

DUAL LANGUAGE PROFESSIONAL COMPETENCIES

Performance Outcomes and Performance Indicators©

Discipline-Based Dual Language Immersion Model®



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Vision

AGMUS Ventures Inc. will be a global leader in facilitating delivery of high-quality, value-centered, accelerated dual language education.

Mission

AGMUS Ventures Inc. is a corporation organized for the development and dissemination of accelerated dual language higher education programs. We are recognized as a world-class organization in the development of innovative opportunities for access to higher education through our products, services, and partnerships.

Values

AGMUS Ventures Inc. is committed to:

1. *Creating opportunities and facilitating access to higher education.*
2. *Meeting and exceeding the needs and expectations of our clients.*
3. *Fostering a high-quality educational experience to Learners that promotes personal integrity and prepares them for a lifetime of service.*
4. *Creating an environment that fosters human development and value clarification for the learning community and the learners we serve.*
5. *Running our business in a fiscally responsible manner that will produce a fair return for our Shareholders.*

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Introduction

Competencies describe what Learners should know and be able to do in their discipline of study and set the expectations for student learning. Competencies also guide facilitators and programs in creating a rigorous and clear sequence of instruction. A systemic approach to continuous improvement through competency-based education is built on the following strategic features:

1. Establish a foundation for competency-based education;
2. Adopt competencies that help facilitators ensure Learners have the skills and knowledge they need to be successful in college and careers;
3. Align curriculum, instruction, and assessment with discipline and language competencies;
4. Provide professional development at all program levels;
5. Ensure that necessary administrative and academic mechanisms are in place to sustain quality education;
6. Monitor local implementation of competency-based education and evaluate on-going learning outcomes.

(Adapted from US Department of Education, Office of Vocational and Adult Education)

The *Dual Language Professional Competencies* framework addresses the skills needed to become a dual language professional in the selected degree program. These skills are delineated in four main areas: Conceptual/Cognitive, Language Proficiency, Communication Skills, and Interpersonal Relationships as seen in **Figure 1**.

Figure 1: Dual Language Professional Competencies Framework



The skills described below are part of the *Dual Language Professional Competencies* that are required and must be mastered by all dual language professionals in their degree program. The competencies focus on:

Conceptual/Cognitive Skills:

- Generate Innovative Creative Ideas
- Coordinate Projects
- Analyze/Interpret Data
- Use Critical Thinking for Problem Solving
- Synthesize Proactively

Language Proficiency Skills:

- Bilingual and Bi-literate in the Four Language Skills (listening, speaking, reading, and writing)
- Spelling & Grammar
- Professional Translations
 - Oral
 - Written
- Summarize Information Accurately
- Use of Sophisticated Professional Vocabulary
- Use of Technical Professional Jargon
- Read, Understand, and Apply Knowledge for Positive Decision Making

Communication Skills:

- Make Coherent Presentations (reports, proposals)
- Support Opinions
- Express Ideas (hypothetical & situational)

Interpersonal Skills:

- Team-Work
 - Collaboration
 - Trust
 - Professional Ethics
 - Excellence
 - Humble
- Interpersonal Interaction
 - Respect

In addition to these dual language professional skills, the *Dual Language Professional Competencies* framework make up the core learning goals and objectives for each degree discipline. Disciplines are grouped by field of study:

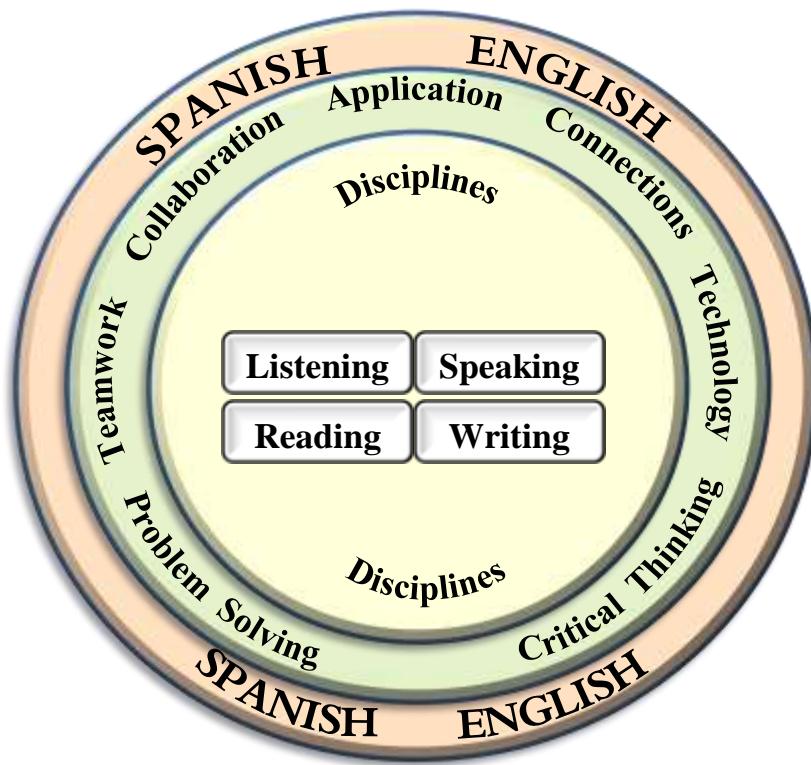
1. Education Programs: Bachelor of Arts in Elementary Education (BA), Bachelor of Arts in Pre-K and Primary Education (BA), Bachelor of Arts in Special Education (BA), Master of Science in Administration of Adult Education (MS), Master of Science in Educational Leadership (MS), Master of Education in Guidance and Counseling (M ED)
2. Criminal Justice Programs:
 - a. Bachelor of Arts in Social Sciences (BA)
 - b. Master of Science and Public Affairs (MSPA)
3. Psychology Program:
 - a. Bachelor of Science in Psychology (BS)
4. Nursing Programs:
 - a. Bachelor of Science in Nursing (BSN)
5. Business Administration Programs: Bachelor of Business Administration in Management (BBA), Master of Business Administration in Management (MBA), Bachelor of Business Administration in Marketing (BBA), Bachelor of Business Administration in Accounting (BBA), Bachelor of Science in International Tourism and Hospitality Management (BS), Master of Business Administration in Human Resources (MBA), Bachelor of Science in Health Services Management (BS), Bachelor of Business Administration in Computerized Information Systems (BBA), Bachelor of Science in Office Technology Management (BBA), Master of Business Administration in Management and Strategic Leadership (MBA), Master of Public Administration in Public and Non-Profit Management (MPA).

NOTE: A few degree programs offered at our SUAGM USA Branch Campuses have not developed *Dual Language Professional Competencies*. As soon as these become available, this document will be updated and sent to all faculty members at our universities. The only degree programs that do have Dual Language Professional Competencies are the ones that are included in this document. Our faculty members/facilitators for programs that do not have Dual Language Professional Competencies, may review the programs that are included and use the ones that apply to their degree program.

LANGUAGE COMPETENCIES ACROSS THE DEGREE DISCIPLINES

Dual Language Professional Competencies are founded on the premise of developing full proficiency in Spanish and English in the four language domains (listening, speaking, reading, and writing) in each discipline of study, and are guided by a set of key premises. **Figure 2** highlights the main elements of the *Dual Language Professional Model* in order to achieve *Dual Language Professional Competencies*.

Figure 2: Dual Language Professional Model



Dual Language Professional Competencies

Language Domains

The Dual Language Professional Competencies are based on the integration of the four language domains: listening, speaking, reading, and writing. Learners are expected to achieve these competencies in both English and Spanish in their discipline of study by the time they complete their degree.

Listening: Learners understand messages spoken by others, and are able to listen carefully, using specific techniques to clarify what they have heard. Learners apply listening skills as individuals and members of a group in a variety of settings such as lectures, discussions, conversations, team projects, presentations, and interviews.

Speaking: Learners orally communicate effectively in professional and social settings. Learners speak appropriately according to the situation and make messages understood, using correct grammar, sentence structure, tone, expression, and emphasis.

Reading: Learners read fluently, comprehend, and acquire knowledge through a broad range of written materials, both traditional and electronic print, pertaining to their discipline. Learners use strategies and processes for constructing meaning before, during, and after reading.

Writing: Learners demonstrate their knowledge through writing for a variety of audiences and purposes through different writing styles that include standard rhetoric themes, business letters and reports, financial proposals, and technical and professional communications. Learners develop high-levels of writing skills and produce documents that show planning and organization as well as conveying effectively the intended message and meaning.

DUAL LANGUAGE PROFESSIONAL COMPETENCIES

KEY PREMISES

The *Dual Language Professional Competencies* follow a set of key premises that enhance students' learning, academic outcomes, and career readiness. Included are:

Applications

Learners demonstrate and deepen their understanding of discipline knowledge and skills, as well as bilingual/bi-literate proficiencies, by applying these to real life professional situations and environments. Application of learning provides learners with meaningful opportunities for practice that result in deeper understanding and command of information and skills.

Problem Solving and Critical Thinking

Learners engage in problem-solving and critical thinking using their bilingual/biliterate abilities while applying newly acquired knowledge and skills. Learners formulate and propose solutions supported by reason and evidence using language appropriate to the discipline of study. Solving problems requires that learners understand ideas, ask and answer questions, convey own ideas, and explain their thought process and reasoning. Problem solving is fundamental in comprehending reading materials and conveying concepts/ideas through writing.

Collaboration and Teamwork

Students learn and contribute both individually and as members of groups or teams using their bilingual/bi-literacy skills. Teamwork requires that learners use highly developed levels of the four language domains to: clearly speak and communicate orally; listen to and understand others; read and comprehend text and write effectively. Learners must be able to search, select, and understand a variety of sources, including written text and visual media, to effectively contribute to the group learning.

Connections

Learners continually make connections in learning: between newly acquired information and their prior knowledge; between their first and second language; across disciplines; among the four language domains; between cultures, and norms.

Technology

Learners develop skills to effectively use technology to learn, create, explore, and apply acquired knowledge and skills in both languages and through all four language domains. Learners understand and utilize technological tools and digital media relevant to their discipline of study to access information, process ideas, solve problems, manage projects, and communicate results.

DUAL LANGUAGE PROFESSIONAL COMPETENCIES

LANGUAGE PROFICIENCY LEVELS

The different *language proficiency levels* that learners may have achieved are taken into account as they progress to full proficiency in both languages. The *Dual Language Professional Competencies* follow recommended standards from TESOL (*Teachers of English to Speakers of Other Languages*) and WIDA (*World-Class Instructional Design and Assessment*). English proficiency levels and standards provide benchmarks as students progress through their English language development. WIDA's five proficiency levels –*Entering, Beginning, Developing, Expanding*, and *Bridging* are based on expected *Performance Indicators* that describe what students can do in academic English in the areas of listening, speaking, reading, and writing. According to the WIDA standards, the performance definitions for each proficiency level are based on three criteria related to the learners' increasing knowledge of:

- comprehension and use of the technical language in the content areas;
- linguistic complexity of oral interaction or writing;
- phonologic, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum.

The following set of rubrics describes the type of skills and abilities that the learners are capable of obtaining according to the five language proficiency levels. These represent a general overview of the four language domains in the context of second language learners and different language proficiency levels. The expectations for learners who are at different stages of language development should be adapted to each area of study by incorporating discipline-specific learning goals to each of the five language levels.

LISTENING

The learners process, interpret, and evaluate spoken language in a variety of situations.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.	Demonstrate understanding of the listening process (sender, receiver, and message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	Demonstrate ways (ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	Apply listening skills as individuals and members of a group in a variety of settings (lectures, discussions, conversations, team projects, presentations, interviews).	Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.
Ask questions and respond to questions from the facilitator and from group members to improve comprehension.	Ask and respond to questions related to oral presentations and messages in small and large group settings.	Compare a speaker's verbal and nonverbal messages.	Apply listening skills in practical settings (note taking, interpersonal conflict situations, giving and receiving directions, evaluating messages).	Use techniques for analysis, synthesis, and evaluation of oral messages.
Follow simple oral instructions accurately.	Carry out a variety of oral instructions.	Carry out multistep oral instructions.	Restate and carry out multistep oral instructions.	Follow complex oral instructions.

SPEAKING

Learners engage in oral communication in a variety of situations for a variety of degree discipline purposes and audiences.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Present brief oral reports, using graphic organizers with simple phrases/vocabulary appropriate to the message and audience.	Present oral reports using graphic organizers to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; use visual aids and technology as support.	Deliver planned informative and persuasive oral presentations using visual aids and technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (peers, community, business/industry, local organizations) using appropriate visual aids and technology.
Participate in discussions around a common topic using simple phrases and vocabulary.	Use longer phrases and increased vocabulary apply speaking skills and procedures to participate in group discussions.	Design and produce reports and multi-media compositions that represent group projects.	Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.

READING

Learners process, interpret, and evaluate written language in a variety of situations for an array of purposes and audiences.

Apply Word Analysis and Vocabulary Skills to Comprehend Selections and Reports.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Apply word analysis skills (phonics, word patterns) to recognize new words.	Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	Apply knowledge of word origins and derivations to comprehend words used in specific content areas (scientific, literary, and mathematical).	Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	Analyze the meaning of words and phrases in their context.	Compare the meaning of words and phrases and use analogies to explain the relationships among them.	Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

Apply Reading Strategies to Improve Understanding and Fluency

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	Preview reading materials, make predictions and relate reading to information from other sources.	Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	Relate reading to prior knowledge and experience and make connections to related information.
Identify genres (forms and purposes) of fiction, nonfiction, and electronic forms.	Identify structure (description, compare/contrast, cause and effect, sequence) of texts to improve comprehension.	Identify text structure and create a visual representation (graphic organizer, outline, and drawing) to use while reading.	Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	Analyze the defining characteristics and structures of a variety of complex texts.
Continuously check and clarify for understanding (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Continuously check and clarify for understanding (clarify terminology, seek additional information).	Continuously check and clarify for understanding (draw comparisons to other readings).	Read discipline-based material with fluency and accuracy.	Evaluate a variety of compositions for purpose, structure, content and details for use in class or at work.
Use information to form questions and verify predictions.	Use information to form and refine questions and predictions.	Use information to form, explain and support questions and predictions.	Use questions and predictions to guide reading.	Use questions and predictions to guide reading across complex materials.
Identify important themes and topics.	Make and support inferences and form interpretations about main themes and topics.	Interpret and analyze entire text using point of view and theme.	Explain and justify an interpretation of a text.	Analyze and defend an interpretation of text.
Make comparisons across reading selections.	Compare and contrast the content and organization of selections.	Compare, contrast and evaluate ideas and information from various sources.	Interpret, evaluate and apply information from a variety of sources to other situations (academic, vocational, technical).	Summarize and make generalizations from content and relate them to the purpose of the material.
Use information presented in simple tables, maps and charts to form an interpretation.	Connect information presented in tables, maps and charts to printed or electronic text.	Interpret tables that display textual information and data in visual formats.	Interpret tables, graphs and maps in conjunction with related text.	Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.

WRITING

Learners engage in written communication in a variety of situations for a variety of purposes and audiences.

Use Correct Grammar, Spelling, Punctuation, Capitalization, and Structure.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Construct simple phrases and sentences using high-frequency words.	Write compositions that contain complete sentences and effective paragraphs using standard conventions.	Write paragraphs that include a variety of sentence types; appropriate use of grammar conventions; and accurate spelling, capitalization and punctuation.	Edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization, and punctuation.	Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

Communicate Ideas in Writing to Accomplish a Variety of Discipline-Based Purposes.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Write for a variety of purposes including description, information, explanation, persuasion, and narration using simple phrases and vocabulary, and graphic organizers.	Write for a variety of purposes and for specified audiences in a variety of forms including narrative, expository, and persuasive writings using complete sentences and increasingly more sophisticated vocabulary.	Compose narrative, informative, and persuasive writings, (literature reviews, instructions, and news articles) for a specified audience.	Write for situations in academic, professional, and civic contexts (job applications, business letters, and petitions). Adapt content, vocabulary, voice, and tone according to the audience, purpose, and situation.	Communicate information and ideas in informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats.
Create media compositions or productions which convey meaning visually for a variety of purposes with simple phrases and vocabulary.	Produce and format compositions for specified audiences using technology, using complete sentences, and increasingly more sophisticated vocabulary.	Using technology, produce compositions, and multimedia works for specified audiences.	Produce compositions and multimedia works using technology for specified audiences and use technical terminology.	Create expanded multimedia written projects, proposals, plans with clarity, cohesion, and effectiveness.

Compose Well-Organized and Coherent Writing for Specific Purposes/Audiences in Degree Disciplines.

LANGUAGE PROFICIENCY LEVELS				
1 ENTERING OR STARTING	2 BEGINNING OR EMERGING	3 DEVELOPING	4 EXPANDING	5 BRIDGING
Use prewriting strategies to generate and organize ideas (focus on one topic; organize writing to include a beginning, middle, and end; use descriptive words when writing about people, places, things, events).	Generate and organize ideas using a variety of planning strategies (mapping, outlining, and drafting).	Produce documents that convey a clear understanding and interpretation of ideas; and convey information and display focus, and organization.	Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support, and overall coherence.	Using technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

LANGUAGE PROFESSIONAL COMPETENCIES *PERFORMANCE LEARNING OUTCOMES*

The eight ***Performance Learning Outcomes*** delineated below are well-grounded on the four language domain competencies and key premises, previously described, which represent the general learning outcomes that dual language professionals should be able to demonstrate at graduation in both Spanish and English.

Language Domains	<i>Performance Learning Outcomes</i>
L-S-R-W	1. Develop ideas from <i>reading</i> and/or <i>listening</i> in order to think critically and effectively solve problems through <i>written</i> , <i>oral</i> and/or visual means in both languages.
L-S-R-W	2. Prepare a <i>written</i> report or <i>oral</i> presentation applying acquired knowledge/skills through <i>listening</i> and/or <i>reading</i> that proposes a solution to a problem using a variety of vocabulary, including appropriate discipline-based terminology in both languages.
L-S-R-W	3. Develop a <i>written</i> and/or visual action plan based on information gathered through <i>listening</i> and/or <i>reading</i> to address work-related needs using discipline-based language and present it <i>orally</i> in both languages.
L-S-R-W	4. Organize, classify, and connect new information, ideas, and knowledge acquired through <i>listening</i> and <i>reading</i> , using discipline-based <i>written</i> (visuals or text) and <i>oral</i> language (presentation) in both languages.
L-S-R-W	5. Develop and present a persuasive argument in both languages based on knowledge acquired through <i>listening</i> and/or <i>reading</i> to support personal point of view through <i>oral</i> , visual, or <i>written</i> means.
L-R-W	6. Create a <i>written</i> innovative product/artifact in both languages (lesson plan, business strategy, health care proposal) by integrating new information acquired through <i>listening</i> and/or <i>reading</i> with prior knowledge in Spanish and English.
L-R-W	7. Summarize in <i>writing</i> the main idea of a <i>text</i> or <i>oral</i> presentation using correct grammar and spelling in both languages.
L-S-R-W	8. Present a group project integrating innovative technology in both languages and using the four language domains.
<i>L-Listening</i> <i>S-Speaking</i> <i>R-Reading</i> <i>W-Writing</i>	

DEGREE DISCIPLINE PERFORMANCE INDICATORS

DEGREE DISCIPLINE PERFORMANCE INDICATORS

The following **Performance Indicators** describe general discipline-specific tasks that dual language learners should be able to perform in both English and Spanish at the completion of their studies. The tasks require that learners use and develop the four language domains. To accomplish these tasks, learners must *read* and *listen* in order to gather information, increase their knowledge, and develop deeper understandings about their discipline. These in turn provide the bases for the learners' ability to *speak* and *write* about the knowledge and understanding that they have obtained by utilizing various oral and written means. Dual language learners are expected to show mastery of the goals and objectives required for their degree program.

EDUCATION

Bachelor of Arts in Elementary Education	Universidad del Turabo
PERFORMANCE INDICATORS	
Develop strategies or action plans after analyzing specific teaching and learning situations.	
Identify and solve problems on a specific situation, using specialized educational terminology appropriately.	
Prepare and present an improvement proposal that demonstrates accurate content knowledge and the needs of the learner.	
Gather, analyze, and use data and technology to measure learner progress and assessment.	
Solve academic concerns of elementary education students in a creative way.	
Communicate effectively verbally and in writing in meetings with parents and elementary education professionals.	
Translate documents to facilitate information to students at the elementary education level and the parents.	
Use appropriate assessment instruments and analyze data to meet linguistic and academic needs of students.	
Develop and use appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, and home learning.	
Implement culturally responsive instructional strategies to meet the needs of all students.	
Prepare materials, documents, and other means of communications to facilitate information and communication with students, parents, and the community.	
Demonstrate behaviors consistent with the highest legal, ethical, and professional standards of the profession.	
Use professional academic language related to the field of elementary education.	
Demonstrate proper use of both languages in the field of elementary education and master the essentials of grammar, spelling, and punctuation.	

PERFORMANCE INDICATORS
Develop strategies or action plans after analyzing specific situations in the Pre-K and primary education environment, such as students' needs, development, performance, and behavioral patterns
Identify and solve problems on a specific early childhood situation using specialized educational terminology appropriate.
Develop and analyze data to develop an effective instructional plan.
Use and analyze data related to Pre-K and primary education programs to use effectively in meetings.
Identify linguistic and academic challenges within the Pre-K and primary education environment.
Analyze data and write an instructional report to improve performance.
Facilitate the process of effective communication with culturally and linguistically diverse parents of early childhood students.
Administer and analyze assessment data to create an effective instructional plan.
Work with the technology team cooperatively in order to integrate technology into early childhood instruction, such as software for phonics, oral reading, games, assessment, etc.
Communicate effectively verbally and in writing in meetings with parents and early childhood education professionals.
Use professional academic language related to the field of Pre-K and primary education (K – 3).
Develop and use appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, and home learning activities.
Implement culturally responsive instructional strategies to meet the needs of all students.
Prepare materials, documents, and other means of communications to facilitate information and communication with students, parents, and the community.
Demonstrate proper use of both languages in the field of Pre-K and primary education and master the essentials of grammar, spelling, and punctuation.

PERFORMANCE INDICATORS
Develop and implement effective strategies (e.g., differentiating, accommodating, and modifying assessment, instruction, and materials) or instructional plans to meet the needs of special education students.
Administer assessments in either English or Spanish (depending on the child's native language) and design behavioral plans to meet the needs of special education students.
Identify and recommend appropriate strategies using specialized educational terminology to meet the needs of special education students.
Develop an individual educational plan with long and short term goals to address the cognitive development levels of special education students.
Formulate a transition individual educational plan to facilitate the transition of the special education students from the school to independent living in the community.
Use assessment data to support personal views in team meetings addressing interventions or annual review of individual educational plans.
Prepare and present an assessment and growth plan that is understandable to culturally and linguistically diverse parents.
Identify students' strengths and weaknesses using observations and formal /informal assessments to explain to the parents, teachers, counselors, etc.
Recommend effective instructional, social /emotional, and independent functioning goals that will be integrated into the <i>Individual Educational Plan (IEP)</i> .
Read psychological reports and related data interpreting results correctly.
Translate written text, reports, and forms to facilitate information to parents, teachers, and students.
Develop an individual educational plan after administering assessments and analyzing the data given in either language.
Integrate assistive technology to enhance instruction when developing an individual educational plan.
Communicate effectively verbally and in writing during teacher-parent conferences, teacher-student conferences, or school- related meetings.
Develop and use appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, and home learning activities.
Implement culturally responsive instructional strategies to meet the needs of all students.
Prepare materials, documents, and other means of communications to facilitate information and communication with students, parents, and the community.
Use professional academic language related to the field of special education.
Demonstrate proper use of both languages in the field of special education and master the essentials of grammar, spelling, and punctuation.

PERFORMANCE INDICATORS	
Develop skills in the analysis of methods and models of research and information management to generate problem solving ideas.	
Apply written communication skills in the development of an essay, action plan, or strategic plan intended to solve a specific issue related to the administration of adult education.	
Develop an action plan or strategic plan in both languages to identify the adult learners' needs to include physical, psychological, and behavioral needs.	
Use diverse graphic organizers to outline the thought process in the analysis and resolution of a specific issue.	
Use the latest literature on a controversial issue related to the administration of adult education and be prepared to use effective oral communication skills to present a persuasive argument in support of a personal point of view.	
Use appropriate technologies to effectively apply written and/or oral communication skills to develop a summary of readings done or classroom material discussed for his/her professional growth.	
Translate written documents from one language to another utilizing appropriate and correct grammar and vocabulary.	
Summarize, analyze, and explain a real life case study based on the administration of adult education and presenting possible solutions.	
Work in a cooperative dual-language classroom environment utilizing appropriate technologies in order to present a project on the administration of adult education.	
Develop and use appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives and learning activities.	
Implement culturally responsive instructional strategies to meet the needs of all adult students.	
Prepare materials, documents, and other means of communications to facilitate information and communication with students, parents, and the community.	

PERFORMANCE INDICATORS
Design a strategic plan that addresses the school management issues.
Achieve school's accountability results on student learning goals.
Explain major theories of organizational leadership and understand the management skills necessary for successful school leadership and <i>instructional leadership</i> .
Demonstrate knowledge and skills to integrate theory, data, research, and ethical standards into the practice of managing a school community.
Demonstrate skills required of educational leaders including finding and using all types of information to define issues, conduct research, and develop clear bilingual communications to convey solutions and ideas.
Demonstrate that <i>student learning</i> and achieving student learning goals are top priority through leadership actions that build and support a learning organization focused on student success.
Work collaboratively to develop and implement an <i>instructional framework</i> that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Recruit, retain, and focus on <i>faculty development</i> to increase an effective and diverse faculty and staff.
Structure and monitor a school learning environment that improves learning for an all diverse student population.
Employ and monitor a <i>decision-making process</i> that is based on vision, mission, and improvement priorities using facts and data.
Manage the organization for effective <i>school management</i> , operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective <i>learning environment</i> .
Practice <i>two-way communications</i> and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
Demonstrate <i>personal and professional behaviors</i> consistent with quality practices in education and as an instructional and community leader.
Use professional academic language related to the field of educational leadership.
Demonstrate proper use of both languages in the field of educational leadership and master the essentials of grammar, spelling, and punctuation.
Understand and implement the use of appropriate curricula, instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, and home activities.
Implement culturally responsive instructional strategies to meet the needs of all students.
Implement exemplary practices for the use of materials, documents, and other means of communications to facilitate information and communication with students, parents, and the community.

PERFORMANCE INDICATORS
Conceptualize technical stages and effective school counseling skills in order to develop an effective supportive process.
Implement effectively the competencies and skills assessed by the state to obtain the Guidance and Counseling (PreK-12) certification. (Florida) (Maryland)
Use professional terminology properly in keeping records and making reports on <i>Behavioral Observations</i> .
Prepare a <i>Needs Inventory</i> (behavioral, affective, cognitive, and systemic) in order to develop an <i>Intervention Plan</i> .
Develop counseling goal maps with sub-goals and specific tasks to meet the linguistic, cultural, and specific needs of students.
Evaluate legal and ethical situations and problem solving to properly serve diverse groups of students and parents.
Integrate new counseling models, e.g., net counseling, as work tools with different ethnic and linguistic populations.
Demonstrate knowledge of multicultural and pluralistic societal changes and trends to implement an effective guidance and counseling program.
Analyze and apply concepts and theoretical proposals to improve instruction for all students with special needs.
Observe, evaluate, and present information for a case referral to improve academic performance.
Manage students' counseling cases in two languages effectively (case management).
Collect and analyze information related to their school counseling work and impact in academic performance of students.
Implement facilitation and group management techniques and apply them to group work in the school setting.
Identify and use basic counseling skills and standards in a school setting based on requirements from the <i>American Counseling Association and the American School Counselor Association</i> .
Use professional academic language related to the field of guidance and counseling.
Demonstrate proper use of both languages in the field of guidance and counseling and master the essentials of oral communication, grammar, spelling, and punctuation.
Demonstrate knowledge of the use of technology in accessing, managing, storing, reporting, and transmitting student information.

CRIMINAL JUSTICE

Bachelor of Arts in Social Sciences

Universidad Metropolitana

PERFORMANCE INDICATORS

Identify the main factors affecting the legal situation and their relative relevance.

Prepare professional reports that include all technical elements and present an argument, support it, and come to a sound conclusion.

Identify the main action steps needed to solve a case/case intervention, and organize those steps in a logical manner.

Define his/her professional point of view and pros and cons related to an issue, support it with evidence, and take into consideration the characteristics of the target audience.

Demonstrate that s/he has and maintains updated and current information in the area of criminal justice through its application in professional activities.

Prepare written and oral summaries of work material (reports, case studies, resources, etc.).

Translate documents considering the professional context of the field.

Propose alternative scenarios/solutions to problems and possible outcomes based on different theories and/or strategies.

Develop team-building and leadership skills at the workplace.

Integrate technology into professional activities.

Use professional academic language related to the field of criminal justice.

Demonstrate proper use of both languages in the field of criminal justice and master the essentials of grammar, spelling, and punctuation.

PERFORMANCE INDICATORS
Analyze specific legal situations and basic principles of criminal justice directed to the understanding of criminal and civil US judicial system.
Identify and solve problems through legal case analysis and memoranda pertaining to the criminal justice and public affairs areas on specific situations using the adequate terminology.
Develop an effective action plan to solve public affairs crisis.
Present a written proposal to an assigned controversial idea (punishment within the criminal justice system and or the administration of the correctional system) in where he/she will develop persuasive arguments to support his/her point of view.
Face public administration and policy beyond the traditional criminal-defendant system and incorporate new models and populations including rehabilitation and crime victims.
Create reports and legal memoranda using correct and proper spelling and grammar while incorporating professional terminology in both languages.
Translate criminal justice and public affairs related documents (legal cases and law enforcement official reports) accurately and correctly from Spanish to English and vice-versa.
Demonstrate communication, leadership, and decision-making traits as part of teams in which technology plays a vital role, with programs such as Westlaw, Lexis/Nexis, IAFIS, and/or UCR.
Present a written proposal to an assigned controversial idea (punishment within the criminal justice system and or the administration of the correctional system) in where he/she will develop persuasive arguments to support his/her point of view.
Apply statistical and technological tools to support policy choices and produce written recommendations based on research and facts.
Evaluate the values and ethical implications of public decision-making within the criminal justice system
Create written and oral communications to present policy and program options to diverse audiences and stakeholders.
Identify and explain how diversity relates to issues in the administration of the criminal justice and correctional systems.
Use professional academic language related to the field of Social Sciences Public Affairs.
Demonstrate proper use of both languages in the field of Social Sciences Public Affairs and master the essentials of grammar, spelling, and punctuation.

NURSING

Bachelor of Science in Nursing

Universidad del Turabo

PERFORMANCE INDICATORS

Adhere to professional standards of practice within legal, ethical, and regulatory frameworks of the nursing profession.
Apply and document nursing processes utilizing both English and Spanish languages as needed.
Document the assessment and the patient care provided according to policies and regulations.
Demonstrate effective use of verbal, non-verbal, spoken, and written, communication skills incorporating lifespan considerations.
Apply evidence-based practice when proposing innovative solutions to a work-related problem.
Assess health of individuals, families, and groups across the lifespan within the context of the surrounding environment.
Make clinical sound decisions to assure safe and accurate nursing care within his/her scope of practice.
Provide safe caring interventions with diverse populations across the lifespan, including groups living in open and closed communities.
Use teaching and learning processes to promote and restore a patient's health by incorporating lifespan considerations and including patients within primary, secondary, and tertiary levels of care.
Demonstrate teaching skills on health promotion topics such as: physical aging status, health seeking behavior, coordination of care, asthma, immunizations, medication management, heart disease, diabetes, hypertension, depression, and obesity.
Collaborate with other disciplines such as: medical providers, pharmacy, dietitians, physical, speech, and respiratory therapists to respond to the needs of individuals, families, and groups across the health-illness continuum.
Manage care to facilitate continuity within and across health care settings such as: acute and sub-acute care, ambulatory care, mental health, and long-term care.
Use team approach, conflict resolution, and problem-solving models when working with groups.
Demonstrate mastery in technological skills.
Use professional academic language related to the field of nursing.
Demonstrate proper use of both languages in the field of nursing and master the essentials of grammar, spelling, and punctuation.

PSYCHOLOGY

Bachelor of Science in Psychology

Universidad del Este

PERFORMANCE INDICATORS

Refer to specific ideas and postulate classical and contemporary psychological theories in order to frame psychological problems and issues and develop a professional perspective of the human condition.
Write essays, research proposals, and case presentations using the established APA format while demonstrating the ability to identify and evaluate the source, context, and credibility of the references.
Design and conduct a basic study to address psychological questions using appropriate research methods.
Use a wide variety of organizational strategies to understand the concepts, principles, and theories that inform the profession of Psychology.
Communicate his/her point of view—orally or in writing—about a controversial issue in the field of psychology using academic vocabulary in both English and Spanish effectively.
Keep abreast with the most recent research and information in his/her area and demonstrate it through evidence of proper use of current knowledge.
Summarize and analyze scientific literature related to the knowledge of human behavior based on various conceptual frameworks.
Demonstrate (orally and in writing) the importance of incorporating ethics in the performance of the profession.
Demonstrate the ability to collaborate effectively with others, using all resources available, including their peers, in the learning process.
Paraphrase and adequately analyze the content of a professional experience (e.g., interview, workshop, seminar, reading selections, role play), and thus, facilitating the understanding of the strategies, methods, and procedures utilized for the management of human behavior.
Identify appropriate application of psychological theories and intervention through the conceptualization of a formalized case study presentation.
Demonstrate information competence and the ability to use computers and other technology through database searches, case presentations, and other practices.
Locate and choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology.
Use professional academic language related to the field of psychology.
Demonstrate proper use of both languages in the field of psychology and master the essentials of grammar, spelling, and punctuation.

BUSINESS ADMINISTRATION

Bachelor of Business Administration in Management	Universidad del Turabo
PERFORMANCE INDICATORS	
Solve case studies applying management theories.	
Propose solutions to business problems using management principles and applying critical thinking skills.	
Use management skills to develop a strategic business plan by using different types of technological resources.	
Use management skills to solve issues in the business world, community, and society at large.	
Use management and business skills to develop proposals including innovative solutions supported by empirical peer-reviewed research.	
Demonstrate team-building and leadership skills at the work place.	
Use professional academic language related to the field of business administration.	
Demonstrate proper use of both languages in the field of business administration and master the essentials of grammar, spelling, and punctuation.	

Master of Business Administration in Management	Universidad Metropolitana
PERFORMANCE INDICATORS	
Conduct analysis of complex business issues by (a) identifying business problems; (b) develop sound strategic alternatives to solve the problems; and (c) support the alternatives with empirical peer-reviewed research.	
Demonstrate planning and critical thinking abilities by articulating business solutions professionally through technical reports, essays, and papers.	
Conduct analysis and identify the human and capital resources needed to design and implement a cost-effective action plan.	
Gather and analyze appropriate data to classify and arrange the information into representative diagrams that will assist in problem solving.	
Articulate a point of view effectively by using English or Spanish proficiently and supporting the facts and evidence gathered through research.	
Demonstrate leadership when needed in group situations and show respect for the “differing” opinions of others.	
Identify and apply non-traditional technologies in both English and Spanish when providing business solutions.	
Understand, analyze, and synthesize professional issues effectively in English and Spanish taking into consideration the level of sophistication of the audience.	
Display an attitude of cooperation and the ability to act as a liaison with other discipline professionals in a business context (e.g., marketing, accounting, information systems, finance).	
Act within the standards of proper ethical and moral behavior at all times in business settings.	
Use professional academic language related to the field of business administration.	
Demonstrate proper use of both languages in the field of business administration and master the essentials of grammar, spelling, and punctuation.	

PERFORMANCE INDICATORS
Understand how the use of novel technologies and technological applications (e.g., social networking) are changing the landscape of marketing globally.
Demonstrate refined awareness of cultural diversity issues, demographics, and global market segmentation.
Demonstrate refined awareness of ecological and global social responsibility.
Develop retail sales strategic marketing plans through the application of product strategic theories, vocabulary, and by understanding the retail sales process.
Use marketing terminology to propose effective solutions to marketing problems through critical thinking.
Make strategic marketing plans and presentations using the most innovative technology that's available for all marketing computer software.
Use flowcharts and other marketing resources to present and establish the marketing needs of all related departments.
Present potential solutions through power point, story boards, or projected presentations to emphasize the relevance to different associations or groups.
Present various solutions by showing labels designs, drawings, story boards, and other graphs, or charts.
Prepare documentation and/or submit marketing projects, products and label designs that demonstrate proper and professional use of English and Spanish.
Customize and develop product labels, promotional and advertising materials, and documents in English or Spanish.
Analyze and solve different case scenarios using grammar and vocabulary correctly in both languages.
Utilize marketing techniques in focus groups, product tastings, brand loyalty assessments and blind product tastings utilizing the results for proper analysis.
Summarize and express his/her strategic marketing campaigns orally and in writing using both languages correctly.
Use professional academic language related to the field of business administration.
Demonstrate proper use of both languages in the field of business administration and master the essentials of grammar, spelling, and punctuation.

PERFORMANCE INDICATORS
Write analytical reports that represent accurate financial scenarios for organizations.
Write clear and accurate reports using specialized accounting technology.
Analyze and interpret financial statements and reports to develop an action plan.
Assist in writing annual reports, financial statements, and audit reports using both languages correctly.
Use business skills to understand the accounting process.
Use argumentative business administration theories in order to provide solutions to uncertain business scenarios.
Identify the facts that support conclusions in a specific situation and attach it to an argumentative theory in order to communicate persuasively.
Use business administration skills to identify opportunities and constraints presented by an organizational structure.
Develop analytical skills to succeed in a highly competitive business administration environment.
Develop team-building and leadership skills at the workplace.
Demonstrate ability to prepare and deliver group presentations using the latest technologies and software programs.
Demonstrate awareness of regulatory and voluntary reporting practices within the scope of corporate social responsibility.
Use professional academic language related to the field of business administration.
Demonstrate proper use of both languages in the field of business administration and master the essentials of grammar, spelling, and punctuation.

Bachelor of Science in International Tourism and Hospitality Management Universidad del Este

PERFORMANCE INDICATORS

Distinguish the concepts, practices, and tendencies that define the management, economics, finance, accounting, and budgeting systems in tourism.
Describe the different conceptions that exist about tourism and the hotel industry with regard to the tourist.
Analyze the interactions among the factors that control the needs of the tourism and hotel industry.
Investigate situations that arise and affect the different management scenarios of the tourism industry.
Identify legislation and regulations that apply to the tourism industry in local, state, national, and international settings.
Design work models, involvement strategies, and evaluation techniques to carry out processes appropriate to the management of the tourism industry.
Evaluate the performance of organizations as social systems in regards to the theories and practices of services management.
Utilize computers and their specialized software, and electronic techniques to carry out processes common to the management of tourism services.
Respond appropriately in order to address and solve situations dealing with customer service.
Demonstrate proper use of both languages in the hospitality industry and master the essentials of grammar, spelling, and punctuation.
Contemplate the cultural differences among coworkers when approaching ideas and consider them in order to recommend solutions with respect and courtesy.
Use management skills to analyze the multicultural tourism industry in order to propose innovative solutions.
Develop team-building and leadership skills at the workplace.
Demonstrate proper use of both languages in the field of international tourism and hospitality and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of international tourism and hospitality management.

Master of Business Administration in Human Resources**Universidad del Este****PERFORMANCE INDICATORS**

Develop ideas based on his/her acquired concepts in the various fields of accounting, marketing, management information systems, and organizational behaviors.
Use effective writing skills to problem solve by using the proper academic language and jargon related to the field.
Use skills in the field to develop a project that analyzes the needs and outcomes of an organization.
Analyze processes to evaluate problems in order to provide well-thought professional solutions.
Apply his/her newly learned skills, knowledge, and aptitudes in order to deliver his/her point of view in a logical and efficient manner.
Analyze and interpret data in both English and Spanish to solve any human resource issue.
Demonstrate knowledge of federal, state, and local human resource regulations.
Produce important documents by demonstrating competence and complying with federal and state regulations.
Apply technology and software that will enhance the performance in the organization.
Demonstrate proper use of both languages in the field of human resources and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of human resources.

Bachelor of Science in Health Services Management**Universidad del Este****PERFORMANCE INDICATORS**

Use health management skills to establish effective alternatives when addressing problems in the field.
Analyze data to propose a solution utilizing objective data, technical skills, performance improvement measures, professional competencies, and creative ideas.
Identify needs through customer service surveys, data gathering and analysis, evidence-based practices, and critical thinking skills.
Utilize organizational behavior and conflict management skills with objective evidence to establish personal points of view.
Utilize organizational behavior/conflict management skills to provide alternatives to solve issues in the field.
Translate documents to Spanish or English and present clearly the content of those documents to managers, staff, policy makers, and clientele.
Establish measures of assessment with regular reporting cycles to managers, staff, policy makers, and clientele.
Write a quality improvement plan to empower the personnel with the skills required to produce the healthcare organizational outcomes.
Implement a quality improvement plan to empower the personnel with the skills required to produce the optimum healthcare outcomes in a health organization.
Demonstrate proper use of both languages in the field of health management and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of health management.

Bachelor of Business Administration in Computerized Information Systems**Universidad del Turabo**

PERFORMANCE INDICATORS
Demonstrate project management skills in automation and resources integration.
Deliver high-quality proposals and provide high-quality technical support to clients.
Prepare front end project analysis and software system programs through a life cycle plan, flowcharts, ERDS, and data flows.
Use computerized information systems skills to improve the work environment technology such as automatization.
Evaluate the pros and cons of the latest technology in the field.
Write high-level proposals in the field with an effective implementation action plan in English and Spanish.
Set up domestic and foreign business relationships, interacting efficiently at all levels-users, action plan, design, and proposals-in dual language environments.
Use the latest technology, team work strategies, and Integrative Project Team (IPT) practices to increase effectiveness at the workplace.
Apply business administration skills to interact as a project manager, integrative project leader or in a technical support role.
Demonstrate proper use of both languages in the field of computerized information systems and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of computer information systems.

Bachelor of Science in Office Technology Management**Universidad del Turabo**

PERFORMANCE INDICATORS
Identify problematic situations in advance and implement an action plan to prevent difficulties.
Communicate effectively in both languages (Spanish/English) orally and in writing.
Establish priorities, and thus, organize documentation, events, and resources to execute activities sequentially.
Implement new procedures in his/her work site to prevent problems with the management of information.
Summarize a wide variety of documentation to be submitted in a concise and condensed manner to the immediate supervisor.
Translate documentation from one language to another considering the context and content of the passage, and thus, avoiding literal translation.
Understand, analyze, and suggest solutions to problems that have been detected .
Integrate technology in writing letters, updating filing systems, and improving communication processes within a company.

PERFORMANCE INDICATORS

Draw from his/her managerial body of knowledge and experience to identify and resolve potential problems affecting a specific organization, addressing present issues, and providing strategic recommendations in both English and Spanish.
Communicate effectively in English and Spanish to conceptualize, propose, and execute business strategies to resolve a variety of organizational issues.
Conduct research for specific current and future needs using learned measurement tools in order to develop an action plan aligned to the needs of the organization.
Draw from leadership techniques to assess organizational situations and propose strategic solutions.
Demonstrate negotiation, change management, and leadership skills in order to communicate in a positive manner when proposing a point of view regarding the solution to a problem.
Demonstrate and communicate a clear understanding of action plans and strategies through the creation of action plans, strategic plans, or business plans in both languages, and using appropriate vocabulary.
Demonstrate ability to listen actively thus allowing the discerning of potential business difficulties and planning proactive strategies through leadership techniques.
Demonstrate ability to work as a project manager with different teams in different business scenarios, serving as facilitator and motivator for the timely completion of programs and projects.
Demonstrate ability to communicate with diverse stakeholders through available technologies while maintaining organizational reputation.
Demonstrate knowledge of business-related technologies and total quality management processes that contribute to organizational efficiency.
Demonstrate refined awareness of the organization's culture, cultural diversity issues, and inclusive working environments within the context of globalization.
Demonstrate proper use of both languages in the field of business administration and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of business administration.

PERFORMANCE INDICATORS
Draw from a public management body of knowledge to analyze and resolve problems by developing, communicating, and evaluating sound strategies; show ability to assess emergent needs for future planning.
Use available technologies to communicate with diverse constituencies, including high ranking authoritative figures, administrative staff, and communities.
Explain and describe the characteristics that are particular to the practice of modern public administration and show how this practice relates to the history of the field of public administration..
Assess needs, identify action steps, and utilize capital and human resources to develop organized and effective, feasible action plans.
Evaluate policy implementation experiences and provide feedback for new policy developments.
Analyze and articulate economic rationales for policy choices.
Explain the institutional and legal environment of government.
Explain the external and institutional politics of decision-making.
Understand the challenges of policy and program implementation.
Apply statistical and decision-making tools appropriately to support policy choices and produce written recommendations.
Distinguish between different approaches to decision-making and apply those approaches to different situations.
Evaluate the values and ethical implications of public decision-making critically.
Create written and oral communications to present policy and program options to diverse audiences and stakeholders.
Identify and explain issues of diversity and its legal implications in organizations.
Interpret, translate, and communicate fluently through proficient use of English and Spanish in professional settings.
Demonstrate proper use of both languages in the field of public administration and master the essentials of grammar, spelling, and punctuation.
Use professional academic language related to the field of public administration.

DUAL LANGUAGE PROFESSIONAL COMPETENCIES

Performance Outcomes and Performance Indicators©



Non-Discrimination Statement

AGMUS VENTURES INC. does not discriminate based on race, color, national or ethnic origin, age, marital status, sex, sexual orientation, gender identity, language, disability, creed, social or political condition, religious or social trade union beliefs.