Application Development for Mobile Devices	3		COIS 360-O	COIS 435-O Computer Network Administration and Data Communication	3		

Advanced SQL (9 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
COIS 421-O SQL Advanced Programing	3			COIS 422-O Database Applications Development	3		
COIS 423-O Database Administration	3						

REVISED 07/2016

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

The proposed BBA in Computerized Information Systems for the UAGM-Gurabo 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 IT 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BBA in Computerized Information Systems 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 Computerized Information Systems 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 the 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 BBA degree in Computerized Information Systems that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of IT-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 bilingual business 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 Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BBA in Computerized Information Systems 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 Computerized Information 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 & E (3) Current supply of graduates in the program area in State and Region.

BBA Computerized Information Systems**(CIP Code 11.0101)**

Demand and employment growth in this occupational area is significant with high single and low double digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

		Employment		Change 2016-2026	Openings
Soccode	Occupational Title	2016	2026	Numeric	2016-2026
11-3021	Computer & Information Systems Managers	14720	15995	1275	1235
15-1111	Computer & Information Research Scientists	3196	4037	841	321
15-1121	Computer Systems Analysts	31326	35018	3692	2456
15-1141	Database Administrators	5009	5662	653	399
15-1142	Network & Computer Systems Administrators	15420	17150	1730	1167
15-1143	Computer Network Architects	8567	9360	793	646
15-1199	Computer Occupations, All Other	54792	60198	5406	4320
25-1021	Computer Science Teachers, Postsecondary	250	276	26	23
		133280	147696	14416	10567

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

2016	Total Graduates	Total Hispanics	% Hispanic
Computer and Information Sciences General Bachelor's degree	911	67	7%

B (1) Degree to be Awarded: Bachelor in Business Administration (BBA) (123 Credits)

B (2) Area of specialization: Major in Management

(CIP Code 52.0201)

B (3) Purpose and objectives of the program:

Program Description:

The primary target of this major is to enable students professionally to occupy diverse administrative positions in commercial and industrial companies, governmental agencies, and organizations without profit aims. Among the concentration courses and included: accounting for the decision-making, administration of human resources, labor legislation, supervision, management of operations, and managerial strategies. Besides, it can select courses in areas like administration of small businesses, real estate, government and company, principles of insurances and development of companies.

Program Objectives:

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

Program Outcomes:

The students will be able to:

1. Establish and maintain a continuous development in technological use.
2. Promote changes in the management environment.
3. Work in managing positions in the private industry as well as in government agencies. Develop portfolio.
4. Possess administrative and management theories knowledge.
5. Prepare managerial reports in English and Spanish.
6. Enroll in continuing education courses.
7. Communicate adequately in English & Spanish, both orally and in writing.

B (4) Academic Content of Program:

<table>
<tr><td colspan="8" align="center">Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Professional Studies
Program Title: Management
Credential Issued: Bachelor in Business Administration (BBA)
Degree Requirements: 123 Credits</td></tr>
<tr><td colspan="8" align="center">General Education Courses (54 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>SCIE 111-O Integrated Science I</td><td>3</td><td></td><td></td><td>SCIE 112-O Integrated Science II</td><td>3</td><td></td><td>SCIE 111-O</td></tr>
<tr><td>ENGL 115-O English Reading and Writing I</td><td>4</td><td></td><td></td><td>ENGL 116-O English Reading and Writing II</td><td>4</td><td></td><td>ENGL 115-O</td></tr>
<tr><td>ENGL 331-O Public Speaking</td><td>4</td><td></td><td>ENGL 116-O</td><td>QYLE 110-O Attitude Development and University Adaptation</td><td>3</td><td></td><td>Must be taken in the 1st term of enrollment</td></tr>
<tr><td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td><td>4</td><td></td><td></td><td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td><td>4</td><td></td><td>SPAN 115-O</td></tr>
<tr><td>SPAN 255-O Spanish for Writing and Research</td><td>4</td><td></td><td>SPAN 116-O</td><td>COMP 110-O Computer and Software</td><td>3</td><td></td><td></td></tr>
<tr><td>HUMA 101-O World Cultures I</td><td>3</td><td></td><td></td><td>HUMA 102-O World Cultures II</td><td>3</td><td></td><td>HUMA 101-O</td></tr>
<tr><td>MATH 111-O Intermediate Algebra I</td><td>3</td><td></td><td></td><td>MATH 112-O Intermediate Algebra II</td><td>3</td><td></td><td>MATH 111-O</td></tr>
<tr><td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td><td>3</td><td></td><td></td><td>PSYC 123-O General Psychology (Compendium)</td><td>3</td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Professional Courses (42 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>ACCO 111-O Introduction to Accounting I</td><td>3</td><td></td><td></td><td>ACCO 112-O Introduction to Accounting II</td><td>3</td><td></td><td>ACCO 111-O</td></tr>
<tr><td>ECON 121-O Introduction to Economics: Microeconomics</td><td>3</td><td></td><td></td><td>ECON 122-O Introduction to Economics: Macroeconomics</td><td>3</td><td></td><td>ECON 121-O</td></tr>
<tr><td>STAT 201-O Administration Statistics I</td><td>3</td><td></td><td>MATH 112-O</td><td>STAT 202-O Administration Statistics II</td><td>3</td><td></td><td>STAT 201-O</td></tr>
<tr><td>ENTR 360-O Entrepreneurship</td><td>3</td><td></td><td>COMP 110-O MARK 133-O MANA 210-O FINA 202-O</td><td>FINA 202-O Business Finance</td><td>3</td><td></td><td>ACCO 112-O</td></tr>
<tr><td>MANA 204-O Business Law and Professional Ethics</td><td>3</td><td></td><td></td><td>MANA 210-O Business Administration Theory</td><td>3</td><td></td><td></td></tr>
<tr><td>MANA 230-O Organizational Behavior</td><td>3</td><td></td><td>MANA 210-O</td><td>MARK 133-O Marketing Principles</td><td>3</td><td></td><td></td></tr>
<tr><td>MANA 340-O Operations Management</td><td>3</td><td></td><td>STAT 201-O</td><td>INBU 350-O International Business</td><td>3</td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Management Major Courses (18 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>MANA 213-O Human Resources Administration</td><td>3</td><td></td><td>MANA 210-O</td><td>MANA 302-O Labor Legislation</td><td>3</td><td></td><td>MANA 213-O</td></tr>
<tr><td>MANA 316-O Small Business Administration</td><td>3</td><td></td><td>FINA 202-O MANA 210-O MARK 133-O</td><td>MANA 321-O Supervision and Leadership</td><td>3</td><td></td><td>MANA 210-O</td></tr>
<tr><td>MANA 401-O Business Strategies</td><td>3</td><td></td><td>STAT 201-O</td><td>MANA 450-O Management Project</td><td>3</td><td></td><td>FINA 202-O MANA 210-O MARK 133-O (6) Spec. Credits</td></tr>
<tr><td colspan="8" align="center">Management Specialization Courses (The student will select one of the following two areas after completing 9 major credits)</td></tr>
<tr><td colspan="8" align="center">Human Resources (9 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>HURM 400-O Safety and Health Occupation</td><td>3</td><td></td><td>MANA 210-O</td><td>HURM 412-O Training and Development</td><td>3</td><td></td><td>MANA 210-O</td></tr>
<tr><td>MANA 404-O Labor Relations</td><td>3</td><td></td><td>MANA 210-O MANA 213-O</td><td>MANA 422-O Compensation Administration</td><td>3</td><td></td><td>MANA 213-O</td></tr>
</table>

Entrepreneurship (9 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENTR 401-O Entrepreneurial Opportunities	3		MANA 316-O ENTR 360-O COMP 110-O	ENTR 402-O Small and Midsize Business Design and Organizational Structure	3		MANA 316-O, ENTR 360-O, COMP 110-O
ENTR 403-O E-Commerce and Network Design	3		MANA 316-O, ENTR 360-O, COMP 110-O	ENTR 404-O Business Development in Biotechnology and Health Industry	3		
REVISED 6/2016							

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

The proposed BBA 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 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BBA 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 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 the 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 BBA degree in management that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of management-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 bilingual business 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 most significant 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 educational efforts and services are to promote constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of the certificate, associate, bachelor, graduate studies, and continuing education programs in Puerto Rico and the United States, specifically Maryland. UAGM has included in its modality the Discipline-Based Dual Language Immersion Model® in the United States to offer Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BBA 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 on managing.

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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high single-digit percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

BBA Management (CIP Code 52.0201)

		Employment		Change 2016-2026	Openings
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
11-2022	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

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

2016	Total Graduates	Total Hispanics	% Hispanic
Business Administration and Management General Bachelor's degree	3306	285	9%

B (1) Degree to be Awarded: Bachelor in Business Administration (BBA) (123 Credits)

B (2) Area of specialization: Major in Marketing

(CIP Code 52.1401)

B (3) Purpose and objectives of the program:

Program Description

This program promotes the technical competition and the development of skills to carry out investigations of the market, to prepare plans of trade, projections of sale, and campaigns of promotion. The graduate will be able to work in publicity agencies, public relations companies, markets investigation companies and in sales departments in diverse companies

Program Objectives

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

B (4) Academic Content of Program:

<table>
<tr><td colspan="8" align="center">Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Professional Studies
Program Title: Marketing
Credential Issued: Bachelor in Business Administration (BBA)
Degree Requirements: 123 Credits</td></tr>
<tr><td colspan="8" align="center">General Education Courses (54 Credits)</td></tr>
<tr><td align="center">Course</td><td align="center">CR</td><td align="center">UT-T</td><td align="center">Pre-Req</td><td align="center">Course</td><td align="center">CR</td><td align="center">UT-T</td><td align="center">Pre-Req</td></tr>
<tr><td>SCIE 111-O Integrated Science I</td><td>3</td><td></td><td></td><td>SCIE 112-O Integrated Science II</td><td>3</td><td></td><td>SCIE 111-O</td></tr>
<tr><td>ENGL 115-O English Reading and Writing I</td><td>4</td><td></td><td></td><td>ENGL 116-O English Reading and Writing II</td><td>4</td><td></td><td>ENGL 115-O</td></tr>
<tr><td>ENGL 331-O Public Speaking</td><td>4</td><td></td><td>ENGL 116-O</td><td>QYLE 110-O Attitude Development and University Adaptation</td><td>3</td><td></td><td>Must be taken in the 1st term of enrollment</td></tr>
<tr><td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td><td>4</td><td></td><td></td><td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td><td>4</td><td></td><td>SPAN 115-O</td></tr>
<tr><td>SPAN 255-O Spanish for Writing and Research</td><td>4</td><td></td><td>SPAN 116-O</td><td>COMP 110-O Computer and Software</td><td>3</td><td></td><td></td></tr>
<tr><td>HUMA 101-O World Cultures I</td><td>3</td><td></td><td></td><td>HUMA 102-O World Cultures II</td><td>3</td><td></td><td>HUMA 101-O</td></tr>
<tr><td>MATH 111-O Intermediate Algebra I</td><td>3</td><td></td><td></td><td>MATH 112-O Intermediate Algebra II</td><td>3</td><td></td><td>MATH 111-O</td></tr>
<tr><td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td><td>3</td><td></td><td></td><td>PSYC 123-O General Psychology (Compendium)</td><td>3</td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Professional Courses (42 Credits)</td></tr>
</table>

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ACCO 111-O Introduction to Accounting I	3			ACCO 112-O Introduction to Accounting II	3		ACCO 111-O
ECON 121-O Introduction to Economics: Microeconomics	3			ECON 122-O Introduction to Economics: Macroeconomics	3		ECON 121-O
STAT 201-O Administration Statistics I	3		MATH 112-O	STAT 202-O Administration Statistics II	3		STAT 201-O
ENTR 360-O Entrepreneurship	3		COMP 110-O MARK 133-O MANA 210-O FINA 202-O	FINA 202-O Business Finance	3		ACCO 112-O
MANA 204-O Business Law and Professional Ethics	3			MANA 210-O Business Administration Theory	3		
MANA 230-O Organizational Behavior	3		MANA 210-O	MARK 133-O Marketing Principles	3		
MANA 340-O Operations Management	3		STAT 201-O	INBU 350-O International Business	3		
Marketing Major Courses (18 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MARK 206-O Consumer Behavior	3		MARK 133-O	MARK 301-O Marketing Management	3		MARK 133-O
MARK 318-O Sales Management	3			MARK 320-O Market Research	3		STAT 202-O
MARK 450-O Internship	3		MARK 301-O MARK 320-O	MARK 455-O Marketing Project	3		MARK 206-O MARK 301-O MARK 318-O MARK 320-O
Marketing Specialization Courses (The student will select one of the following two areas after completing nine major credits)							
Sales (9 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MARK 306-O Sales	3			MARK 415-O Sales Projections	3		MARK 133-O
MARK 406-O Direct Marketing	3		MARK 133-O				
International Marketing (9 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
MARK 350-O Distribution Channels	3		MARK 133-O	MARK 410-O International Marketing	3		MARK 133-O
MARK 404-O Negotiations	3		MARK 133-O				

REVISED 6/2016

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

The proposed BBA in Marketing 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 marketing resources in 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BBA in Marketing 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 Marketing 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 the 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 BBA degree in Marketing that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of management and marketing related positions throughout Maryland. Besides, 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 bilingual business professionals in the field of marketing.

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 Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the BBA in Marketing 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 marketing.

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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant with high single and double digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

BBA Marketing(CIP Code 52.1401)

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
11-2021	Marketing Managers	9341	9878	537	855
11-2022	Sales Managers	10923	11795	872	1035
13-1161	Market Research Analysts & Marketing Specialists	28702	34824	6122	3635

25-1011	Business Teachers, Postsecondary	2294	2805	511	241
		51260	59302	8042	5766

2016	Total Graduates	Total Hispanics	% Hispanic
Marketing/Marketing Management General Bachelor's degree	415	48	12%

B (1) Degree to be Awarded: Bachelor of Arts in Education (BA) (127 Credits)

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

(CIP Code 13.1202)

B (3) Purpose and objectives of the program:

Program Description

The Bachelor of Arts in Education has three components: general education, professional education requirements, and major requirements. The program includes instruction in the subject matter content standards specified by the Education Standards Commission, and the Educator Accomplished Practices to meet Maryland requirements. Program graduates are required to demonstrate mastery of the Educator Accomplished Practices and Subject Area Competencies bypassing all state certification exams.

The program integrates a clinical field experience project at a school setting in the main focus of each education course. The curriculum integrates instructional practices in understanding the reading process, beginning reading and instruction, assessment, problem identification, and prescription and teaching reading across the content areas for primary and intermediate grades. The program also integrates instructional requirements in Maryland in the areas of classroom management, school safety, professional ethics, and educational law. Students develop application skills to evaluate the understanding of the content measured to meet state achievement tests, reading, interpretation data, and using data to improve student achievement.

It includes the practicum in teaching that provides students with field experiences to demonstrate the Educator Accomplished Practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. It provides teacher candidates with a solid preparation in the field of education.

Courses and field experiences include targeted instruction, observation, 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 who meet the requirements outlined in Maryland.

Specific courses are integrated into the curriculum in order to satisfy the ESOL Standards and the specific performance Indicators for each standard set by the State of Maryland. Students must comply with state and local requirements or limitations to practice the education profession. The practicum provides students with field experiences to demonstrate mastery of the accomplished practices in a school setting during the regular school year. Students must be aware that the internship is performed during a regular school day schedule. 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 Instruction and Curriculum for specific requirements and procedures.

Program Objectives

Students will:

1. Understand the importance of the social and personal mission of the teaching profession.
2. Accept the changes that will lead to the broadening of their knowledge and experience as teachers and use that knowledge effectively in the teaching-learning process.
3. Analyze social, psychological, and philosophical foundations of education.
4. Choose and effectively use resources and materials to improve their teaching methods.
5. Understand and use different educational strategies and techniques effectively.
6. Be exposed to a variety of experiences that will help them to develop the skills, attitudes, and abilities in order to become change agents in the field of education.
7. Develop awareness of the responsibility of keeping abreast of their fields of specialization.
8. Understand, revise, and enrich the curriculum of their area of specialization.
9. Be able to incorporate technological innovations into their personal life and their teaching.
10. Develop the skills that will make them lifelong learners.

Program Outcomes

The students will be able to:

1. Use diverse techniques in teaching at the elementary level
2. Introduce technological techniques in their methodology
3. Develop classroom assessment
4. Develop portfolio
5. Develop lesson plans
6. Enroll in continuing education courses
7. Communicate adequately in English & Spanish both orally and in writing

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Professional Studies
Program Title: Elementary Education
Credential Issued: Bachelor of Arts in Education (BA)
Degree Requirements: 127 Credits

General Education Courses (54 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-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	QYLE 110-O Attitude Development and University Adaptation	3		Must be taken in the First Semester
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		
MATH 111-O Intermediate Algebra I	3			MATH 112-O Intermediate Algebra II	3		MATH 111-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
HUMA 101-O World Cultures I	3			HUMA 102-O World Cultures II	3		HUMA 101-O

Core/Professional Courses (33 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
EDUC 171-O Human Growth and Development	3			EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education	3		
EDUC 214-O Computer Systems in Education	3			EDUC 172-O Educational Psychology	3		EDUC 171-O
EDUC 106-O Introduction to Education	3			EDUC 202-O Technology and Materials for Teaching and Learning	3		EDUC 214-O
SPED 315-O Teaching Exceptional Children	3			EDUC 276-O Classroom Management	3		EDUC 135-O EDUC 202-O
EDUC 355-O Evaluation and Measurement of the Educational Process	3		EDUC 173-O EDUC 363-O	EDUC 363-O Curriculum Planning and Design	3		EDUC 135-O EDUC 173-O
EDUC 435-O Interdisciplinary Seminar	3		All Crd except EDUC 436-O EDUC 447-O				

Major Courses (40 Credits)

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
EDUC 123-O Creative Expression in Children	3		EDUC 171-O	EDUC 302-O Principles of Health, Hygiene, and Nutrition	3		EDUC 173-O
EDUC 206-O Methodology for Teaching Reading and Writing in English to Spanish Speakers I	3			EDUC 207-O Methodology for Teaching Reading and Writing in English to Spanish Speakers II	3		EDUC 206-O
EDUC 322-O Development, Language and Correction of Speech Difficulties	3		EDUC 173-O	TESL 223-O Applied Linguistics in ESOL	3		
EDUC 213-O Curriculum and Teaching Mathematics and Sciences in Elementary School	3		MATH 112-O SCIE 112-O	EDUC 323-O Literature for Children	3		EDUC 217-O
EDUC 215-O Curriculum and Teaching Social Studies in Elementary School	3		HUMA 102-O EDUC 135-O	EDUC 216-O Teaching Reading: Diagnosis and Correction of Reading Difficulties	3		EDUC 135-O EDUC 173-O
EDUC 436-O Pedagogical Integration Seminar	3		All Courses Except EDUC 447-O EDUC 356-O	EDUC 217-O Teaching Writing Diagnosis and Correction of Writing Difficulties	3		EDUC 135-O EDUC 173-O
EDUC 447-O Practicum	3		All Courses	EDUC 356-O Foundations of Research in Education	1		All Courses

. **REVISED 07/2016.**

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

The proposed Elementary Education program for the UAGM- Gurabo 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, skills, and resources at the elementary level 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BA in 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 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 the 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 teachers promote while provide equitable educational access to elementary level students by aligning their teaching to the mission of the district to provide optimal learning environments for all students. Bilingual elementary teachers also, serve critical needs for the progress of minority students not only through language but also by building connections for those 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 BA in Elementary Education degree that encourages program completion in the dual-language setting will maximize a student's opportunities in the school setting. 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 elementary grades 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 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 Hispanics 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 particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language BA in 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 elementary grades 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 Elementary level in their 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 & E (3) Current supply of graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant with low double digits percentage increases, but Hispanic under-representation in the area exist combine with an increase in the Hispanic school-age population providing support for the proposed academic offering.

BA Elementary Education **(CIP Code 13.1202)**

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**
25-2021	Elementary School Teachers, Except Special Education	4531	5072	541	390

2016	Total Graduates	Total Hispanic	% Hispanic
Elementary Education and Teaching Bachelor's degree	125	16	13%

B (1) Degree to be Awarded: Bachelor of Arts in Education (BA) (124 Credits)

B (2) Area of specialization: Major in Secondary Education in Mathematics

(CIP Code 13.1311)

B (3) Purpose and objectives of the program:

Program Description

The Bachelor in Education has three components: general education, professional education requirements, and major requirements. The practicum in teaching provides students with field experiences to demonstrate mastery of the accomplished practices in a school setting during the regular school year. Students must make arrangements to comply with the internship requirements during a regular school day schedule and 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 Academic Director for specific requirements and procedures.

It provides teacher candidates with a solid preparation in the field of education as well as with the academic background to enhance their general professional competence and their teaching skills. Specific courses are integrated into the curriculum in order to satisfy the ESOL Standards and Performance Indicators for each standard set by the State of Maryland. ESOL Standards have been integrated into selected education courses. Students must comply with state and local requirements or limitations to practice the profession.

Project Objectives

The students will:

1. Understand the importance of the social and personal mission of the teaching profession.
2. Accept the changes that will lead to the broadening of their knowledge and experience as teachers and use that knowledge effectively in the teaching-learning process.
3. Analyze social, psychological, and philosophical foundations of education.
4. Choose and effectively use resources and materials to improve their teaching methods.
5. Understand and use different educational strategies and techniques effectively.
6. Be exposed to a variety of experiences that will help them to develop the skills, attitudes, and abilities in order to become change agents in the field of mathematics education.
7. Develop awareness of the responsibility of keeping abreast of their fields of mathematics.
8. Understand, revise, and enrich the curriculum of their area of mathematics.
9. Be able to incorporate technological innovations into their personal life and their teaching.
10. Develop the skills that will make them lifelong learners.

Program Outcomes

The students will be able to:

1. use diverse techniques in the teaching of mathematics,
2. introduce technological techniques in their methodology,
3. develop classroom assessment,
4. develop teaching materials,

5. develop a portfolio,
6. develop lesson plans,
7. enroll in continuing education courses,
8. communicate effectively in English and Spanish, both orally and in writing.

B (4) Academic Content of Program:

<table>
<tr><td colspan="8" align="center">Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Professional Studies
Program Title: Secondary Education in Mathematics
Credential Issued: Bachelor of Arts in Education (BA)
Degree Requirements: 127 Credits</td></tr>
<tr><td colspan="8" align="center">General Education Courses (56 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>SCIE 111-O Integrated Science I</td><td>3</td><td></td><td></td><td>SCIE 112-O Integrated Science II</td><td>3</td><td></td><td>SCIE 111-O</td></tr>
<tr><td>ENGL 115-O English Reading and Writing I</td><td>4</td><td></td><td></td><td>ENGL 116-O English Reading and Writing II</td><td>4</td><td></td><td>ENGL 115-O</td></tr>
<tr><td>ENGL 331-O Public Speaking</td><td>4</td><td></td><td>ENGL 116-O</td><td>QYLE 110-O Attitude Development and University Adaptation</td><td>3</td><td></td><td>Must be taken in the First Semester</td></tr>
<tr><td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td><td>4</td><td></td><td></td><td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td><td>4</td><td></td><td>SPAN 115-O</td></tr>
<tr><td>SPAN 255-O Spanish for Writing and Research</td><td>4</td><td></td><td>SPAN 116-O</td><td>HIST 273-O History of the United States of America</td><td>3</td><td></td><td></td></tr>
<tr><td>MATH 151-O Pre-Calculus I</td><td>4</td><td></td><td></td><td>MATH 152-O Pre-Calculus II</td><td>4</td><td></td><td>MATH 151-O</td></tr>
<tr><td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td><td>3</td><td></td><td></td><td>SOSC 112-O Individual, Community, Government, and Social Responsibility II</td><td>3</td><td></td><td>SOSC 111-O</td></tr>
<tr><td>HUMA 101-O World Cultures I</td><td>3</td><td></td><td></td><td>HUMA 102-O World Cultures II</td><td>3</td><td></td><td>HUMA 101-O</td></tr>
<tr><td colspan="8" align="center">Core/Professional Courses (33 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>EDUC 106-O Introduction to Education</td><td>3</td><td></td><td></td><td>EDUC 135-O Philosophical, Sociological and Psychological Foundations in Education</td><td>3</td><td></td><td></td></tr>
<tr><td>EDUC 171-O Human Growth and Development</td><td>3</td><td></td><td></td><td>EDUC 172-O Educational Psychology</td><td>3</td><td></td><td>EDUC 171-O</td></tr>
<tr><td>EDUC 214-O Computer Systems in Education</td><td>3</td><td></td><td></td><td>EDUC 276-O Classroom Management</td><td>3</td><td></td><td>EDUC 135-O TESL 223-O</td></tr>
<tr><td>SPED 315-O Teaching Exceptional Children</td><td>3</td><td></td><td></td><td>EDUC 363-O Curriculum Planning and Design</td><td>3</td><td></td><td>EDUC 135-O EDUC 172-O</td></tr>
<tr><td>EDUC 355-O Evaluation and Measurement of the Educational Process</td><td>3</td><td></td><td>EDUC 173-O EDUC 363-O TESL 223-o</td><td>EDUC 435-O Interdisciplinary Seminar</td><td>3</td><td></td><td>All Crd except EDUC 450-O</td></tr>
<tr><td>EDUC 400-O Diagnosis and Correction of the Reading, Writing and Oral Communication</td><td>3</td><td></td><td>TESL 223-O</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Major Courses (40 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>MATH 173-O Plane and Solid Geometry I</td><td>3</td><td></td><td>MATH 152-O</td><td>MATH 305-O Probability and Statistics</td><td>3</td><td></td><td>MATH 222-O</td></tr>
<tr><td>MATH 221-O Calculus I</td><td>4</td><td></td><td>MATH 152-O</td><td>MATH 222-O Calculus II</td><td>4</td><td></td><td>MATH 221-O</td></tr>
<tr><td>MATH 350-O Linear Algebra</td><td>3</td><td></td><td>MATH 222-O</td><td>EDUC 333-O Teaching Mathematics in Secondary School</td><td>3</td><td></td><td>12 major crds. TESL 223-O</td></tr>
<tr><td>MATH 345-O Abstract Algebra</td><td>3</td><td></td><td>MATH 222-O</td><td>TESL 223-O Applied Linguistics in ESOL</td><td>3</td><td></td><td></td></tr>
<tr><td>EDUC 436-O Pedagogical Integration Seminar</td><td>3</td><td></td><td>All courses except EDUC 450-O EDUC 356-O</td><td>EDUC 356-O Foundations of Research in Education</td><td>1</td><td></td><td>Concurrent with EDUC 450-O</td></tr>
<tr><td>EDUC 450-O Practicum in Math</td><td>5</td><td></td><td>All Courses</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8">REVISED 07/2016</td></tr>
</table>

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

The proposed BA in Secondary Education in Mathematics program for the UAGM- Gurabo 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, skills, and resources at the secondary level 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BA in Secondary Education in Mathematics 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 Secondary Education in Mathematics program 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 the 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 teachers promote while provide equitable educational access to secondary level students by aligning their teaching to the mission of the district to provide optimal learning environments for all students. Bilingual mathematics teachers also, serve critical needs for the progress of minority students not only through language but also by building skills for those 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 BA in Secondary Education in Mathematics degree that encourages program completion in the dual-language setting will maximize a student's opportunities in the school setting. 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 elementary grades 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 most significant 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 Hispanics 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 particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language BA in Secondary Education in Mathematics 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 teaching career in secondary grades 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 Elementary level in their 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 & E (3) Current supply of graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high single digits percentage increases; There was only one graduate of a Math Education program in the study area.

BA Secondary Education in Mathematics**(CIP Code 13.1311)**

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**
25-2022	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
		7515	8386	871	632

2016	Total Graduates	Total Hispanics
Mathematics Teacher Education Bachelor's degree	1	0

B (1) Degree to be Awarded: Bachelor of Sciences in Nursing (BSN) (128 Credits)

B (2) Area of specialization: Major in Nursing

(CIP Code 51.3899)

B (3) Purpose and objectives of the program:

Program Description

The mission of UT emphasizes graduate and undergraduate education, research, and service. The mission of the School of Health Sciences is to prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond rapidly and adequately to the needs of local and global communities. The mission, philosophy, and goals of the BSN program are congruent with the mission and goals of Universidad Ana G. Mendez-Gurabo Campus and the School of Health Sciences. The BSN is the program of the School of Health Sciences with the responsibility to prepare nurse generalists who can respond to the needs of our communities.

Congruence between UT, SHS, and Nursing Program Mission

Universidad Ana G. Mendez-Gurabo Campus Mission	School of Health Sciences Mission	Nursing Program Mission
To enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs. The University is committed to graduate, well-educated, professionally competent students, who can think critically and are technologically literate. The Institution also promotes the development of ethical principles and values that will allow them to contribute to the wellbeing of the community through their knowledge of social systems and their role as responsible citizens.	To prepare excellent human resources in the Health Sciences with innovative academic offerings across the curriculum who can respond rapidly and adequately to the needs of local and global communities.	BSN - To prepare nurse generalists who are vital members of an interdisciplinary team that can have a positive impact on health care outcomes.

The main goals of the BSN Program include the following:

1. Prepare entry-level BSN Nursing professionals for successful employment and graduate studies;
2. Foster a high degree of professionalism as a critical member of the interdisciplinary team;
3. Produce graduates with the ability to apply practical knowledge in the workplace and willing to continuously develop skills throughout their nursing career.

Nursing students are expected to:

1. Base practice on current knowledge, theory, and research.
2. Assume responsibility and accountability for practice.
3. Form partnerships with patients and with other health care professionals.
4. Serve as a member and leader within interdisciplinary health care professionals.
5. Communicate, collaborate, and negotiate.
6. Practice across a variety of settings and with diverse populations.
7. Access, assemble and evaluate health information.
8. Teach patients.
9. Advocate for patients within the health care delivery system.
10. Delegate and supervise patient care activities.
11. Allocate and manage physical, fiscal, and human resources.
12. Evaluate nursing outcomes.
13. Participate in research and utilize research findings.
14. Assume responsibility for lifelong learning and plan for professional career development.
15. Participate in political and regulatory processes.
16. Participate in shaping the health care delivery system.

CCNE Accreditation

The (BSN and MSN-FNP Programs) at (SUAGM- Universidad Ana G. Mendez-Gurabo Campus) are accredited by the Commission on Collegiate Nursing Education (CCNE): One DuPont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

B (4) Academic Content of Program:

<table>
<tr><td colspan="8">Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School of Health Sciences
Program Title: Nursing
Credential Issued: Bachelor of Science in Nursing (BSN)
Degree Requirements: 128 Credits</td></tr>
<tr><td colspan="8" align="center">General Education Courses (45 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>ENGL 115-O English Reading and Writing I</td><td>4</td><td></td><td></td><td>ENGL 116-O English Reading and Writing II</td><td>4</td><td></td><td>ENGL 115-O</td></tr>
<tr><td>ENGL 331-O Public Speaking</td><td>4</td><td></td><td>ENGL 116-O</td><td>SPAN 115-O Reading, Writing, and Oral Communication in Spanish I</td><td>4</td><td></td><td></td></tr>
<tr><td>SPAN 116-O Reading, Writing, and Oral Communication in Spanish II</td><td>4</td><td></td><td>SPAN 115-O</td><td>SPAN 255-O Spanish for Writing and Research</td><td>4</td><td></td><td>SPAN 116-O</td></tr>
<tr><td>MATH 111-O Intermediate Algebra I</td><td>3</td><td></td><td></td><td>MATH 112-O Intermediate Algebra II</td><td>3</td><td></td><td>MATH 111-O</td></tr>
<tr><td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td><td>3</td><td></td><td></td><td>SOSC 112-O Individual, Community, Government, and Social Responsibility II</td><td>3</td><td></td><td>SOSC 111-O</td></tr>
<tr><td>HUMA 101-O World Cultures I</td><td>3</td><td></td><td></td><td>QYLE 110-O Attitude Development and University Adaptation</td><td>3</td><td></td><td>Must be taken in the 1st term of enrollment</td></tr>
<tr><td>PSYC 123-O General Psychology (Comp.)</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8" align="center">Professional Courses (22 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>BIOL 103-O Biology for Health Sciences</td><td>3</td><td></td><td></td><td>CHEM 224-O Fundamentals of General Chemistry</td><td>3</td><td></td><td>CHEM 224-OL (Co-Req)</td></tr>
</table>

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
BIOL 300-O Microbiology	3		BIOL 303-O BIOL 300-OL (Co-Req)	CHEM 224-OL fundamental of General Laboratory	1		CHEM 224-O (Co-Req)
BIOL 300-OL Microbiology Laboratory	1		BIOL 303-O BIOL 300-O (Co-Req)	BIOL 304-O Human Biology II	3		BIOL 303-O BIOL 304-OL (Co-Req)
BIOL 303-O Human Biology I	3		BIOL 103-O BIOL 303-OL (Co-Req)	BIOL 304-OL Human Biology II Laboratory	1		BIOL 303-O BIOL 304-O (Co-Req)
BIOL 303-OL Human Biology I Laboratory	1		BIOL 103-O BIOL 303-O (Co-Req)	COMP 110-O Computer and Software	3		
Health Sciences Core Courses (6 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
HESC 360-O Statistics Applied to Health Sciences	3		MATH 112-O	HESC 365-O Health Sciences Research	3		HESC 360-O
Concentration Courses (55 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
NURS 200-O Introduction to Nursing	1		QYLE 110-O	NURS 210-O Nursing Informatics	3		NURS 201-O NURS 203-O MATH 112-O
NURS 201-O Fundamentals of Nursing	5		PSYC 123-O NURS 200-O CHEM 224-O BIOL 304-O Co-Req: NURS 203-O NURS 205-O	NURS 304-O Maternal & Child Nursing	5		NURS 202-O NURS 210-O NURS 303-O Co-Req. NURS 305-O
NURS 202-O Health and Physical Assessment	4		NURS 201-O NURS 203-O NURS 205-O Co-Req: NURS 303-O	NURS 305-O Nursing Care of Children and Adolescents	5		NURS 202-O NURS 210-O NURS 303-O Co-Req. NURS 304-O
NURS 203-O Pharmacology	4		Co-Req: NURS 201-O NURS 205-O	NURS 403-O Community Health Nursing	5		NURS 304-O NURS 305-O Co-Req: NURS 404-O
NURS 205-O Pathophysiology	3		Co-Req: NURS 201-O NURS 203-O	NURS 404-O Mental Health Nursing	5		NURS 304-O NURS 305-O Co-Req. NURS 403-O
NURS 303-O Medical-Surgical Nursing	5		NURS 201-O NURS 203-O NURS 205-O Co-Req: NURS 202-	NURS 405-O Nursing Leadership	3		NURS 403-O NURS 404-O Co-Req. NURS 406-O NURS 407-O
NURS 407-O Knowledge Integration in Nursing	3		NURS 404-O Co-Req	NURS 406-O Practicum	4		NURS 403-O NURS 404-O Co-Req. NURS 405-O NURS 407-O
REVISED 1/2018.							

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

The proposed Bachelor of Science in Nursing for the CAC 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 of nursing 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 not offered in the state of Maryland.

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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BSN degree 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 Nursing program 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 nursing major, enabling graduates to contribute readily to their communities.

C (2) Consistent with the 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 BSN degree in nursing that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of health system-related positions throughout Maryland. Also, 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 Hispanics 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 particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language BSN nursing 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 nursing career 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 nursing.

3. Hispanic adults who want to pursue bilingual careers in nursing and the health delivery 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 & E (3) Current supply of graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high double digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering. Also, the Maryland Statewide Needs Assessment uses the Prevention Quality Indicator (PQI) Composite Measures, developed by the Agency for Healthcare Research and Quality (AHRQ) to track the number of preventable hospitalizations for several conditions. Although the state exceeded its goal in driving down preventable hospitalizations, recent interest has resulted in expanding the use of the PQI. Integrating this data to improve and change healthcare delivery increases the need for BSN-educated registered nurses.

Nursing BSN(CIP Code 51.3899)

		Employment		Change 2016-2026	Openings
		2016	**2026**	**Numeric**	**2016-2026**
Soccode	**Occupational Title**				
25-1072	Nursing Instructors & Teachers, Postsecondary	402	515	113	46
29-1141	Registered Nurses	34671	40591	5920	2487
		35073	41106	6033	2533

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

2016	Total Graduates	Total Hispanic	% Hispanic
Registered Nursing/Registered Nurse Bachelor's degree	858	64	7%

Projected Employment for Registered Nurses in Maryland

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	**2026**		
United States	2,955,200	3,393,200	15%	203,700
State	2016	2026		
Maryland	51,780	75,700	+15	3,330

Source: U.S. Department of Labor's Bureau of Labor Statistics, Occupational Employment Statistics (OES), and Employment Projections programs. U.S. Department of Labor data external site and 2016-2026 employment projections external site. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement. https://www.onetonline.org/link/summary/29-1141.00 (retrieved April 9, 2019).

B (1) Degree to be Awarded: Bachelor of Sciences in Community Health (BSCH) (120 Credits)

B (2) Area of specialization: Major in Community Health

(CIP Code 51.1504)

B (3) Purpose and objectives of the program:

Program Description

The Community Health Bachelor's program will prepare students for careers in a variety of community and public health settings, including governmental and non-profit health agencies, health care facilities, worksite wellness programs, program research and development, and schools. Graduates will be able to promote healthy lifestyles and wellness through informing and educating individuals and communities about behaviors that promote healthy living and prevent injury, disease, and illness; plan, implement and evaluate health programs; develop capable and culturally competent health promotion and disease prevention strategies; apply statistics and research methods to population health and community health program evaluations, and advocate for community health initiatives at local, state and federal levels.

The curriculum includes coursework addressing the seven CHES competencies as identified by the National Commission for Health Education Credentialing (NCHEC) and the five core areas of public health, as identified by Council on Education for Public Health (CEPH).

Knowledge and skills in the BSCH program include comprehension of essential community health content related to health care systems; public health; health disparities; health education resources; communications and instructional methods; health and wellness promotion; disease and injury prevention; behavioral health education; epidemiology; trauma; community health research; strategic management of health programs, cultural competency, and community health issues and advocacy.

The Main Objectives of the BSCH Program include the Following

1. Prepare entry-level BSCH Community Health professionals for successful employment and graduate studies;
2. Foster a high degree of professionalism as a supporting member of the interdisciplinary health team;
3. Produce graduates with the ability to apply practical knowledge in the workplace and willing to continuously develop skills throughout their health careers.
4. To respond to society's demand for human resources with skills in the field of community health.
5. To facilitate the student's integral development by providing learning experiences oriented towards the development of cognitive, affective, and psychomotor skills, according to the description of the program of study.

BSCH Graduate Profile:

Community Health students are expected to:

1. Base practice on current knowledge, theory, and research.
2. Assume responsibility and accountability for practice.
3. Form partnerships with health care and allied health professionals.
4. Communicate, collaborate, lead, and negotiate.

5. Practice across a variety of settings and with diverse populations.
6. Assess needs, plan, implement and evaluate health programs.
7. Educate individuals and groups.
8. Advocate for patients and communities within the public health system.
9. Manage physical, fiscal, and human resources.
10. Participate in research and apply research findings.
11. Assume responsibility for lifelong learning and plan for professional career development.
12. Participate in shaping public health policy and programs.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School for Professional Studies Program Title: Community Health Credential Issued: Bachelor in Sciences in Community Health (B.S.C.H.) Degree Requirements: 120 Credits							
General Education Courses (45 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ENGL 115-O College Reading and Writing I	4		ENGL 102-O	ENGL 116-O College Reading and Writing II	4		ENGL 115-O
ENGL 331-O Public Speaking	4		ENGL 116-O	SPAN 115-O Reading, Writing, and Oral Communication in Spanish I	4		SPAN 102-O
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
QYLE 110-O Attitude Development and Adaptation	3		Must be taken in the 1st term of enrollment	PSYC 123-O General Psychology (Compendium)	3		SOSC 112-O
MATH 111-O Intermedia Algebra	3			HUMA 101-O World Cultures I	3		
SOSC 111-O Individual, Community, Government and Social Responsibility I	3			HUMA 102-O World Cultures II	3		HUMA 101-O
SOSC 112-O Individual, Community, Government, and Social Responsibility II	3		SOSC 111-O				
Core/Professional Courses (13 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
BIOL 103-O Biology for Health Sciences	3			COMP 110-O Computer and Software	3		
BIOL 303-O Human Biology I	3		BIOL 103-O Co-Req. BIOL 303-OL	PSYC 228-O Diversity Psychology	3		
BIOL 303-OL Human Biology I Laboratory	3		BIOL 103-O Co-Req. BIOL 303		3		
Core for Health (62 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
HESC-201-O Statistics for Health Sciences	3		MATH 111-O BIOL 303-O	COHE 201-O Healthcare Systems, Policy & Politics	3		
COHE 202-O Health Law and Ethics	3			COHE 203-O Introduction to Public & Community Health	3		COHE 201-O
COHE 204-O Infectious Disease, Epidemiology & Prevention	3		COHE 203-O HESC 201-O	COHE 205-O Health Disparities	3		COHE 203-O HESC 201-O
COHE 206-O Community Health, Work, Education & Communications	3		COHE 202-O COHE 203-O	COHE 207-O Community Health Education	3		COHE 202-O COHE 205-O
COHE 301-O Community Health Leadership	3			COHE 302-O Behavioral Health Education	3		COHE 207-O PSYC 123-O
COHE 303-O Trauma & Psychological Perspectives	4		COHE 302-O	COHE 304-O Instructional Methods & Culturally Component Community Health Work	3		COHE 207-O
COHE 305-O Assessment, Planning, and Evaluation of Health Programs	3		COHE 304-O HESC 201-O	COHE 306-O Human Sexuality & Reproductive Health	4		COHE 204-O BIOL 303-O PSYC 123-O

COHE 401-O Health Promotion & Disease Prevention I	3		COHE 301-O COHE 302-O COHE 303-O COHE 304-O COHE 305-O COHE 306-O	COHE 402-O Health Promotion & Disease Prevention II	3		COHE 401-O
COHE 403-O Community Health Research Design	3		COHE 402-O	COHE 404-O Field Experience-Community Health Services	6		COHE 403-O
COHE 405-O Certified Health Education Specialist (CHES) Certification Preparation	3		COHE 403-O				
REVISED 12/2014.							

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

The proposed Community Health BSCH 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 health 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM BSCH major in Community Health 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 Community Health 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 the 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 BSCM degree in Community Health 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 most significant 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 Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the MSCH in Community Health 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 on 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 & E (3) Current supply of graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high double digits percentage increases providing support for the proposed academic offering.

BSCH Community Health**(CIP Code 51.1504)**

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**
21-1091	Health Educators	2452	2750	298	340
21-1094	Community Health Workers	3369	3942	573	493
		5821	6692	871	833

B (1) Degree to be Awarded: Bachelor of Arts (BSW) (122 Credits)

B (2) Area of specialization: Major in Social Work

(CIP Code 44.0701)

B (3) Purpose and objectives of the program:

Program Description:

The Baccalaureate's degree in Social work (BSW) will require the satisfactory completion of 122 credits. The general education includes 45 credits, 27 credits of required courses, and 50 credits of major courses. The Social Work program has been accredited by the Council on Social Work Education (CSWE).

Through these courses, students acquire the knowledge to better understand specific concepts of social work practice such as diversity, social and economic justice, oppression, discrimination, prejudice, values, ethics, and social policy, among others. Additionally, these courses strengthen their critical analysis of the impact of economic and social forces on the individual.

The BSW Program expects that these courses will provide students with a better understanding of the bio-psycho-social determinants of human development and behavior, diversity, ethics, values, as well as a broader knowledge of U.S. culture and others cultures.

Program Objectives:

Based on the School of Social Sciences and Communications (SSSC) objectives, the Baccalaureate Program in Social Work have the following goals:

1. Prepare competent and capable social workers with knowledge of the fundamental components of the Social Work profession; committed to the enhancement of their professional practice, and in compliance with academic and professional standards of excellence.
2. Development of knowledge and skills in generalist social work practice from micro to mezzo to macro levels; emphasize the dimensions of diversity and value principles as applied to general practice.
3. Prepare professional practitioners to deliver effective social work services to diverse groups and settings with a commitment to promote social and economic justice and human and civil rights.
4. Prepare students to develop knowledge of scientific inquiry and its contribution to social work practice.
5. Prepare students able to engage in the policy practice process capable of critically analyze the impact of social welfare policies and social services in the United States, and other societies across the World.
6. Prepare competent professionals with an education based on a body of knowledge in liberal arts and theoretical framework in human behavior and social environment.
7. Prepare competent professionals with an education based on a body of knowledge in liberal arts and theoretical framework in human behavior and social environment.

B (4) Academic Content of Program:

<table>
<tr><td colspan="8">Sistema Universitario Ana G. Méndez
Universidad Ana G. Mendez-Gurabo Campus
School for Social Sciences and Communications
Program Title: Social Work
Credential Issued: Bachelor of Arts: Social Work (BSW)
Degree Requirements: 122 Credits</td></tr>
<tr><td colspan="8">General Education Courses (45 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>BIOL 103-O Biology of Health Services</td><td>3</td><td></td><td></td><td>ENGL 115-O College Reading and Writing I</td><td>4</td><td></td><td></td></tr>
<tr><td>ENGL 116-O College Reading and Writing II</td><td>4</td><td></td><td>ENGL 115-O</td><td>ENGL 331-O Public Speaking</td><td>4</td><td></td><td>ENGL 116-O</td></tr>
<tr><td>SPAN 115-O Reading Writing, and Oral Communication in Spanish I</td><td>4</td><td></td><td></td><td>SPAN 116-O Reading Writing, and Oral Communication in Spanish II</td><td>4</td><td></td><td>SPAN 115-O</td></tr>
<tr><td>SPAN 255-O Spanish for Writing and Research</td><td>4</td><td></td><td>SPAN 116-O</td><td>MATH 120-O Introductory Algebra</td><td>3</td><td></td><td></td></tr>
<tr><td>SOSC 111-O Individual, Community, Government, and Social Responsibility I</td><td>3</td><td></td><td></td><td>SOSC 112-O Individual, Community, Government, and Social Responsibility II</td><td>3</td><td></td><td>SOSC 111-O</td></tr>
<tr><td>HUMA 101-O World Cultures I</td><td>3</td><td></td><td></td><td>HUMA 102-O World Cultures II</td><td>3</td><td></td><td>HUMA 101-O</td></tr>
<tr><td>COMP 110-O Computer and Software</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="8">Core/Professional Courses (27 Credits)</td></tr>
<tr><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td><td>Course</td><td>CR</td><td>UT-T</td><td>Pre-Req</td></tr>
<tr><td>QYLE 110-O Attitude Development and University Adaptation</td><td>3</td><td></td><td>Must be taken in the 1st term of enrollment</td><td>GEOG 202-O Human Geography</td><td>3</td><td></td><td>SOSC 111-O</td></tr>
<tr><td>PSYC 123-O General Psychology (Compendium)</td><td>3</td><td></td><td>SOSC 111-O</td><td>PSYC 225-O Social Psychology</td><td>3</td><td></td><td>PSYC 123-O</td></tr>
<tr><td>HIST 273-O History of the United States of America</td><td>3</td><td></td><td></td><td>SOSC 303-O Applied Statistical Methods for Social Sciences</td><td>3</td><td></td><td>MATH 120-O</td></tr>
</table>

Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
ECON 123-O Economics Principles & Problems (Compendium)	3		SOSC 111-O	POSC 380-O Constitutional Law	3		SOSC 111-O
SOCI 358-O Social Problems of the Hispanic Community in the United States	3		SOSC 112-O				
Major Courses (50 Credits)							
Course	CR	UT-T	Pre-Req	Course	CR	UT-T	Pre-Req
SOWO 200-O Introduction to Social Work	3		SOSC 111-O	SOWO 211-O Human Behavior and Social Environment I	3		SOWO 200-O
SOWO 212-O Human Behavior and Social Environment II	3		SOWO 211-O Concurrent SOWO 311-O	SOWO 300-O Social Policy	3		SOWO 212-O
SOWO 311-O Social Work Methodology I	3		Concurrent SOWO 212-O	SOWO 312-O Social Work Methodology II: Individual and Family	3		SOWO 212-O SOWO 311-O
SOWO 313-O Interview and Documentation in Social Work	3		SOWO 212-O SOWO 311-O	SOWO 314-O Social Work Methodology with Groups	3		SOWO 312-O
SOWO 315-O Social Work Methodology with Communities	3		SOWO 311-O SOWO 312-O	SOWO 320-O Social Research Techniques	3		SOWO 212-O SOSC 303-O
SOWO 325-O Social Gerontology	3		SOWO 312-O	SOWO 330-O Seminar: Current Topics in Social Work	3		SOWO 312-O
SOWO 441-O Practicum Seminar I	3		SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 451-O	SOWO 442-O Practicum Seminar II	3		SOWO 441-O SOWO 451-O Co-req SOWO 452-O
SOWO 451-O Supervised Practice I	4		SOWO 313-O SOWO 314-O SOWO 315-O Co-req SOWO 441-O	SOWO 452-O Supervised Practice II	4		SOWO 441-O SOWO 451-O Co-Req SOWO 442-O
REVISED 02/23/17							

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

The proposed BSW 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 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 (2) Consistent with the 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 BSW 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. Besides, 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, the advancement of human rights and economic, social 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 BSW program aligns with the *Maryland Ready 2017-2021: Maryland State Plan for Postsecondary Education (2017)*, especially for Strategy 4, which refers to *"Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions"* and continue to promote equal opportunities. The BSW 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 social work professionals who seek English language proficiency in parallel to their major, enabling graduates to 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-Gurabo Campus 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 Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed BSW 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 social work in nonprofit, professional organizations, and private industry.

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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high double digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

BSW Social Work**(CIP Code 44.0701)**

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

	Probation Officers & Correctional Treatment Specialists	2045	2217	172	194
21-1092					
		25785	29089	3304	2952

2016	Total Graduates	Total Hispanics	% Hispanic
Social Work Bachelor's degree	192	26	14%

B (1) Degree to be Awarded: Master in Education (M.Ed.) (48 Credits)

B (2) Area of specialization: Major in School Counseling

(CIP Code 13.1101)

B (3) Purpose and objectives of the program:

Program Description

This program is designed to prepare professional school counselors in a school setting with the knowledge, skills, and practices necessary to address the developmental, multicultural, social, academic, and career needs of school children and adolescents. The Master's training leads the graduate to acquire the competencies needed to be able to develop, implement and evaluate a school counseling program according to state standards with an emphasis on a collaborative, preventive, and responsive approach. The graduates from this program will be able to address effectively and support a diverse student population through proficient bilingual communication in conflict management, problem-solving, and decision making. It provides school counselors with a foundation in the principles, theories, and practices of guidance and counseling in a PK-12 school setting. The program is designed to prepare students to meet the requirements of School Counselor credentialing articulated by the national and state standards.

Students in the School Counseling program must meet all state and local requirements to obtain certification in the area of educational guidance and counseling. The program meets the state requirement for certification by requiring the completion of 48 hours in a master's degree with a major in educational counseling, including 3-semester hours in a supervised counseling practicum experience that is a minimum of 100 clock hours over a minimum of 10 weeks. Practicum students will complete at least 40 clock hours of direct service with actual clients. After completion of the counseling practicum, students will complete 600 clock hours of supervised counseling internship. Internship students must complete at least 240 clock hours of direct service. The internship will require students to work in a PK-12 school setting for 15 weeks, 40 hours per week, for a total of 600 hours. Students must arrange to comply with the school clinical observation and internship requirements during a regular school day schedule. Students must abide by all rules and procedures set by the school district to meet program requirements. Students must also show evidence of a passing score in state certification exams before assignment of the practicum/internship. Students must demonstrate English language proficiency in

listening, speaking, reading, and writing to ensure a successful experience. The student must refer to the Internship Handbook for specific requirements and procedures.

Program Objectives

- Demonstrate the knowledge, skills, and abilities necessary to become a state-certified as a school counselor.
- Demonstrate knowledge and understanding of the educational theories in school counseling.
- Practice of individual and group counseling techniques.
- Demonstrate knowledge and understanding of the process of school counseling.
- Demonstrate knowledge of human development theories and career development issues.
- Demonstrate knowledge and understanding of major counseling theories and the relevant skills and their application in counseling relationships with students and groups with a variety of settings.
- Demonstrate knowledge of ethical issues in the school counseling process.
- Apply specific strategies for the counseling of students.
- Demonstrate knowledge of the legal aspects of the practice of school counseling in public schools.
- Demonstrate an understanding of assessment techniques in counseling.
- Understand the specific cultural idiosyncrasies of different populations.
- Apply the principles and procedures of educational research and its relevance to the counseling process.

Program Outcomes

Students will be able to:
- Be eligible to apply for state certification as a K-12 school counselor,
- Offer individual counseling and/or guidance to students or clients depending on the setting,
- Offer group counseling and/or guidance to students depending on the setting,
- Offer standardized tests to students,
- Offer guidance in career selection to students,
- Design a counseling plan for individuals,
- Conduct workshops with different student populations,
- Apply knowledge of the professional and ethical standards related to the profession,
- Develop school-community projects within a diverse population.

Requirements for the Major

Students must comply with all state requirements for their degree area.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez
Sistema Universitario Ana G. Méndez **Universidad Ana G. Méndez- Gurabo Campus** **Program Title: School Counseling** **Credential Issued: Mater's in Education (M.Ed.)** **Degree Requirements: 48 Credits**

Core Professional Courses (27 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 576-0 Introduction to School Counseling	3		
EDUC 580-0 Education Psychology: Human Growth and Development	3		
EDUC 582-0 Legal and Ethical Issues in Counseling	3		EDUC 576-O
EDUC 588-0 Instruments and Techniques for Measurement and Assessment	3		EDUC 576-O
EDUC 584-0 Individual Counseling Techniques	3		EDUC 588-O
EDUC 585-0 Group Counseling Techniques	3		EDUC 588-O
EDUC 632-0 Multicultural Counseling			EDUC 576-O
EDUC 633-0 Counseling Theories			EDUC 576-O
EDUC 635-0 Educational Research Methods			24 credits from core professional courses
Major Courses (18 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 645-0 Counseling in Schools	3		EDUC 635-O
EDUC 618-0 Counseling for Children and Adolescents	3		EDUC 635-O
EDUC 636-0 Development and Management of Counseling Programs	3		EDUC 645-O
EDUC 586-0 Career Counseling	3		EDUC 576-O
EDUC 637-0 Practicum in School Counseling	3		EDUC 636-O.
EDUC 638-O Internship in School Counseling	3		All core professional and major courses and state certification exam
Guided Elective (3 Credits)			
TESL 523-0 Understanding English Language Learners for School Counselors	3		
Revised 6/2019			

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

The proposed M. Ed. in School Counseling 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 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM M Ed. in School Counseling 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 School Counseling 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 the 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 require innovative educational leaders that, through advocacy, leadership, and collaboration 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 School Counseling 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. School Counseling degree that encourages program completion in the 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 counselors 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 as school counselors.

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 most significant 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 Hispanics 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's particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language the M.Ed. The school Counseling 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 School Counselors and need to improve English language proficiency.

2. Adults were working in local private and business sectors that want to change their career path to School Counseling in Education.

3. Hispanic adults who want to pursue bilingual careers in school counseling 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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant with high double digits percentage increases. Besides, Hispanic under-representation in the area exists, providing support for the proposed academic offering.

MED School Counseling**(CIP Code 13.1101)**

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
21-1012	Educational, Guidance, School, & Vocational Counselors	3667	4309	642	472

2016	Total Graduates	Total Hispanics	% Hispanic
Counselor Education/School Counseling and Guidance Services Master's degree	178	13	7%

B (1) Degree to be Awarded: Master in Education (M.Ed.) (39 Credits)

B (2) Area of specialization: Major in Teaching of English as a Second Language

(CIP Code 13.1401)

B (3) Purpose and objectives of the program:

Program Description

This major is designed to provide candidates with educational experiences in the principles, theories, and practice of English second language acquisition, learning, and teaching. It seeks to prepare educators to assume positions of leadership in ESOL education as teachers in public schools. Students must comply with state and local requirements or limitations to practice the ESOL profession in Maryland. Graduate students must achieve a passing score in the ESOL subject area test to be certified. In addition to this test, students must achieve a passing score on the Maryland exam requirements for certification before internship experience. The program focuses on the Maryland State ESOL standards and requirements.

The practicum in teaching provides students with field experiences to demonstrate mastery in a school setting during the regular school year. Students must make arrangements to comply 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 Academic Director for specific requirements and procedures.

Program Objectives

Upon completion of the program, the student will develop:

1. knowledge and understanding of the theories, goals, and research on ESOL education
2. knowledge and understanding of ESOL curriculum development, theories, and applications
3. knowledge and understanding of the process of English language development and language acquisition
4. knowledge of the ESOL classroom-based language assessment strategies and will demonstrate the application of those strategies
5. knowledge and understanding of methods of teaching ESOL
6. knowledge of specific strategies for teaching reading in a bilingual setting to limited English proficient (LEP) students and demonstrate the application of these strategies
7. knowledge and understanding of brain-based research and cognitive psychology as it relates to language learning and acquisition
8. knowledge of specific strategies for developing communicative competencies in LEP students
9. knowledge and understanding of ESOL strategies to integrate cognitive and affective learning
10. understanding of specific cultural idiosyncrasies that impact student linguistic and academic success
11. knowledge of English writing strategies
12. knowledge and understanding of ESOL educational research and its relevance to the instructional process

Program Outcomes

Students will be able to:

1. Develop ESOL classroom research projects
2. Develop lesson plans for the teaching of reading and writing using different strategies.
3. Design ESOL curriculum units for LEP students
4. Develop ESOL performance portfolio assessments projects
5. Conduct ESOL workshops
6. Develop community projects within a diverse population
7. Communicate adequately in English both orally and in writing.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School for Professional Studies Program Title: Teaching of English as a Second Language Credential Issued: Master in Education (M.ED.) Degree Requirements: 39 Credits			
Core Professional Courses (6 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
EDUC 501-O Principles and Development of Curriculum in ESOL in ESL	3		
EDUC 512-O Innovations and Education in ESOL	3		

Major Courses (27 Credits)			
EDUC 550-O Second Language Acquisition	3		
EDUC 551-O Reading Processes in a Second Language Setting	3		EDUC 550-O
EDUC 553-O ESOL Curriculum and Materials Development	3		
EDUC 555-O Development of Communication Skills in English	3		
EDUC 566-O Methods of Teaching English as a Second Language	3		
EDUC 567-O Cross-Cultural Communication and Understanding	3		
EDUC 564-O Applied Linguistics for ESOL Teachers	3		
EDUC 569-O Testing and Evaluation of ESOL	3		
EDUC 604-O Knowledge Integration Seminar in ESOL	3		All Core and Major Courses
Research Courses (6 Credits)			
Courses	CRS	UT-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

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

The proposed M. Ed. in Teaching English as a Second Language (TESL)   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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM M. Ed. Teaching English as a Second Language (TESL) 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 TESL 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 the 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 require 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. Teaching English as a Second Language (TESL) degree that encourages program completion in the 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 most significant 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 educational efforts and services are to promote constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of the certificate, associate, bachelor, graduate studies, and continuing education programs in Puerto Rico and the United States, specifically Maryland. UAGM has included in its modality the Discipline-Based Dual Language Immersion Model® in the United States to offer Hispanics 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-Gurabo Campus particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language Teaching English as a Second Language (TESL) 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 were 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, and E (3) Current supply of graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high single digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

MED Teaching English as a Second Language(CIP Code 13.1401)

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

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
		13413	14865	1452	1175

2016	Total Graduates	Total Hispanic	% Hispanic
Teaching English as a Second or Foreign Language/ESL Language Instructor Master's degree	54	3	6%

B (1) Degree to be Awarded: Master of Science in Public Affairs (MSPA) (39 Credits)

B (2) Area of specialization: Major in Criminal Justice

(CIP Code 43.0103)

B (3) Purpose and objectives of the program:

Program Description:

The program trains professionals to assume a multitude of roles such as analysts, evaluators, and planners in the public administration field in both the public and private sectors within the various Criminal Justice fields. The academic and professional orientation of the program enables the student to analyze the doctrines and principles of public administration that are involved in the implementation of public policy.

As a result, of the seminar and field projects emphasizing the application of concepts and analytical tools to the real problems of our present-day society, the program prepares students for positions of high responsibility in the public affairs fields. The program also focuses on the political, economic, and organizational aspects of developing, implementing and evaluating public policy.

The program will be built upon the current Bachelor Program in Criminal Justice offered in all campuses. The MSPA in Criminal Justice will offer courses in Ethics, Administration, Planning, and Developing the Criminal Justice System, from Philosophy of Punishment to Correctional Program Administration. The students will learn new tendencies in the administration and evaluation of the system that affect local, state, and nationwide programs.

Program Objectives:

1. Offer students a quality education giving them the necessary professional tools to meet the challenges of public administration and public policy implementation within the area of Criminal Justice.
2. Develop competent bilingual professionals with outstanding leadership skills in the implementation of programs, policies, and services in Maryland.
3. Upgrade the professional and academic preparation of administrative personnel working in public and private agencies, enabling them to explore and utilize effective strategies in the decision-making process.
4. The program will create professionals who will know and recognize the importance of integrity and ethics in the performance of their functions.
5. The program will provide the knowledge and skills necessaries in the finance area for the effective management of fiscal resources.
6. Graduates from the MSPA in Criminal Justice will be capable of excelling in a continually changing legal system full of new technologies and increasing demands as part of our multi-cultural society.
7. Graduates from the MSPA in Criminal Justice will know and understand the theories behind our Criminal Justice System, which will allow them to master and fully engage in the multidisciplinary processes within the system.
8. Graduates from the MSPA in Criminal Justice will be able to understand and practice basic principles and research methods that will guide them to excel in the different available practice fields.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School for Professional Studies Program Title: Criminal Justice Credential Issued: Master of Science in Public Affairs (MSPA) Degree Requirements: 39 Credits			
Major Courses (21 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy	3		
MSPA 505-O Computer Education for Public Administrators	3		
MSPA 510-O Research and Quantitative Method in Public Administration	3		
MSPA 520-O Administrative Law and Ethics	3		MSPA 500-O
MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques	3		MSPA 510-O
MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources	3		MSPA 520-O
MSPA 550-O Fiscal Resources Management	3		MSPA 530-O
Major Courses (15 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
CRJU 500-O Foundations, Practice, and Changes in the Administration of the Criminal Justice System	3		MSPA 500-O
CRJU 520-O Philosophy of Punishment	3		MSPA 500-O
CRJU 565-O Seminar: Program Design and Evaluation in the Criminal Justice System	3		MSPA 530-O
CRJU 715-O Seminar: Special Situations in the Administration of Correctional Programs	3		MSPA 510-O +24 Credits
Choose One of These Courses – 3 credits to complete 15 credits of the specialization courses			
MSPA 710-O Research Seminar in Criminal Justice	3		MSPA 510-O +24 Credits
MSPA 720-O Internship	3		All Courses (Except MSPA 710-O)
Elective Courses (Student will select one of the following courses) (3 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
CRJU 505-O Fundamental Principles of Law	3		
CRJU 510-O Law and Society	3		
CRJU 540-O The Police and Judicial Changes	3		
CRJU 575-O Rehabilitation and Delinquent Treatment Programs	3		CRJU 500-O
CRJU 600-O Seminar: Crime, Victims, and Society	3		CRJU 500-O
CRJU 630-O Organizations and Administrative Techniques of the Police System	3		
CRJU 635-O Mental Health and the Law	3		CRJU 500-O MSPA 520-O
CRJU 640-O Addiction: Legal and Psycho-Social Aspects	3		CRJU 500-O
CRJU 645-O Comparative Correctional Systems	3		
CRJU 650-O Special Laws in Criminal Justice Administration	3		CRJU 500-O
CRJU 730-O Criminality, Crime Control, and Criminal Justice	3		
Revised 1/9/17			

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

The proposed MSPA Criminal Justice 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 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM-Gurabo Campus MSPA 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 the 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 MSPA 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. Also, 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 has led to Hispanics becoming the most significant minority in the United States. This trend has not been accompanied by a corresponding growth of Hispanics entering and finishing undergraduate and graduate degrees in higher education. According to the 2016 U.S. Census, Hispanics attained undergraduate and graduated degrees at a lower level than other races and ethnic groups, with fewer adult Hispanics (11%) earning a bachelor's degree, compared to Asians (32%), Whites (23%) and Blacks (15%). At the graduate level, fewer adult Hispanics (4%) earned a master's degree compared to Asians (17%), Whites (10%), and Blacks (7%). The same trend was found at the doctoral level, with fewer Hispanics (.7%) attaining doctoral degrees than Asians (5%), Whites (2%), and Blacks (1%). This underrepresentation at the undergraduate and graduate levels among the largest minority group creates an opportunity for UAGM to offer minority students an innovative path to the attainment of higher education degrees.

UAGM-Gurabo Campus 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 Hispanics 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 MSPA 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 on criminal justice.
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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant with single digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

MSPA Criminal Justice**(CIP Code 43.0103)**

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
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

2016	Total Graduates	Total Hispanic	% Hispanic
Criminal Justice/Law Enforcement Administration Master's degree	14	2	14%

B (1) Degree to be Awarded: Master of Science in Nursing (MSN) (51 Credits)

B (2) Area of specialization: Major in Family Nurse Practitioner

(CIP Code 51.3805)

B (3) Purpose and objectives of the program:

Program Description:

Master of Science Degree in Nursing with a Family Nurse Practitioner Specialty and Graduate Professional Certificate with a Family Nurse Practitioner Specialty. Students are taught through a holistic perspective with a multidisciplinary and collaborative focus throughout the life span of the patient. Students are exposed to educational activities that will prepare them to increase health promotion, preventive health, and provide primary care services. Students will contribute to decreasing morbidity and mortality in medically underserved, low-income populations both globally and in the United States.

Program Objectives:

1. Utilize national primary care guidelines and standards to promote high-quality health care services.
2. Participate in the generation, application, and dissemination of research.
3. Participate in planning, development, and implementation of community health programs.
4. Utilize research to enhance the quality of health care.
5. Provide health promotions and disease prevention.
6. Maintain a collaborative relationship with other healthcare professions.
7. Participate in continuing education through different methodologies, including online courses.
8. Maintain proficiency in computer skills and information technologies.
9. Participate in legislative and policy-making activities that influence health care.
10. Develop grant/proposal writing skills.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School for Health Sciences Program Title: Family Nurse Practitioner Credential Issued: Master of Science in Nursing (MSN) Degree Requirements: 51 Credits			
Core Courses (17 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
NURS 500-O Theoretical Foundations of Advanced Practice Nursing	3		
NURS 501-O Public Health Policies, Ethics, and Systems	3		NURS 505-O
NURS 502-O Nursing Science and the Research Process	3		NURS 500-O
NURS 503-O Nursing Research Project: From Proposal to Publication	3		NURS 502-O HESC 500-O
NURS 505-O Health Promotion and Disease Prevention: Transcultural Considerations	2		
HESC 500-O Statistics Applied to Clinical Research	3		3 undergraduate credits in statistics, NURS 502-O or NURS 502-O (Concurrent)

Advance Practice Core Courses (15 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
NURS 504-O Advanced History Taking and Physical Assessment	3		NURS 506-O NURS 507-O Alternatively, Concurrent
NURS 506-O Advanced Pathophysiology	3		MSN Students Only
NURS 507-O Advanced Pharmacology	3		MSN Students Only
NURS 508-O Diagnostic and Differential Diagnosis	3		NURS 506-O NURS 507-O Alternatively, Concurrent
NURS 509-O Pharmacology for FNP's	3		NURS 506-O NURS 507-O
Specialty Courses (16 Credits)			
NURS 510-O Primary Care I	3		
NURS 510-OL Primary Care I Laboratory	3		Concurrent with NURS 510-O
NURS 511-O Primary Care II	3		NURS 510-O
NURS 511-OL Primary Care II Laboratory	3		Concurrent with NURS 511-O
NURS 512-O Primary Care III	3		NURS 511-O
NURS 512-O Primary Care III Laboratory	3		Concurrent with NURS 512-O
NURS 513-O Residency	3		NURS 512-O
NURS 513-OL Residency Laboratory	3		
Elective Courses (Select 3 Credits Only)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
CRJU 600-O The Victim: Crime, Practices, and Society	3		
CRJU 640-O Addiction Problems: Legal and Psychosocial Aspects	3		
HURM 732-O Occupational Health and Safety	3		
Revised 6/2017.			

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

The proposed MSN- Family Nurse Practitioner in Nursing for the CAC 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 of nursing 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 not offered in the state of Maryland.

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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM MSN-Family Nurse Practitioner degree 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 Nursing program 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 nursing major, enabling graduates to contribute readily to their communities.

C (2) Consistent with the 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 MSN-FNP degree in nursing that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of health system-related positions throughout Maryland. Besides, 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 educational efforts and services are to promote constructivist learning, respect for diversity, and social justice. Its mission is to promote the integral development of individuals, to become responsible, solidary citizens, able to contribute to the sustainable development of the environment through a socio-humanistic education of excellence; valuing research, internationalization, entrepreneurship, technology, culture and community engagement. All its resources support the academic offerings of the certificate, associate, bachelor, graduate studies, and continuing education programs in Puerto Rico and the United States, specifically Maryland. UAGM has included in its modality the Discipline-Based Dual Language Immersion Model® in the United States to offer Hispanics 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 particular focus on serving adults that would otherwise not have an opportunity to earn a degree, the proposed dual-language MSN-FNP nursing   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 nursing career 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 nursing.

3. Hispanic adults who want to pursue bilingual careers in nursing and the health delivery 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 & E (3) Current supply of graduates in the program area in State and Region.

MSN Family Nurse Practitioner(CIP Code 51.3805)

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
25-1072	Nursing Instructors & Teachers, Postsecondary	402	515	113	46
29-1141	Registered Nurses	34671	40591	5920	2487
29-1171	Nurse Practitioners	2054	2721	667	181
		37127	43827	6700	2714

2016	Total Graduates	Total Hispanic	% Hispanic
Family Practice Nurse/Nursing Master's degree	137	7	5%

B (1) Degree to be Awarded: Master of Arts in Public Affairs (MA) (42 Credits)

B (2) Area of specialization: Major in Forensic Sciences

(CIP Code 43.0106)

B (3) Purpose and objectives of the program:

Program Description:

The curriculum is interdisciplinary, focusing on the analysis of administrative processes, decision-making, and the organization of public and private institutions at the local, national and international levels.

It provides students with a solid education, which will enable them to plan, design, and evaluate programs and services in the public administration field and particularly in the areas of criminal justice, human services, conflict mediation, and the arts. It fosters broad and programmatic responsibility and leadership.

Program Objectives:

1. Offer students the professional tools to meet the challenges of public administration.
2. Develop competent professionals with effective leadership in the implementation of programs and services in Maryland and the United States.
3. Upgrade the professional preparation of administrative personnel in public and private agencies, enabling them to explore and utilize effective strategies in the decision-making process.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School of Social Sciences and Communications Program Title: Forensic Sciences Credential Issued: Master of Arts in Public Affairs (MA) Degree Requirements: 42 Credits			
Core Professional Courses (21 Credits)*			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
MSPA 500-O Theory, Practice, and Change in the Administration of Public Policy	3		
MSPA 505-O Computer Education for Public Administrators	3		
MSPA 510-O Research and Quantitative Method in Public Administration	3		
MSPA 520-O Administrative Law and Ethics	3		MSPA 500-O

	CRS	UT-T	Pre-Requisite
MSPA 530-O Planning and Evaluation: Theories, Methods, and Techniques	3		MSPA 510-O
MSPA 540-O Seminar: Planning, Development, and Evaluation of Human Resources	3		MSPA 520-O
MSPA 550-O Fiscal Resources Management	3		MSPA 530-O
Major Courses (18 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
FORS 730-O Forensic Investigation and Identification Techniques	3		
FORS 735-O Investigation and Gathering Evidence at Crime Scene	3		
FORS 740-O Forensic Photography and Drawing	3		
FORS 745-O Expert Witness in Court	3		
FORS 750-O Examination of Questioned Documents	3		
Research Courses (3 Credits)			
MSPA 710-O Research Seminar in Public Affairs	3		MSPA 510-O +24 Credits
MSPA 720-O Practicum in Public Affairs	3		MSPA 510-O +24 Credits
Elective Courses (Students will select one of the following courses) (3 Credits)			
FORS 760-O Forensic Psychology	3		
FORS 762-O Cellular and Molecular Biology Applied to Forensic Sciences	3		
FORS 763-O Techniques on Handling Samples	3		
CRJU 630-O Organizations and Administrative Techniques of the Police System	3		
CRJU 635-O Mental Health and the Law	3		CRJU 500-O MSPA 520-O
CRJU 640-O Addiction Problems: Legal and Psycho-Social Aspects	3		CRJU 500-O
Revised 10/31/16			

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

The proposed MA Forensic Sciences 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 forensic investigations 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 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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM-Gurabo Campus MA major in Forensic Sciences 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 Forensic Sciences 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 the 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 MA degree in Forensic Sciences that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of criminal justice-related positions throughout Maryland. Also, 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 has led to Hispanics becoming the largest minority in the United States. This trend has not been accompanied by a corresponding growth of Hispanics entering and finishing undergraduate and graduate degrees in higher education. According to the 2016 U.S. Census, Hispanics attained undergraduate and graduated degrees at a lower level than other races and ethnic groups, with fewer adult Hispanics (11%) earning a bachelor's degree, compared to Asians (32%), Whites (23%) and Blacks (15%). At the graduate level, fewer adult Hispanics (4%) earned a master's degree compared to Asians (17%), Whites (10%), and Blacks (7%). The same trend was found at the doctoral level, with fewer Hispanics (.7%) attaining doctoral degrees than Asians (5%), Whites (2%), and Blacks (1%). This underrepresentation at the undergraduate and graduate levels among the largest minority group creates an opportunity for UAGM to offer minority students an innovative path to the attainment of higher education degrees.

UAGM-Gurabo Campus 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 Hispanics 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 MA major in Forensic Sciences 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 on criminal justice.
4. Transfer students from bachelor's degrees 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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant, with high single digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

MA Forensic Science**(CIP Code 43.0106)**

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
19-4092	Forensic Science Technicians	1063	1217	154	146
25-1111	Criminal Justice & Law Enforcement Teachers, Postsecondary	132	153	21	12
		1195	1370	175	158

2016	Total Graduates	Total Hispanics	% Hispanics
Forensic Science and Technology Master's degree	9	1	11%

B (1) Degree to be Awarded: Master in Communications (MA) (33 Credits)

B (2) Area of specialization: Major in Multimedia Journalism

(CIP Code 09.0401)

B (3) Purpose and objectives of the program:

Program Description:

The Master in Communication with a specialization in Multimedia Journalism prepares journalists capable of producing journalistic products in tune with the requirements of the digital era and with the knowledge to use the new digital platforms that are present in the field of communications. It offers students the knowledge to understand the new tendencies and requirements of journalism in a changing and global world. The curriculum focuses on the theory and practice of journalism.

The students will master diverse areas in the field of communications and will be able to develop new products in numerous multimedia platforms that will transcend territorial frontiers and have a global reach. They will master the traditional news formats but will focus on the use of multimedia formats. At the same time, they will understand the needs of the modern communication markets, and the legal, ethical foundations that protect freedom of speech and press.

The Master in Communications-Multimedia Journalism degree is a component of the multiple disciplines offered by the School of Social Sciences and Communications.

Program Objectives:

The general objectives in all school curricula and programs are to:

1. Maintain academic excellence through study, teaching, and social research.
2. Promote the knowledge and preservation of the local, national, and universal cultural values.
3. Develop the understanding that collaboration is necessary to achieve the sharing of ideas within disciplines, institutions, communities, and nations.
4. Develop the capacity to analyze problems and seek solutions.
5. Promote understanding of the human condition, helping students to view the world with compassion and promoting responsible and ethical behavior.
6. Provide the student with interdisciplinary knowledge that makes it possible to understand modern society and its primary social problems.
7. Help the student to obtain a scientific and philosophic education, analytical and observant of human and organizational behavior.
8. Foster critical analysis and research of the economic, social, and political situation in the United States' today, and encourage interest in searching for alternative models and solutions.
9. Prepare the student to pursue graduate studies in the social sciences and communication fields.

Based on the School of Social Sciences and Communications (SSCC) objectives the Master in Communications- Multimedia Journalism has the following objectives:

1. Apply the principles and laws that protect freedom of speech, press, and assembly both at the national and international levels.
2. Analyze the history and development of communications in society and the role of professionals that work in the field.
3. Apply the principles of social respect and diversity that permeates society and understand its relation to communications and diversity of cultures in a global society.
4. Apply the principles, theories, concepts, and fundamental models of social communications in the presentation of written and audio-visual news stories.
5. Apply the ethical principles of the profession, respecting truth, accuracy, impartiality, and diversity.
6. Demonstrate critical thinking, creativity, and independent thinking skills and use them to solve conflicts and problems in a creative firm in the field of multimedia journalism.
7. Apply investigative techniques to obtain the necessary information to identify problems in the journalistic field and establish the strategies needed to solve them.
8. Write correctly and clearly in forms and styles appropriate in the field of multimedia journalism.
9. Apply the most recent tools and technologies of communications and recognize its impact in today's digital era.
10. Critically evaluate their work and that of others for accuracy, precision, and clarity in the use of English and Spanish.

B (4) Academic Content of Program:

Sistema Universitario Ana G. Méndez Universidad Ana G. Mendez-Gurabo Campus School of Social Sciences and Communications Program Title: Multimedia Journalism Credential Issued: Master in Communications (MA) Degree Requirements: 33 Credits			
Core Professional Courses (15 Credits)*			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
COMM 51O-O Contemporary Theories of Communications	3		
COMM 511-O Development and Management of Media Enterprises	3		
COMM 515-O Research Methods in Communication	3		
COMM 517-O Communications and New Media	3		
COMM 520-O Advanced Writing for the Media	3		
Major Courses (18 Credits)			
Courses	**CRS**	**UT-T**	**Pre-Requisite**
COMM 540-O Journalism and Globalization	3		COMM 510-O
COMM 541-O Fundamentals of Multimedia Journalism	3		COMM 510-O COMM 520-O
COMM 542-O Journalistic Writing for Multimedia	3		COMM 510-O
COMM 545-O Investigate Journalism for Multimedia	3		COMM 510-O COMM 515-O COMM 520-O
COMM 550-O Project	3		All Courses

Elective Courses (Students will select one of the following courses) (3 Credits)			
COMM 512-O Legal and Ethics Aspects of Communications	3		
COMM 543-O Journalism and Public Affairs	3		
COMM 544-O Environment, Conflict and Crisis News	3		
* Revised 10/31/16			

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

The proposed MA Multimedia Journalism 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 forensic investigations and resources in the journalism and modern communications 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. Furthermore, programs of similar content offered by the other Universities in the area do not incorporate the two-way dual language immersion methodology. They do not incorporate the essential elements of the Discipline-Based Dual Language Immersion Model® that have proven effective through institutional assessment to "offer students the opportunity to pursue a university degree in the field of their choice while at the same time they develop their language skills in English and Spanish in order to function effectively as dual language professionals".

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 with societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, the UAGM-Gurabo Campus MA major in Multimedia Journalism 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 Multimedia Journalism 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.

Also, because of the increase of participation by Hispanics in the overall population of the DMV area, there is a significant opportunity for employment and advancement of bilingual Masters in Communication graduates with critical skills, including the mastery of traditional news formats and the use of the newer multimedia formats. Moreover, the curriculum design promotes and embraces diverse

areas in the field of communications as well as the ability to develop new products in numerous multimedia platforms that will help transcend cultural, language and territorial frontiers.

C (2) Consistent with the 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 MA degree in Multimedia Journalism that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of communication and journalism-related positions throughout Maryland. Also, 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 communication and journalism 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 has led to Hispanics becoming the largest minority in the United States. This trend has not been accompanied by a corresponding growth of Hispanics entering and finishing undergraduate and graduate degrees in higher education. According to the 2016 U.S. Census, Hispanics attained undergraduate and graduated degrees at a lower level than other races and ethnic groups, with fewer adult Hispanics (11%) earning a bachelor's degree, compared to Asians (32%), Whites (23%) and Blacks (15%). At the graduate level, fewer adult Hispanics (4%) earned a master's degree compared to Asians (17%), Whites (10%), and Blacks (7%). The same trend was found at the doctoral level, with fewer Hispanics (.7%) attaining doctoral degrees than Asians (5%), Whites (2%), and Blacks (1%). This underrepresentation at the undergraduate and graduate levels among the largest minority group creates an opportunity for UAGM to offer minority students an innovative path to the attainment of higher education degrees.

UAGM-Gurabo Campus 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 Hispanics 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 MA major in Multimedia Journalism program will attract the following groups of students in the state (although it may be of interest to other student populations as well):

11. Hispanic working adults who pursue a career in the communication and journalism field and need to improve English language proficiency.
12. Adults are working full-time in local communication and journalism mediums with responsibilities in Hispanic community outreach and provision of services.
13. Hispanic adults are pursuing bilingual careers in nonprofit, trade, and professional organizations and private industry with a focus on communications and journalism.
14. Transfer students from bachelor's degrees 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 graduates in the program area in State and Region.

Demand and employment growth in this occupational area is significant with single digits percentage increases, but Hispanic under-representation in the area exists providing support for the proposed academic offering.

MA Multimedia Journalism (CIP Code 09.0401)

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**
25-1122	Communications Teachers, Postsecondary	379	419	40	34
27-3021	Broadcast News Analysts	188	197	9	20
27-3022	Reporters & Correspondents	6248	6331	83	618
27-3041	Editors	10493	11326	833	1134
27-3043	Writers & Authors	5992	6336	344	559
		23300	24609	1309	2365

2016	Total Graduates	Total Hispanics	% Hispanics
Journalism Master's degree	79	4	5%

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

B (2) Area of specialization: Major in Social and Community Services

(CIP Code 13.1102)

B (3) Purpose and objectives of the program:

Program Description

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

The curriculum includes 100 hours of practicum experience in the field of the required 36 credits. Practicum locations will be based on the student's area of interest and must be approved.

This program is not designed to meet licensure requirements for the social work and counseling professions.

Program Objectives

Students will be able to**:**

- Apply knowledge and understanding of fundamental theories in guidance, counseling, career, and adult development to help students and adults with their education, career, and professional development.

- Use advising and counseling theories, techniques, and skills to analyze client's needs, develop goals and implement a plan of action that promotes life planning towards academic success, career, and adult development

- Use skills in conflict management, problem-solving, and decision-making to support and guide individuals through life transitions and efficacy.

- Demonstrate effective oral and written communication in English and Spanish for relationship building with individuals and stakeholders, professional administrative duties, and disseminate and present materials to promote civic engagement.

- Apply knowledge of ethical issues and legal aspects of advising in post-secondary institutions, profit, non-profit, and government settings.

- Design and implement programs for diverse populations understanding human needs, addressing collected data, and using best practices to advise on educational goals and career advancement to help resolve underemployment or unemployment.

- Use assessment techniques to inform advising.

- Understand the context and role of diversity to establish and implement culturally relevant and inclusive professional advising practices for students and adults in post-secondary institutions, community service, and businesses.

- Use educational research to maintain high-quality performance in practice.
- Understand the range and characteristics of community resources and their conceptual models for direct care, resource sharing, and services.
- Evaluate interventions most appropriate to help students and adults in overcoming educational and social barriers to improve their performance, garnering support, and resources in their community.

Program Outcomes

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

B (4) Academic Content of Program:

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

Core Professional Courses (21 credits)			
Courses	**CRS**	**UT**	**Pre-Req.**
ESCS 578-O Introduction Social and Community Services	3	New Course	
EDUC 580-O Education Psychology: Human and Growth Development	3		
EDUC 582-O Legal and Ethical Issues in Counseling	3		EDUC 578-O Introduction to Social and Community Services
EDUC 588-O Instruments and Techniques for Measurement and Assessment	3		EDUC 578-O Introduction to Social and Community Services EDUC 582-O Legal and Ethical Issues in Counseling
EDUC 584-O Individual Counseling Techniques	3		EDUC 588-O Instruments and Techniques for Measurement and Assessment
EDUC 585-0 Group Counseling Techniques	3		EDUC 588-O Instruments and Techniques for Measurement and Assessment
EDUC 634-O Educational Research Methods	3		18 credits from core professional courses
Major in Social and Community Services (15 credits)			
EDUC 633-O Development and Management of Counseling Programs	3		EDUC 634-O Educational Research Methods
EDUC 586-O Career Counseling	3		
ESCS 601-O Service Delivery Systems and Access	3	New Course	
ESCS 602-O Student Affairs	3	Revised Course	
ESCS 652-O Practicum in Social and Community Services	3	New Course	Core professional and major courses
Language skills in English and in Spanish will be assessed with a placement test. Additional language courses may be needed according to the student's scores in placement tests. If students qualify for Preparatory Language Courses or developmental Language Courses, they must enroll in the courses immediately to increase academic performance in the language. Students must abide with the minimum required hours and policies set by the state and local education agencies for practicum experiences. Students must comply with state and local education certification requirements for the degree, as applicable. Revised April 8, 2019			

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

The proposed M. ED. in Social and Community Services 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 social, community services, and resources within academic, non-profit, and profit organizations while gaining academic language proficiency needed to meet

professional competencies in their field.   This program does not duplicate any other program, as the incorporation of a dual language program at the university level is unique in Maryland, and the U.S. Furthermore, programs of similar content offered by the other Universities in the area do not incorporate the two-way dual language immersion methodology. They do not incorporate the essential elements of the Discipline-Based Dual Language Immersion Model® that have proven effective through institutional assessment to "offer students the opportunity to pursue a university degree in the field of their choice while at the same time they develop their language skills in English and Spanish in order to function effectively as dual language professionals".

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

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

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

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

C (2) Consistent with the 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 M Ed., a degree in Social and Community Services that encourages program completion in a dual-language setting will maximize employable bilingual candidates in a variety of service positions throughout Maryland. Also, 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 community and social services 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)

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

Quick Facts: Social and Community Service Managers	
(CIP Code 13.1102)	
2017 Median Pay	$64,100 per year $30.82 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	Less than five (5) years
On-the-job Training	None
Number of Jobs, 2016	147,300
Job Outlook, 2016-26	18% (Much faster than average)
Employment Change, 2016-26	26,500

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

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

In the State of the State Report in 2015[1], five main principles were presented, two of which this degree program will directly impact:

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

The Social and Community Services program will prepare professionals who could guide individuals, in educational institutions, businesses, and community centers they serve, through quality decision-making into pipelines of "partnerships of State and local partners, businesses, economic development, education, and community

stakeholders."[1] Threading Maryland's workforce through systems like Employment Advancement Right Now (EARN) that connects them to the education, training, and professional development they need, will immediately impact the state's economy.

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

Demand and employment growth in this occupational area is significant, with high single digits percentage increases for MD and double digits percentage increases for the Nation.

Projected Employment for Social and Community Service Managers in MARYLAND

(CIP Code 13.1102)

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

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

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

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

B (1) Degree to be Awarded: Bachelors in Nursing Sciences (BSN) (128 Credits)

B (2) Area of specialization: RN to BSN

(CIP Code 58.3801)

B (3) Purpose and objectives of the program:

Program Description

The Bachelor of Science in Nursing, with the track RN to BSN option, prepares the registered nurse for additional responsibilities and positions within the healthcare environment. Building on the framework of knowledge, skills, and competencies acquired during the pre-licensure nursing program, the coursework will further develop the nurse in providing and leading care to diverse populations across the lifespan.

Student Learning Outcomes
Upon completion of the program, the student will demonstrate the knowledge, skills, and competencies necessary to:

1. Apply learned concepts and skills to complex problems and challenges based on knowledge of sciences, cultures, and society.
2. Use organizational and system leadership skills to improve quality care and patient safety.
3. Integrate evidence-based practice into the care of the patient, community, and population.
4. Use information management and technology in the care of a diverse population.
5. Examine policy, finance, and regulations relative to diverse healthcare environments.
6. Incorporate inter-professional communication and collaboration to improve health-related outcomes.
7. Use knowledge to promote population health and prevent escalation of disease and conditions.
8. Demonstrate professionalism in the delivery and leadership of healthcare.
9. Integrate the knowledge, skills, and attitudes into the care of individuals, families, groups, communities, and populations in a variety of healthcare settings.

Admission Requirements

1. Applicant must be a graduate from a state-approved pre-licensure associate or diploma registered nurse program
2. Applicant must have a standard high school diploma or its equivalent
3. Provide official transcripts from a state-approved pre-licensure associate or diploma registered nurse program
4. Applicant must hold an unencumbered license as a registered nurse
5. Applicant must undergo an admission interview
6. Applicant must have a cumulative grade point of average of 2.75 on a scale of 4.00

General Education Requirements

To be awarded the degree of Bachelor of Science in Nursing (BSN), all applicants must complete the required general education course work before starting the nursing concentration courses for the RN to BSN program option. Upon evaluation of official transcripts from the accredited pre-licensure associate or diploma registered nurse program, the student will be transferred credits for the equivalent courses based on the following requirements.

General Education Course Work	Total Credits
Arts and Humanities	21
English Composition	9
Social Sciences and Behavioral Sciences	12
Mathematics	6
Biological and Physical Sciences	15
Total	**63**

Transferable Nursing Concentration Credits

Upon evaluation of the official transcripts from the accredited pre-licensure associate or diploma registered nurse program, students will receive 29 transfer credits for the following nursing concentration credits for the equivalent coursework:

- NURS 201-O Fundamentals of Nursing,
- NURS 203-O Pharmacology,
- NURS 303-O Medical-Surgical Nursing,
- NURS 304-O Maternal and Child Nursing,
- NURS 305-O Nursing Care of Children and Adolescents
- NURS 404-O Mental Health Nursing,

Nursing Concentration Required Coursework

The following coursework for 36 credits is required to complete the degree of Bachelor of Science in Nursing (BSN):

- NURS 205-O Pathophysiology
- NURS 206-O Health Assessment and Promotion
- NURS 309-O Organizational and System Leadership
- NURS 210-O Nursing Informatics
- NURS 307-O Evidence-Based Practice
- NURS 308-O Healthcare Policy
- NURS 416-O Healthcare Quality and Outcomes
- NURS 417-O Clinical Prevention and Population Health
- NURS 405-O Nursing Leadership
- NURS 446-O Capstone RN to BSN

B (4) Academic Content of Program:

Ana G. Méndez University - Gurabo, School for Professional Studies Program Title: Nursing (RN to BSN) Credential Issued: Bachelor of Science (B.S.) Degree Requirements: 128 Credits

General Education Credits Accepted (63 credits) General Education courses must be completed before starting the RN to BSN nursing concentration courses.

Courses	Total Credits 63	UT	Additional Comments
Art and Humanities	21		Humanities, Philosophy, College Spanish, Speech Communication, Public Speaking
English Composition	9		College English Composition, literature or public speaking
Social Sciences and Behavioral sciences	12		College level Psychology, Sociology, Human Growth & Development Maximum of 3 credit hours in Research Methods
Mathematics	6		Basic college mathematichs, Algebra or Statistics
Biological and Physical Sciences	15		College level Biology, Chemistry or Microbiology with Lab, Anatomy and Physiology with Lab and Computer Sciences

Transfer of Nursing Credits from Official Transcript (29 Credits)			
Courses	Credits	UT	Additional Comments
NURS 201-O Fundamentals of Nursing	5		
NURS 203-O Pharmacology	4		
NURS 303-O Medical-Surgical Nursing	5		
NURS 304-O Maternal and Child Nursing	5		
NURS 305-O Nursing Care of Children and Adolescents	5		
NURS 404-O Mental Health Nursing	5		

In-Program Nursing Concentration Credits (36 Credits)			
Courses	Credits	UT	Additional Comments
NURS 205-O Pathophysiology	3		Pre-Requisite: General Education Requirement
NURS 206-O Health Assessment and Promotion	3		Pre-Requisite: General Education Requirement

NURS 306-O Organizational and System Leadership	3		Pre-Requisite: General Education Requirement
NURS 307-O Evidence-Based Practice	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 210-O Nursing Informatics	3		
NURS 308-O Healthcare Policy	3		Pre-Requisite: NURS 306-O Organizational and System Leadership
NURS 416-O Healthcare Quality and Outcomes	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 417-O Clinical Prevention and Population Health	3		Pre-Requisite: NURS 308-O Healthcare Policy
NURS 405-O Nursing Leadership	3		
NURS 446-O Capstone RN to BSN	9		Pre-Requisite: All Courses
*Language skills will be assessed with a placement test. Additional language courses may be needed according to the student's score on placement tests.			

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

The proposed Bachelor of Science in Nursing, with the track RN to BSN option for the CAC, 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 of school counselors 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 not offered in the state of Maryland.

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

The primary purpose of expanding our nursing program offering to include the RN to BSN program is to prepare registered nurses through an innovative academic offering who can respond to the needs of baccalaureate-prepared nurses that will serve the nation, the state and Latino communities in general.

According to the white paper published by the American Association of Colleges of Nursing titled *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum,* there is a growing movement, as well as high need, to increase baccalaureate-prepared registered nurses in the labor force. Research reports show direct correlations between nursing education and positive patient outcomes and have been addressed by the Institute of Medicine (IOM, 2011) and the Carnegie Foundation for Advancement of Teaching (2009).

In 2010, the AACN Board of Directors made recommendations towards baccalaureate programs, delineating the transition of the nursing role from Associate Degree or diploma to the baccalaureate level, created a task force. Furthermore, one of the top recommendations from IOM's The *Future of Nursing* (2010) stresses the importance of increasing the proportion of nurses with a BSN to 80 percent by the year 2020. To promote this initiative, colleges

and universities are defining ways to facilitate a seamless transition for access to higher levels of nursing education. Healthcare organizations are assisting by encouraging their nurses to return to school for a BSN and offering tuition reimbursement

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

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

Goal 1: Access and affordability- by offering an affordable RN to BSN degree that contributes to the professionalization of nursing by providing Latino registered nurses the opportunity to continue their professionalization in nursing by obtaining an advanced practice degree while developing their professional language skills. Besides, program completion in the dual-language setting will maximize a student's opportunities in the health system workforce. 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 nursing 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 content where students will apply their knowledge and skills in settings that reflects the daily duties, direct interactions, and responsibilities of a graduate nurse in a health system setting. Also, the students of the RN to BSN program are encouraged to maintain a collaborative, multidisciplinary focus to optimize access to health promotion and disease prevention leading to lower morbidity and mortality of the Latino population in the United States.

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 the nursing field.

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

According to O*Net Online summary report for registered nurses' national and state data, it is projected that by 2026 there will be a need of about 203,700 registered nurses nationally and 3,330 annual job openings in the state of Maryland for the same period. This is a 15 percent change nationally and over an 11 percent change in Maryland from 2016 to 2026, (Occupational Employment Statistics (OES), U.S. Department of Labor, 2018).

Furthermore, in 2018-2019, Maryland, the Hispanic population of 470, 632 make up 8 percent of the total population of 5,773,552. This steady increase of the Latino population migrating to Maryland will create new needs for Maryland's healthcare system, needs that the RN to BSN program will help cover.

Job Outlook- Licensed registered nurses graduating from an associate's or diploma program qualify for entry-level positions as a staff nurse, however, registered nurses with a Bachelor of Science degree in nursing (BSN) will have better positions in nursing, than those without one.

Quick Facts: Registered Nurse(CIP Code 58.3801)	
2017 Median Pay	$70,000 per year $33.65 per hour
Entry-level Education	Bachelor's degree

Work experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	2,955,200
Job Outlook, 2016-2026	15% (much faster than average)

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, School and Career Counselors, on the Internet at https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-4 (Retrieved *April 9, 2019*).

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

Demand and employment growth in this occupational area is significant, with double digits percentage increases in MD and the Nation.

Projected Employment for Registered Nurses in Maryland (CIP Code 58.3801)

National	Employment		Percent Change	Projected Annual Job Openings*
	2016	**2026**		
United States	2,955,200	3,393,200	15%	203,700

State	Employment		Percent Change	Projected Annual Job Openings*
	2016	**2026**		
Maryland	51,780	57,700	+11%	3,330

Source: U.S. Department of Labor's Bureau of Labor Statistics, Occupational Employment Statistics (OES), and Employment Projections programs. U.S. Department of Labor data external site and 2016-2026 employment projections external site. "Projected growth" represents the estimated change in total employment over the projections period (2016-2026). "Projected job openings" represent openings due to growth and replacement. https://www.onetonline.org/link/summary/29-1141.00 (retrieved April 9, 2019).

Recent Approval Letter

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary
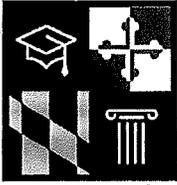
MHEC
Creating a state of achievement

September 11, 2019

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

Dear Chancellor Méndez:

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

Approved programs:

I.   Elementary Education (B.A.)
II.   Secondary Education, Mathematics (B.A.)
III.   Business Administration (B.B.A.) with areas of concentration in:
     i.   Accounting
     ii.   Management
     iii. Marketing
     iv.   Computerized Information Systems
IV.   Bachelor of Science in Nursing (B.S.N.)
V.   Bachelor of Science in Community Health (B.S.C.H.)
VI.   Bachelor of Social Work (B.S.W.)
VII.   Master of Education in Guidance and Counseling (M.Ed.)
VIII. Master of Education in Teaching of English as a Second Language (M.Ed.)
IX.   Master of Science in Nursing (M.S.N.) - Family Nurse Practitioner
X.   Master of Science (M.S.) in Public Affairs - Concentration in Criminal Justice

XI.   Master of Arts (M.A.) in Communications - Concentration in Multimedia Journalism

XII.   Master of Public Affairs (M.A.) - Concentration in Forensic Science

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.maryland.gov. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2022-2023. 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,
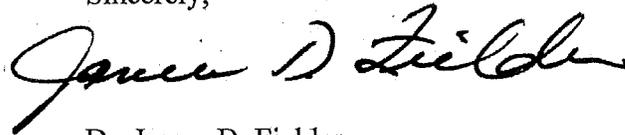
Dr. James D. Fielder
Secretary

JDF:KKS:jmc

C: Mr. Ramon Nieves, VP for National and International Affairs, Universidad Ana G. Mendez
    Ms. Trish Gordon, Associate Director, Veterans Affairs, MHEC

File: 19028